



AUGUSTA
UNIVERSITY

THE DEPARTMENT OF OCCUPATIONAL THERAPY

STUDENT FIELDWORK MANUAL

2022-2023

FIELDWORK LEADERSHIP

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- Assists the Academic Fieldwork Coordinator with contract renewals and maintenance.

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INTRODUCTION TO FIELDWORK

Augusta University (AU) Department of Occupational Therapy (OT) fieldwork goals are to provide practice based learning experiences that allow for

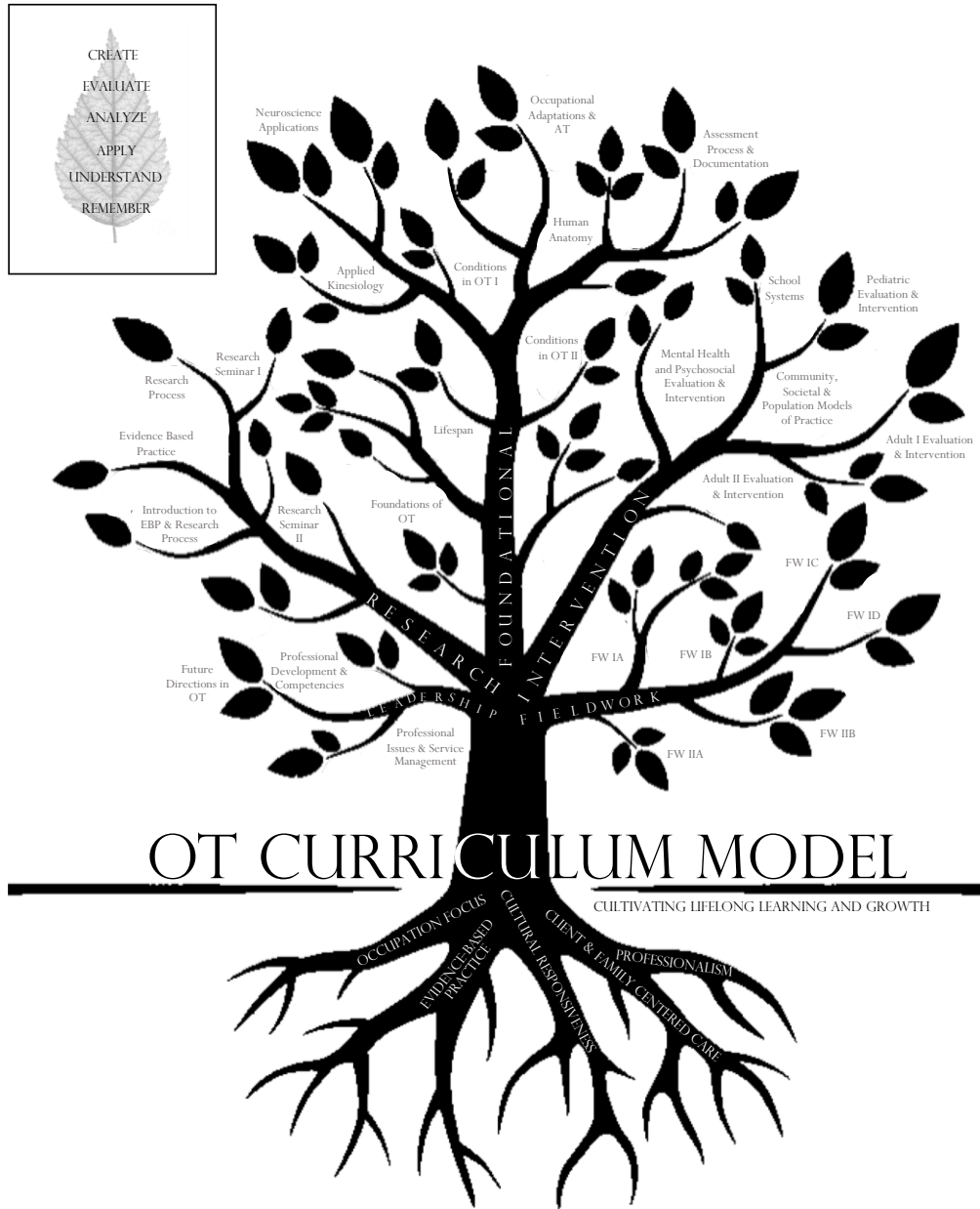
- Application of knowledge in meaningful occupations across the lifespan
- Development of an understanding of the needs of clients and family members in providing evidence based care
- Opportunities to develop competencies required for a generalist OT.
- Expose the student to a variety of practice settings, documentation and reimbursement systems, and application of the profession's theoretical tenets and frames of reference
- Mentorship of the development of personal leadership, advocacy, and cultural competence characteristics
- Development of a strong personal code of ethics and professional development responsibilities

What is Fieldwork?

The American Occupational Therapy Association (AOTA) defines *fieldwork* as practice based learning experiences that develop the students' integration of classroom knowledge and laboratory skills. The profession uses the term *fieldwork* instead of internships or clinical rotations as the (OT) profession provides service in diverse sites outside of traditional hospital or medical model settings. OTs provide intervention services or practice in various community settings, rehabilitation centers, out-patient settings, school systems, private practice, long term care centers, in work and industrial settings, and in private homes.

Fieldwork experiences are designed to encompass a range of OT services. These experiences allow the student to *try out* concepts learned in the classroom or the laboratory. Each fieldwork experience is designed to progressively build on previous skills and knowledge. Augusta University (AU) OT curriculum design provides fieldwork experiences during each semester of the Master of Health Science (MHS) in OT program. The AU OT's curriculum design and learning activities include supportive experiential learning experiences that progress the students' level of knowledge, skills, and values for entry level competence. The Accreditation Council for Occupational Therapy Education (ACOTE, 2018) specifies fieldwork requirements for all students. The requirements are divided into two major classifications: Level I and Level II fieldwork experiences. The integration of Level I and Level II experiences can be symbolized as stepping stones toward competency.

Fieldwork: The Relationship to the Curriculum



Level I and Level II Fieldwork experiences are provided to help guide the professional development process and exposure to diverse populations. This process includes the development of professional roles related to ethics and professionalism, as well as the management, leadership, and professional development skills that enable continuous growth and lifelong learning. These unique opportunities also provide the context for learning by doing and higher order thinking.

Level I Fieldwork

The goal of Level I experiences is to introduce the OT student to the fieldwork experience, to apply knowledge to practice, and to develop understanding of clients (ACOTE Standards, 2018). The AOTA *Standards* describe the goal of Level I Fieldwork "to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients." Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process." Level I Fieldwork experiences allow OT students supervised practical client experiences that are integrated throughout the curriculum.

The AU OT program will ensure that students are supervised by qualified personnel during each Level I experience. Level I supervisors may include, but are not limited to, currently licensed OT and OTAs, psychologists, physician assistants, teachers, social workers, nurses and other appropriate health care professionals. Students should contact the AFWC immediately if they have any questions or concerns about the ability of their assigned supervisor to provide Level I FW education.

Beginning the first semester of the MHS OT program, fieldwork experiences provide real life exposure to the concepts learned in class and laboratory sessions. These experiences are typically in 1 week segments and multiple rotations occur some semesters. No Level I experience can be substituted as a Level II experience. The Level I fieldwork experiences are scheduled as follows.

Course Title	Description	Semester/Year	Credits
OTHP 6000	Foundations	Summer/Year 1	1
OTHP 6001	Psychosocial Fieldwork	Fall/Year 1	1
OTHP 6002	Adult Fieldwork; Pediatric Fieldwork	Spring/ Year 2	2
OTHP 6003	Adult Fieldwork; Camp Fieldwork	Summer/Year 2	2

Your professional rotations are scheduled ahead of time by the department, often a full year in advance. These dates are not flexible because of your class schedule and deadlines for grades to be turned in to the registrar.

Level I Fieldwork Eligibility

Students must exhibit the professional characteristics and abilities to assume full responsibility for client care in order to be cleared for fieldwork eligibility. Students must be able to fully attend to the clients' needs at all time. If the student is experiencing personal or health issues that interfere with this level of professional focus, the student will be removed from the fieldwork site until such time that it is clear the student's primary focus is quality care delivery. Clearance to resume the fieldwork experience requires the permission of the Chair of the Department of OT and the Academic Fieldwork Coordinator. Clearance to return to Fieldwork may be required from a physician along with the student re-signing the Technical Standards attesting to their ability to return to the curriculum.

Students must also be in good professional standing to attend fieldwork experiences. For the first fieldwork experience, students must be in good professional standing with faculty and staff in order to attend the first Level I fieldwork. Students must receive at least a 65% on the first clinical experience *Fieldwork Professional Behavior Checklist* in order to attend the next Level I fieldwork. Thereafter the student must receive at least a 70% on the *Fieldwork Professional Behavior Checklist* in order to attend subsequent Level I fieldworks. If a student does not obtain the required percentage, the student may not be able to attend fieldwork at the designated time and will be required to remediate professional sessions with faculty and their advisor. After obtainment of the needed points, the student may attend fieldwork, possibly noting an off-track status or missed fieldwork experience. Fieldwork will be completed as available during times open to sites and not during regular class times. This may mean attending weekend or holiday fieldwork opportunities. It may also result in a loss of a Level I fieldwork experience. See Policy 16.0. *Student Dress Code* found in the Student Handbook.

Level I Fieldwork Placement Process

Students will be placed at various sites throughout the Southeast for Level I fieldwork experiences. Students should be prepared to travel for Level I fieldwork out of the state of Georgia, up to a 5-6 hour drive. Students will be placed by the AFWC approximately 4-6 weeks before the fieldwork experience. See Fieldwork Policy 4.0. *Student Fieldwork: Placement Process for Level I and Level II Fieldwork Experiences*.

Level I Fieldwork Attendance

Level I Fieldwork at AU is usually completed during one week assignments. Students are expected to complete 32- 40 hours during the week (based upon full time expectations at the site). Some sites, such as community placements and schools, may have different time requirements and must be pre-approved by the Academic Fieldwork Coordinator. If the required number of hours are not met, the student will receive a failing grade. It is the student's responsibility to ensure that the time commitment has been met. Any time missed during Level I Fieldwork must be made up before a final grade will be assigned.

Students are expected to work the hours of their supervisor. The only exception is if the student will be observing other disciplines during the day. Students may not negotiate to come in later or leave earlier than scheduled as this will prevent the completion of the required number of hours.

Level I Grading

Assignments and Expectations

Each Level I experience is linked to a curriculum theme in the OT program. Students are given assignments to complete during the fieldwork experience. It is the student's responsibility to communicate the specific assignment needs to the fieldwork supervisor. In the event that the student is unable to meet the requirements of an assignment, the student should communicate this to the course faculty to develop an alternative assignment.

Grading for fieldwork is clearly identified in each fieldwork experience's syllabus. Please refer to the syllabi for more information on fieldwork grading.

Level II Fieldwork Experiences

The ACOTE Standards (2018) describe the purpose of Level II experiences... *to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services* (ACOTE Standards, 2018).

Augusta University's Master of Health Science in OT program supports the ACOTE purpose and Standards. At AU, the Level II experiences traditionally include a minimum of two, 12 week full time experiences for comprehensive exposure to a variety of clients and learning experiences. Per ACOTE Standards, the student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.

Students are placed in a variety of practice areas to foster diverse experience for preparation of a generalist therapist. Per ACOTE Standards, students must have Level II experience within more than one practice area. If students choose to complete one rotation in a nontraditional setting, the student and AFWC will work together to ensure a more traditional experience for the other placement. Optional elective fieldwork experiences are also possible within a specific practice area of the student's choice.

For Level II experiences, the Department of OT ensures that students are supervised by a currently licensed or credentialed OT with a minimum of one year of practice experience and provides documentation to the Department of OT outlining adequate preparation to serve as a fieldwork educator (ACOTE Standard, C.1.11).

If a student expresses desire to complete a Level II Fieldwork experience in a setting where no OT is available, the AFWC will ensure at least 8 hours of direct supervision occurs per week and the supervisor must be available during all work hours. The Department of OT will ensure an on-site designee is indicated when the supervisor is off site. Fieldwork Educators may be engaged by the fieldwork site or by Augusta University.

The Department of OT will ensure that any Level II experience outside of the United States is supervised by an OT who has graduated from a program approved by the World Federation of Occupational Therapists and has one year of experience in practice. International fieldwork must not exceed 12 weeks. Fieldwork Educators may be engaged by the fieldwork site or by Augusta University.

AU Department of OT provides education opportunities as able to help adequately prepare fieldwork educators for success; each year a FW packet is submitted to sites accepting students with general information to assist in student success and supervision while at the site. Student evaluation of the fieldwork experience provides the department with feedback to evaluate the effectiveness of supervision; supervision is also assessed by the AFWC at varying intervals throughout the student's Level II fieldwork experience. (ACOTE Standard C1.15).

Course Title	Description	Semester/Year	Credits
OTHP 7009	Level II Fieldwork A	12 weeks. Approx dates Are 9/14 -12/4	9 credits
OTHP 7010	Level II Fieldwork B	12 weeks. Approx dates are 1/11-4/2	9 credits
OTHP 7011	Optional Level II Fieldwork Specialty	TBA	

Professional rotations are scheduled ahead of time by the Department, often a full year in advance. These dates are not flexible because of deadlines to the registrar for grades and graduation.

Level II Fieldwork Eligibility

Students must be in good academic standing to attend fieldwork experiences, including having no incomplete grades. Students who have not completed all pre-requisite academic coursework will not be permitted to attend Level II fieldwork except in unusual circumstances with the permission of the AFWC and the Chair. All fieldwork experiences must be successfully completed within 24 months of completing the didactic course work.

Students must exhibit the professional characteristics and abilities to assume full responsibility for client care in order to be cleared for fieldwork eligibility. Students must be able to fully attend to the clients' needs at all time. If the student is experiencing personal or health issues that interfere with this level of professional focus, the student will be removed from the fieldwork site until such time that it is clear the student's primary focus is quality care delivery. Clearance to resume the fieldwork experience requires the permission of the Chair of the Department of OT and the Academic Fieldwork Coordinator. Clearance to return to fieldwork may be required from a physician along with the student re-signing the Technical Standards attesting to their ability to successfully complete the curriculum.

Students must also be in good professional standing to attend fieldwork experiences. This requires receiving a minimum score of 65-70% on the FW Professional Behavior Checklist completed while on previous Level I fieldworks. If a student does not obtain this score, they will have to complete remediation coursework surrounding professionalism, complete an additional FW experience, and attend other sessions as needed and deemed by faculty. After completion of remediation, the student may then be considered for Level II fieldwork placement.

Note this may result in an off-track status, delaying graduation from this program. If a student is unable to satisfactorily pass Level I fieldwork experiences, with remediation as needed, the student may be suspended or dismissed from the program. Students with consistently unsatisfactory professional behavior scores may be referred to the Departmental Review Body for consideration of suspension or dismissal from the program, based on the severity of the issue.

Level II Fieldwork Placement Process

The Occupational Therapy Program maintains affiliation agreements with facilities in Georgia and across the United States. Placement at sites requires careful consideration of many factors including personal attributes, clinical abilities, interest in areas of practice, and geographic location. Students should be prepared to complete fieldwork in geographic locations other than Georgia during both Level I and Level II fieldwork experiences. The Academic Fieldwork Coordinator consults with students for selecting appropriate fieldwork sites; consultation will consist of discussing options for settings, populations, and geographical locations within the state of Georgia and at least two other states. Fieldwork folders are available for student review and include general information about the facility as well as evaluations completed by former students who have affiliated at the facility. Students are strongly encouraged to use these resources as well as the site's web page to research their site once placed, as well as identify fieldwork requirements. Because of the limited availability of quality fieldwork sites, there is no guarantee that students will be able to complete either fieldwork in the Augusta area or near their home. Therefore, students should be prepared to complete fieldwork in geographic locations other than Georgia to enrich their learning opportunities. Any special consideration request forms must be turned in 2 full weeks after the start of each semester for Level I fieldworks and submitted 4 weeks after the start of the first semester for Level II fieldworks. LATE REQUESTS WILL BE REVIEWED at the discretion of the Program Director and Academic Fieldwork Coordinator.

If a life event does occur that is unexpected, such as illness of a family member or pregnancy, submission of an Emergent Request Form at the earliest possible date is required; this will be accommodated at the discretion of the Program Director and Academic Fieldwork Coordinator.

Students will not be placed at sites where they have existing personal relationships, have volunteered or observed more than 20 hours, have work agreements, or have previously worked within the last 5 years. Students will not be placed at sites where a family member is employed. Students who do not disclose previous relationships will have the fieldwork cancelled.

Once confirmation is received from the site for the fieldwork experience, there is no changing of fieldwork sites unless an Emergent Request Form has been submitted and approved by the Program Director and Academic Fieldwork Coordinator.

If cancellations occur by the site, the student will be placed at a different site by the Academic Fieldwork Coordinator; the site may include facilities that are not within the discussed options as previously mentioned between the Academic Fieldwork Coordinator and student (setting, population, geographical location).

See FW Policy 4.0. Student Fieldwork: *Placement Process for Level I and Level II Fieldwork Experiences* in the Student Fieldwork Manual.

Level II Fieldwork Attendance

Level II fieldwork is required to be 24 weeks of full-time experience based on ACOTE standards. This is typically divided in to two, 12 week Level II experiences, however the student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.

In order to fulfill this requirement, students are expected to attend fieldwork for 24 full work weeks. In the event of extraordinary circumstances, part time basis (as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at

least 50% of an FTE at that site) is available and will be assessed case by case by the Academic Fieldwork Coordinator and Program Director.

There is no allowance for vacation or personal time off. In the event of illness or a family emergency, the student must notify the Fieldwork Educator and Academic Fieldwork Coordinator immediately, completing an absence form with plan to make up missed days. The Academic Fieldwork Coordinator will not approve any unexcused days off and will require all missed time, even if approved by the site, to be made up either on weekends or through the extension of the fieldwork dates. If the fieldwork site has a more stringent attendance requirement, then the student must follow the site's policy.

Level II students are expected to follow their supervisors work schedule. This may include 8 hour/day weeks, 10 hour/day for four days, and/or weekend coverage. This time is not negotiable. See Fieldwork Policy 2.0. *Student Fieldwork Attendance* in the Student Fieldwork Manual.

Level II Fieldwork Grading

Assignments and Expectations

Sites are encouraged to have a student manual, student expectations, and must follow objectives for fieldwork. Students are expected to meet the expectations of the site including work behaviors, professionalism, and clinical performance. Some sites may require student projects and/or student assignments which only enhance the student learning experience.

When a student is not meeting the fieldwork objectives, or the sites expectations, the student or the site may contact the Academic Fieldwork Coordinator. The Academic Fieldwork Coordinator will work to resolve the issue in the best interest of both parties. These are handled on a case by case basis based on the unique situation and parties involved. Resolution may include learning contracts outlining specific objectives, or the extension of the fieldwork dates. Occasionally, this may result in the removal of the student from the site. Students will be given one opportunity to repeat a level II fieldwork. Those who are not successful during a second level II will be recommended for dismissal. Students removed due to professional behavior issues will be assigned a failing grade and referred to the departmental progression committee. Based on the severity of the professional behavior issue, the committee may recommend probation, suspension, or dismissal from the program.

Grading: This course has an academic and fieldwork component. Students must pass both components to earn a satisfactory final grade in this course

FW Component:

The AOTA Fieldwork Performance Evaluation (FWPE) is the standard instrument used by OT programs to assess performance during Level II fieldwork. Students should review the FWPE prior to attending Level II fieldwork to familiarize themselves with the scoring instrument. A 111 is required for passing the final evaluation. Students who are deemed as not passing at midterm (or at any point in the rotation) per the fieldwork educator will need to have a learning contract developed between the student, the site, and the Academic Fieldwork Coordinator. Students must pass all safety items in order to pass the fieldwork, regardless of scores in other areas. Scores will be submitted via Formstack.

The student, while on Level II fieldworks, will be assessed using the Fieldwork Professional Behavior Checklist and/or Assessment at midterm and final. If the student falls below the required point score at any point, the fieldwork coordinator has the right to pull the student from fieldwork resulting in a failing fieldwork score, an off track status, and/or delaying graduation.

Students removed from fieldwork due to professional behavior issues may be referred to the Departmental Review Body for consideration of suspension or dismissal from the program, based on the severity of the issue. Remediation may occur and is established on a case-by-case basis. In the event of remediation and successfully passing the remediation, the student's grade will reflect at least a one letter grade deduction.

Academic Component:

In order to receive a satisfactory grade in the academic component of this course, a student must turn in all required assignments by the assigned due date. Any score of a zero may result in an unsatisfactory score for the course regardless of performance on fieldwork. Incomplete assignments will not be accepted. Students must turn in items on time to earn full credit. Late items will be accepted with a 20% reduction in points per day late up to 3 days. No assignment will be accepted after 3 days. Students can earn an A, B, or C grade for this course; however a student must earn a passing score in the academic, professionalism, and fieldwork portions of this course to earn a satisfactory grade. The AU Department of OT does not accept any graduate course grade less than a C.

General Fieldwork Requirements

Site Specific Requirements

Students are responsible for meeting all the specific requirements of their fieldwork site. These requirements may include, but are not limited to, CPR and First Aid, criminal background checks, immunizations, and drug testing. Some sites may require proof of health insurance. *Students who do not meet the specific requirements for their site will not be allowed to attend fieldwork and will receive a failing grade.* Students who arrive at fieldwork without having met the requirements will be asked to leave and assigned a failing grade. All documentation must be turned in to the Academic Fieldwork Coordinator and site at least 3-4 weeks prior to the start of the fieldwork experience; students will forfeit the fieldwork experience if paperwork is not completed in this time frame.

Students are responsible for all costs related to fieldwork, including transportation and housing at each fieldwork experience. Failure to prepare for these expenses is not an acceptable excuse for changing a scheduled fieldwork.

Students who do not pass the site's drug test procedure will not be permitted to attend fieldwork as scheduled resulting in an incomplete grade and inability to progress in the curriculum. Students who do not pass a second fieldwork drug test will be referred to the Departmental Review Body. Students should anticipate prescription medication that results in false positives during routine drug testing.

Professional Attire

Please refer to the Student Handbook for details of professional attire. It is at the discretion of the site to modify professional attire expectations. Students are expected to adhere to all policies and procedures at the FW site. See Policy 16.0. *Student Dress Code* found in the Student Handbook.

Cancellations

At times, events may occur at the fieldwork site that makes it necessary to cancel the rotation. These situations make it necessary to find an alternative site to ensure the appropriate learning experiences and supervision. As each situation is unique, the Academic Fieldwork Coordinator and Fieldwork Assistant will place the student at an alternative fieldwork site.

When fieldwork is cancelled due to a student illness, student being off track, or other student related issues, the fieldwork staff will work to find the student another appropriate placement, however, there is no guarantee that the re-assignment will be at the same facility.

Accommodations for Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires AU to provide reasonable accommodations for documented disabilities. Students are referred to the AU Students with Disabilities policies as well as the Department of OT's Policies in the Student Handbook. Reasonable accommodations are determined by AU Student Life Director. Students must act proactively with the Academic Fieldwork Coordinator regarding reasonable accommodations during the fieldwork selection process.

For all fieldwork courses, students who have accommodations that they wish to use during the fieldwork experience should communicate their needs to the site prior to the start of the fieldwork experience.

Confidentiality

All AU students are required to complete the AU Information Protection and Portability Act (HIPAA) certification training. A copy of the HIPAA compliance certificate will be placed in the student folder. This training certificate will be shared with all fieldwork sites requiring proof of HIPAA training. Students must adhere to any additional facility specific policies and procedures related to client protected information including appropriate sharing of information with families, etc.

Students will adhere to the utmost confidentiality of all documentation and verbal communications. HIPAA fines and punishments apply to students as well. Students are to be especially sensitive to not talk about clients in public places, elevators, dining facilities, etc.

All documentation is to be maintained in a secure place at all times within the facilities policy and procedures. Computerized documentation must be secured and protected at all times. Students are not to remove any client health protected information from the facility at any time. Client records are the property of the facility. They should be protected at all times and must not be left in open areas.

Per HIPAA guidelines, students cannot report the following information in fieldwork assignments, such as case studies presentations:

- Name
- Location - includes anything smaller than a state, such as street address
- Dates - all, including date of birth, admission and discharge dates
- Telephone numbers
- Fax numbers
- Electronic e-mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate and/or license numbers
- Vehicle identification numbers and license plate numbers
- Device identifiers and their serial numbers
- Web Universal Resource Locators (URLs)

- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code

For written reports, the following information can be shared:

- Age (age 90 and over must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status
- Codes (a random code may be used to link cases, as long as the code does not contain, or be a derivative of, the person's social security number, date of birth, phone/fax numbers, etc.)

Students, as well as therapists, often keep "working files" in their desk. This is still allowed under HIPAA guidelines, however this information must be locked in a file cabinet when not in use, and must be shredded when no longer needed.

Retrieved from <http://www.aota.org/education-careers/fieldwork/supervisor/hipaa.aspx> on January 19, 2020.

See Policy 20.0. *Confidentiality* found in The Student Handbook.

Professional Liability Insurance

Liability insurance is required by every fieldwork site. Full time students are covered under AU College of Allied Health Sciences Professional Liability Insurance. Documentation of liability insurance is provided to each fieldwork facility prior to sending a student. Students are also provided copies of liability at their fieldwork seminar. If for any reason students are not full time students, they are to contact the Academic Fieldwork Coordinator immediately for provision of Professional Liability insurance.

Fieldwork Safety

Students must adhere to all of the following safety and compliance issues:

Practice safety precautions in all client care activities including but not limiting to the use of universal precautions, safe body mechanics and ergonomics in all client handling procedures and the use of a gait belt in all transfers.

Be aware of any potential situation that could jeopardize safety in all client intervention practices. Ask for assistance if safety could be compromised.

Report any unsafe situation or any client or personal incident/accident to the fieldwork supervisor immediately. If any incident occurs the student will need to report the issue to the supervisor and document the incident within facility policies. Students cannot wait until the next day.

Student Withdrawals

A withdraw may occur at the site's request, at the student's request, or at the request of the AFWC. Withdraws from a Level II fieldwork will be considered a fail, unless approval from the AFWC and the Chair. Students have one opportunity to repeat Level II fieldwork experience. Students who are not successful on two Level II fieldwork experiences will be recommended for dismissal from the program.

Department of Occupational Therapy
FW Policy 1.0. Student Fieldwork Professionalism Requirements

POLICY PURPOSE

To assist with Professional Development for students throughout the curriculum and while on fieldwork.

POLICY STATEMENT

All students are expected to maintain professionalism in all settings in order to attend any Level I or Level II fieldwork.

PROCESS + PROCEDURES

1. Throughout the curriculum while completing fieldworks, each student will be graded on professionalism by the CI according to the Professionalism Fieldwork Form.
2. Students must be in good professional standing to attend fieldwork experiences. This requires receiving a minimum score of 65-70% on the Fieldwork Professional Behavior Checklist completed while on previous level one fieldworks. If a student does not obtain this score, they will have to complete remediation coursework surrounding professionalism, complete an additional fieldwork experience, and attend other sessions as needed and deemed by faculty. After completion of remediation, the student may then be considered for Level II fieldwork placement.
In order to attend Level II fieldwork experiences, the student must receive a 65-70% on the Fieldwork Professional Behavior Checklist for all previous Level I fieldwork experiences.
3. The student, while on Level II fieldworks, will be assessed using the Professionalism Fieldwork Form at midterm and final. If the student falls below the required point score at any point, the Academic Fieldwork Coordinator has the right to pull the student from fieldwork resulting in a failing fieldwork score, an off track status, and delaying graduation. Refer to the Fieldwork Professional Behavior Assessment for required points.
4. Faculty and/or clinical instructors have the right to complete a Professional Behavior Assessment at any time and then develop an action plan for remediation as needed, on a case-by-case scenario. This may result in greater than two Professional Behavior Assessments being completed on the student.
5. Students removed from fieldwork due to professional behavior issues may be referred to the Departmental Review Body for consideration of suspension or dismissal from the program, based on the severity of the issue.

Department of Occupational Therapy
FW Policy 2.0. Student Fieldwork Attendance

POLICY PURPOSE

To clarify the attendance requirements of OT students during Level I and Level II fieldwork experiences.

POLICY STATEMENT

All students are to complete the required amount of time for each Level I and Level II fieldwork experience.

PROCESS + PROCEDURES

1. Level I fieldwork experiences are typically scheduled during one full time (40 hour) week. At times, this may be amended due to scheduling issues of the site.
2. Level II fieldwork requires 24 weeks of full time experience. This is typically completed in two 12-week rotations. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.
3. Students are expected to work the full hours of their supervisor. This is not negotiable. At times this may result in a schedule of 4 ten-hour days, rotating shifts, working holidays, and/or weekend coverage.
4. Some sites may have fewer weekly hours based on their caseload schedule, such as community practice or school system sites. These hours must be approved in advance by the Academic Fieldwork Coordinator and may result in additional days, or weeks, of fieldwork.
5. It is the student's responsibility to ensure that they meet the required number of hours for Level I, or the required number of full days for Level II. Students who do not meet the minimum number of hours, or days, will receive a failing grade regardless of their performance during fieldwork.
6. Any absence during Level I fieldwork must be made up. This may include weekend time or extending the fieldwork dates.
7. There is no personal leave or vacation time allowed during Level II fieldwork. Any time missed must be made up. Written notification of the Academic Fieldwork Coordinator and the Fieldwork Educator must occur in advance and/or as soon as possible, if an absence does occur. Completion of the absence form is required within 24 hours of the absence(s), stating the date(s) missed and plan for making up time; all signatures are required, including the student, Fieldwork Educator, and Academic Fieldwork Coordinator.
8. Students attending sites with more stringent attendance policies must adhere to the site's policy.
9. Absences resulting in the inability to complete academic course requirements related to fieldwork may result in receiving zero points for the academic assignment.

Department of Occupational Therapy
FW Policy 3.0. Student Fieldwork Site Specific Requirements

POLICY PURPOSE

To clarify the role of the student in securing all necessary documentation required by a fieldwork site.

POLICY STATEMENT

All students must meet the requirements of the fieldwork site, which may include, but not limited to: CPR, First Aid, Criminal Background Check, Drug Screen, and Immunizations.

PROCESS + PROCEDURES

1. Specific information regarding each site's requirement for fieldwork students is documented in the site's fieldwork folder. Students are responsible for the expense of securing the requirements.
2. Students must comply with each site's requirements in order to attend fieldwork.
3. The Academic Fieldwork Coordinator and Fieldwork Assistant, will work with students to identify the necessary requirements and obtain the necessary documentation. It should be noted that many of the requirements can only be completed by the students.
4. Failure to complete the necessary requirements by the deadline provided by the Department will result in the student being withdrawn from the fieldwork experience.
5. Students should consult with their health care professional and anticipate prescription medication which may cause inaccurate results on drug screening(s). Students who do not pass the required drug screen will be removed from the site. This may result in the student becoming off track or receiving a failing grade if not resolved. Students who do not pass two fieldwork drug screens will be referred to the Departmental Review Body for suspension or dismissal from the program.
6. Students will have their AU student ID, CPR and First Aid certification with them at all fieldwork experiences. Students are also provided with copies of the school's liability insurance for fieldwork experiences.

Department of Occupational Therapy

FW Policy 4.0. Student Fieldwork: Placement Process for Level I and Level II Fieldwork Experiences

POLICY PURPOSE

To clarify the process of selecting Level I and Level II fieldwork sites.

POLICY STATEMENT

All students will be placed at the discretion of the Academic Fieldwork Coordinator for all Level I and Level II experiences.

PROCESS + PROCEDURES

1. For Level I fieldwork experiences, students will be placed at various sites throughout the Southeast. Students should be prepared to travel for fieldworks out of the state of Georgia, up to a 5-6 hour drive. For Level II fieldwork experiences, students may be placed across the U.S.. Students would have to elect to participate in international Level I or II experiences if available.
2. Level I fieldwork experiences are typically scheduled during one full time (40 hour) week. At times, this may be amended due to scheduling issues of the site. Level II fieldwork requires 24 weeks of full time experience. This is typically completed in two 12-week rotations. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.
3. The Academic Fieldwork Coordinator consults with students for selecting appropriate fieldwork sites; consultation will consist of discussing options for settings, populations, and geographical locations within the state of Georgia and at least 2 other states. Students should be prepared to complete fieldwork in geographic locations other than Georgia to enrich their learning opportunities.
4. Students will not be placed at sites where they have existing personal relationships, have volunteered or observed more than 20 hours, have work agreements, or have previously worked within the last 5 years. Students will not be placed at sites where a family member is employed. Students who do not disclose previous relationships will have the fieldwork cancelled.
5. Once confirmation is received from the site for the fieldwork experience, there is no changing of fieldwork sites unless an Emergent Request Form has been submitted and approved by the Program Director and Academic Fieldwork Coordinator.
6. If cancellations occur by the site, the student will be placed at a different site by the Academic Fieldwork Coordinator; the site may include facilities that are not within the discussed options as previously mentioned between the Academic Fieldwork Coordinator and student (setting, population, geographical location).
7. Following the placement process, the Academic Fieldwork Coordinator and Fieldwork Assistant will contact the sites for confirmation of the fieldwork and dates. After confirmation is received there is no changing of fieldwork sites.
8. During Level I and Level II fieldwork experiences, attendance is mandatory for all schedule days, including holidays. No absences are allowed.
9. When fieldwork is cancelled due to student illness, student being off track or other student related issues, the department cannot guarantee that the rescheduled experience will be at the same facility or geographic location.

Department of Occupational Therapy
FW Policy 5.0. Student Fieldwork: Withdrawals

POLICY PURPOSE

To clarify the process of a withdrawal from fieldwork.

POLICY STATEMENT

Students are expected to successfully complete all Level I and Level II fieldwork courses; when necessary, students may withdraw or be withdrawn from no more than one fieldwork experience.

PROCESS + PROCEDURE

1. Students may be removed from fieldwork at the request of the site, the student, or at the determination of the Academic Fieldwork Coordinator.
2. Students who are removed due to professional behavior, academic concerns, safety issues, or ethical issues will be assigned a failing grade for the course, unless approval from the Academic Fieldwork Coordinator is given. All cases will be reviewed on a case by case basis by the Academic Fieldwork Coordinator, including documentation from both the fieldwork site and the student. Students may be referred to the Departmental Review Body for consideration of suspension or dismissal from the program.
3. Students are permitted to repeat one failing fieldwork experience. Students who fail a second fieldwork will be dismissed from the program.
4. Students are responsible for communicating any potential fieldwork issues to the Academic Fieldwork Coordinator.
5. Students should be aware that certain behaviors may warrant the immediate removal of a student from a site. This includes, but is not limited to, unprofessional behaviors, safety violations, HIPPA violations, and behaviors where the student places the client safety at risk.
6. Students removed from fieldwork must have the written permission of the Academic Fieldwork Coordinator before beginning another fieldwork experience.

See Student Handbook for OT Policies 10, 12, and 13 for additional information.

Department of Occupational Therapy
FW Policy 6.0. Student Fieldwork: Remediation

POLICY PURPOSE

To clarify process of remediation of an unsatisfactory fieldwork experience for occupational therapy students.

POLICY STATEMENT

Students who are unsuccessful on fieldwork experiences will be referred to the Departmental Review Body to determine if remediation is appropriate.

PROCESS + PROCEDURES

1. Fieldwork remediation is at the discretion of the Academic Fieldwork Coordinator based on the student's performance and professional behavior.
2. Removal from fieldwork, or having an unsuccessful FWPE, will require enrolling in remediation course(s) in addition to having to re-enroll in the unsuccessful fieldwork course. This will result in the student becoming off track, thus a delay of graduation.
3. Students removed from fieldwork due to professional behavior issues may be referred to the Departmental Review Body for consideration of suspension or dismissal from the program, based on the severity of the issue.
4. Students must meet with the Academic Fieldwork Coordinator, and other faculty as appropriate, to develop goals and a formal action plan for the remediation experience. Remediation may involve, but is not limited to, individual review of course/curriculum content with a faculty mentor(s), re-taking one (or more) curriculum courses, or a remediation fieldwork experience which targets identified areas of concern, as well as other assignments as assigned.
5. For remediation fieldwork, the site and the fieldwork educator will be apprised of all areas in which the student requires support. A signed FERPA agreement is required prior to sending the student on a remediation fieldwork experience, so that the Department and the site can effectively communicate for the student's success. Students who do not sign a FERPA agreement will not be permitted to attend remediation fieldwork.
6. Students must be enrolled in OTHP course(s) during the semester the remediation occurs. The number of credits will vary, depending on the intensity of the remediation, but typically range from 1-9 credit hours.
7. If the student does not successfully pass the remediation experience, the Academic Fieldwork Coordinator in combination with the Departmental Review Body (if referred), may recommend an administrative withdrawal from the program.
8. Upon successful completion of the remediation course, students will need to re-register for the unsuccessful fieldwork course. The new fieldwork site will not be apprised of the areas in which the student had unsatisfactory performance, however, the student may choose to disclose this information to facilitate their own learning experience.
9. Fieldwork is considered a class by the Department, thus an unsuccessful fieldwork experience is considered a fail for the fieldwork course. Students who fail may be recommended to the Departmental Review Body for consideration of probation, suspension or dismissal from the program.
10. Students are only permitted to remediate one unsuccessful fieldwork experience. Students who are not successful on a second fieldwork experience will be dismissed from the program.

11. The student, while on Level II fieldworks, will be assessed using the Fieldwork Professional Behavior Checklist and/or Assessment at midterm and final. If the student falls below the required point score at any point, the Academic Fieldwork Coordinator has the right to pull the student from fieldwork resulting in a failing score, an off track status, and/or delaying graduation.
12. Students removed from fieldwork due to professional behavior issues may be referred to the Departmental Review Body for consideration of suspension or dismissal from the program, based on the severity of the issue. Remediation may occur and is established on a case-by-case basis. In the event of remediation and successfully passing the remediation, the student's grade will reflect at least a one letter grade deduction.

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COE Guidelines for an Occupational Therapy Fieldwork Experience - Level I

Retrieved from <http://www.aota.org/education-careers/fieldwork/leveli.aspx> June 23, 2016

Definition and Purpose:

The AOTA Standards describe the goal of Level I Fieldwork "to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients." Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process."

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. Level I Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations; age-specific or diagnosis-specific clients.

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience.

Objectives

Objectives of Level I Fieldwork may vary significantly from one academic institution to another. These variations occur as a result of differences in individual academic institutional missions, programmatic philosophical base, curriculum design and resources, etc. As a result, the individual academic institutions should provide information regarding the specific didactic relationship and should provide objectives for the experience. Fieldwork educators should determine if the resources of their facilities are adequate to meet the objectives of the educational institution, and then apply the objectives to the fieldwork setting.

Fieldwork objectives should reflect role delineation between professional and technical level students as specified by The Guide to OT Practice, AJOT, Vol.53, No.3. In the event a facility provides Level I Fieldwork experiences to both levels of students, separate objectives and learning experiences should be utilized, as developed by the academic program faculty. Students should be evaluated using these objectives.

In instances where students will have a prolonged/consecutive fieldwork experience in the same facility, the objectives should also reflect a sequential orientation and move from concrete to conceptual or from simple to more complex learning activities. In the event that the student will rotate through a variety of settings it is recommended that a master list of objectives be developed that demonstrate a developmental learning continuum and indicate which objectives/learning experiences have been provided in previous experiences. Schedule design of Level I Fieldwork will depend on the type of setting and the curriculum of the academic institution. Options include, but are not limited to, full days for one-half a term, full days in alternating weeks for one term, half days for one term, or one week.

Academic Institution

- Identify course content areas to be enhanced by Level I Fieldwork experiences.
- Develop general goals that clearly reflect the purpose of the experience and level of performance to be achieved.
- Assure that objectives reflect the appropriate role of an OT or OTA student.
- Sequence the objectives from concrete to conceptual or from simple to increasing complexity.
- Identify facilities that may be able to provide the necessary learning experiences.
- Share the objectives with the fieldwork educators and ask them to identify those objectives that could be met in their facility.
- Discuss and coordinate fieldwork administration issues, such as scheduling, work load, report deadlines, etc.
- Collaborate with fieldwork educators to clearly identify the skill levels necessary for successful completion of Level I Fieldwork experience.
- Develop an evaluation form and protocol.

Fieldwork Education Center

- Evaluate administrative aspects of the program to determine the feasibility of providing education experiences of high quality while maintaining the effectiveness of services. Some considerations are: providing the necessary supervision, scheduling learning experiences, and staff attitudes toward.
- Review objectives and learning experiences with academic representatives to assure that they address the Level I Fieldwork objectives of the program.
- Review the evaluation form and associated protocols and seek any necessary clarification prior to its implementation.
- Review the Level I Fieldwork objectives and the evaluation form to determine if the learning experiences can be provided at your fieldwork agency and if they are compatible with the philosophy of the program.
- In collaboration with the academic program faculty, identify, and design, if possible, specific learning activities which will meet Level I objectives.
- Those agencies providing fieldwork for both the professional and technical level student should have different learning experiences designed to clearly reflect role delineation.

AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC) Amended and Approved by FWIC 11/99 and COE 12/99 - See more at: <http://www.aota.org/education-careers/fieldwork/leveli.aspx#sthash.Z0uq7rst.dpuf>

COE Guidelines for an Occupational Therapy Fieldwork Experience - Level II

Retrieved from:

<https://www.aota.org/~/media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20--%20Level%20II--Final.pdf>
July, 2017

History and Purpose

The intent of this document is to describe the desired characteristics of a fieldwork placement for occupational therapy and occupational therapy assistant students in Level II Fieldwork Education. It is intended to be a reference document that articulates the desired attributes of a fieldwork setting to maximize students' learning in context. It is not a document of standards for fieldwork education and programs are not mandated to follow these guidelines.

This document was originally prepared by the Loma Linda Fieldwork Council at the request of the Commission on Education (COE) and approved by the COE on April 15, 1985. The document was revised by the AOTA Fieldwork Issues Committee in 1992, and by the COE in 2000 and 2012.

Definition

The ACOTE Standards (2018) describe fieldwork as “a crucial part of professional preparation.” The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists and occupational therapy assistants (AOTA, 2018).

The Fieldwork Experience

Description and Purpose:

The Level II Fieldwork experience, an integral part of OT education, should be designed to promote clinical reasoning and reflective practice, to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance. Through the fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context. The fieldwork experience shall meet requirements in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist and/or the Standards for an Accredited Educational Program for the Occupational Therapy Assistant (AOTA, 2018).

- Level II Fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupations. Throughout the fieldwork experience, the fieldwork educator should structure opportunities for informal and formal reflection with the student regarding the OT process in action with the client population.
- The OT and OTA student should have the opportunity to develop increased knowledge, attitudes, and skills in advocacy, administration, management and scholarship.

- Skills in administration and management may be attained through the actual supervision of support staff, volunteers, or Level I Fieldwork students in certain tasks or work assignments and involvement in administrative/staff/team meetings.
- Scholarship may be enhanced as students learn to use evidence to inform their professional decision making and to generate new evidence through independent or collaborative research at the fieldwork site. This may be accomplished through investigation of the effectiveness of an intervention, the reliability, validity or utility of assessment tools, and publication or presentation of scholarly work.
- Inter-professional practice competencies should be encouraged throughout the fieldwork experience through engagement of OT and OTA students in interactive learning with students of different professions.

Outcomes Desired

The fieldwork placements should provide the student with experience with various groups across the life span, persons with various psychosocial and physical performance challenges, and various service delivery models reflective of current practice in the profession.

- Within the required total of 16 weeks for the occupational therapy assistant student and 24 weeks for the occupational therapy student, there should be exposure to a variety of traditional and emerging practice settings and a variety of client ages and conditions. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, occupation-based outcomes. What this means is that even if this is not a mental health placement, the fieldwork educator should assist the student in addressing any psychosocial issues the client may have. This will help to insure that the student will have developed some entry-level competencies in mental health practice even if they do not complete a fieldwork experience in a mental health setting. See link: <https://www.aota.org/Practice/Mental-Health/Other.aspx>

Expectations of Fieldwork Students

Students are responsible for compliance with site requirements as specified in the fieldwork site student handbook developed by the fieldwork site and the affiliation agreement between the fieldwork site and the academic program. This typically includes completion of prerequisite requirements (health requirements, background checks, HIPAA training, orientation to site documentation system, etc.) and attention to state regulations impacting student provision of client services. In addition to providing the required occupational therapy services to clients, students are also responsible for active participation in the supervision process, which includes the creation, review, and completion of learning objectives; completion of assigned learning activities and assignments; proactive and ongoing communication with the assigned fieldwork educator; continual self-assessment and reflection; and participation in formal and informal assessments directed by the fieldwork educator. By the end of the fieldwork experience, the student should demonstrate the attitudes and skills of an entry-level practitioner, including assumption of responsibility for independent learning.

Fieldwork Educator Preparation

Fieldwork educators responsible for supervising Level II Fieldwork occupational therapy students shall meet state and federal regulations governing practice, have a minimum 1 year of practice experience subsequent to initial certification, and be adequately prepared to serve as a fieldwork educator. If

supervising in a role-emerging site where there is no on-site occupational therapy practitioner, the fieldwork educator should have a minimum of 3 years of practice experience after initial certification (see II.E.ix for more specific detail).

Initial and ongoing education supporting the fieldwork educator role should include attention to the following:

- Principles and theories of adult education models, knowledge of learning styles, and diverse teaching approaches.
- Administrative aspects, including relevant regulations and content for development and management of the fieldwork program.
- The design of educational experiences supporting student development as an OT practitioner.
- Adaptation of supervisor strategies in response to individual student learning style.
- Enhancement of student clinical/professional reasoning through guided learning experiences.
- Provision of formal and informal evaluation of student performance.

Methods for becoming adequately prepared to serve as a fieldwork educator include but are not limited to the following:

- Attendance at an AOTA Fieldwork Educator Certificate Program (preferred).
- Completion of the Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM).
- Attendance at continuing education events on the topic of practice education.
- Mentorship by an experienced fieldwork educator.
- Completion of on-line training modules.
- Documented readings of texts/papers on clinical/fieldwork education.

Fieldwork Models

There are a variety of fieldwork models that can be utilized, depending on the preferences of the fieldwork educator, the nature of the fieldwork site, and the learning needs of the students. Fieldwork models exist on a continuum from the traditional apprenticeship model in which one fieldwork educator has one student to a more collaborative approach in which a group of students work with one fieldwork educator. Each fieldwork model has an inherent theoretical approach to learning. The more collaborative the fieldwork model, the more active student learning occurs. Fieldwork models can also be classified as either role-established, which is a more traditional fieldwork site, or role-emerging, where occupational therapy services are being introduced and/or developed.

- 1:1 – this is the traditional model of one student to one fieldwork educator, also known as the apprenticeship model.
- 1:2 – one fieldwork educator to two students.
- 2:1 – two fieldwork educators sharing one student.
- Multiple sites – a model where one fieldwork educator has a group of students spread out at several fieldwork sites, usually all the same type of setting.
- Group – a model where one fieldwork educator has a group of students, but maintains the traditional “fieldwork educator as expert” role.
- Peer – a model in which students provide feedback to each other; this cannot be the sole form of supervision provided to students, as there must be an OT or OTA identified as the fieldwork educator.

- Off-site/role-emerging – a fieldwork model in which occupational therapy services are in the process of being developed; the occupational therapy practitioner setting this up may be employed by the agency or the educational program.
- Collaborative – a specific model of fieldwork education used with a group of students in which knowledge is constructed jointly between the fieldwork educator and the students. This is an active model of student learning that places more responsibility on the student for his/her own learning. The fieldwork educator does not function as the “expert” but more in the role of facilitator of learning.
- Role-emerging fieldwork sites are those at which the provision of occupational therapy services is being developed. The occupational therapy practitioner developing the services may be employed by the agency as a consultant, or may be employed by the academic program. When fieldwork placements occur in role-emerging practice settings, the occupational therapy fieldwork educator is typically only present on site for a limited amount of time. The ACOTE Standards require that the fieldwork educator provide a minimum of eight hours per week at the site (AOTA, 2012). In addition, the fieldwork educator must be easily accessible by a variety of means during the hours a student is at the site. Furthermore, the person serving as the fieldwork educator must have a minimum of 3 years’ experience after initial certification, as this is considered advanced supervision.
- International fieldwork occurs in another country and requires a great deal of advance planning from the academic program, student, and fieldwork educator as there are multiple issues involved. The Academic Fieldwork Coordinator should ensure that the fieldwork educator and fieldwork site staff are conversant with and in compliance with current ACOTE standards and that regular formal and informal communication is maintained during the fieldwork experience. The ACOTE Standards require that the individual serving as the fieldwork educator must be a graduate of a WFOT-approved educational program. Students cannot complete more than 12 weeks in an international placement. The reader is referred to the section of the AOTA Web site where there are multiple documents describing policies, procedures, and other issues related to international fieldwork.

Fieldwork Site Development

When developing a fieldwork experience for a new site, the preferred way to begin is by reaching out to the academic programs in the immediate area. The establishment of a contract between the fieldwork site and the academic program can take a very long time and so it is best to start with that process early. Students cannot be accepted until the contract has been signed by both parties. If there are several academic programs in the area, there is no reason why contracts cannot be initiated with all of them at once. During the contract development and approval process, the fieldwork educator can begin doing some of the other activities that will need to be in place before students are accepted. The reader is referred to the AOTA Web site for additional fieldwork educator resources, including “Steps to Starting a Fieldwork Program,” located at the following link: <http://www.aota.org/en/Education-Careers/Fieldwork/NewPrograms/Steps.aspx>

The fieldwork site should meet all existing local, state, and/or federal safety and health requirements, and should provide adequate and efficient working conditions. The occupational therapy practitioner should comply with state regulations governing the scope of practice for OT services.

- Adherence to standards of quality in regard to safety, health requirements, and working conditions may be verified through a review process by the University/ program using the center as a fieldwork site or by an established body such as the Joint Commission on Accreditation of Health Care Organizations, the Commission on Accreditation of Rehabilitation Facilities, or a state regulatory board.
- Adequate time should be available to supervising staff for student supervision activities.
- Space for client-related consultation, preparation, writing, in-service education and research activities by occupational therapists, practitioners, and students should be provided.
- The fieldwork educator and student should have access to current professional information, publications, texts, and Internet resources related to occupational therapy education and practice.
- Client records should be available to the staff and students for intervention planning and practice.

Ideally, the fieldwork site will have a stated philosophy regarding service delivery which serves as a guide for the delivery of service, scholarly activities, and education for individuals and groups. Where occupational therapy services are already established, the occupational therapy philosophy/mission/vision regarding practice and education programs should be stated in writing, and should reflect the specific contribution occupational therapy makes to the overall agency. Where established, the occupational therapy philosophy/mission/vision guides the development of learning objectives for the fieldwork experience. Ideally, the established occupational therapy program will articulate a philosophy/mission/vision of service delivery reflective of best practices in the profession. Best practices in the profession result in services which are client-centered, occupation-based, and supported by research evidence. The partnering academic institution will work with the fieldwork site to provide resources to support best practice ideals.

- Client-centered practice is evident when there are regular intervention planning/review meetings between the client and occupational therapy practitioner to ensure client participation in the evaluation and intervention process (Mortenson & Dyck, 2006).
 - In situations where there is limited possibility for client participation in intervention planning/review meetings due to the nature or severity of the client's impairment, the occupational therapy practitioner should seek the perspectives of family members/significant others who would act in the client's best interest.
- Occupation-based practice is client centered and requires an understanding of the client's needs, wants and expectations. Interventions are meaningful to the client and include participation in occupations that are reflective of the client's lifestyle and context (Chisholm, Dolhi, & Schreiber, 2000).
- Evidence-based intervention includes the creation of "strategies and tools for practitioners to access, understand, and use the latest research knowledge to improve services for clients" (Law & MacDermid, 2008, p. 6).

The administrators of the fieldwork setting should articulate support for the fieldwork education program.

- Since the occupational therapy fieldwork education experience exists within the philosophy and policies of the fieldwork agency, it is essential that the administration as well as the occupational therapy staff accept and support the education of future practitioners.

At fieldwork sites where occupational therapy services are already established, there should be occupational therapy representation in planning programs and formulating policies which would affect occupational therapy practice and services delivery or involvement.

- The occupational therapy perspective should be represented at program-related conferences, in quality review processes, and in planning for occupational therapy services delivery. The profession of occupational therapy should be represented in policy-making groups at the fieldwork site.
- Consideration should be given to the occupational therapy department philosophy of service delivery in the planning of programs and the formation of policies influencing occupational therapists' service delivery at the fieldwork site.

The fieldwork agency should recognize that the primary objective of the fieldwork experience is to benefit the student's education.

- The educational value of the student fieldwork experience should be of primary importance, and the placement should not be used to extend services offered by the fieldwork agency.

Opportunities for continuing education and professional development of the occupational therapy staff and students should be encouraged to support life-long learning.

- Attendance at workshops, institutes, conferences, courses, in-services and professional meetings should be encouraged.
- Financial support should be given for professional development whenever feasible within the budget of the fieldwork agency.
- Fieldwork students should be encouraged to participate in continuing education and be provided time to do so, when content is relevant to the fieldwork experience.
- State and National Association Membership is encouraged.

Collaboration with academic program –

- Both the ACOTE Standards and the Model Curriculum documents address the need for collaboration between the fieldwork site/fieldwork educator and the academic program.
 - The ACOTE Standards require that the Academic Fieldwork Coordinator and the fieldwork educator collaborate when establishing fieldwork objectives, identifying fieldwork site requirements, and when communicating students' performance and progress during fieldwork (AOTA, 2012).
 - The OT Model Curriculum documents describe how fieldwork experiences need to be planned in such a way that they are integrated into the academic program's mission and curriculum design.
 - The reader is referred to the OT Model Curriculum, the OTA Model Curriculum and the ACOTE Standards for more information.

Supervision guidelines –

- There are multiple sources of supervision guidelines that are applicable to Level II fieldwork. The first source are state laws and state practice acts that govern the practice of occupational therapy. These documents will specify if there are any specific requirements for supervision that need to be upheld in that state. Another source of supervision guidelines are federal regulations such as Medicare that specify what type of supervision must be provided to fieldwork students in certain healthcare settings and with certain types of Medicare coverage. The AOTA Web site is

a good source for the most up-to-date information on Medicare regulations for student supervision. The ACOTE Standards specify that during Level II fieldwork, students must be supervised by a licensed or credentialed occupational therapy practitioner with at least 1 year of experience who is adequately prepared to serve as a fieldwork educator. Further, the Standards state that supervision should initially be direct, and then progress to less direct supervision as is possible given the demands of the fieldwork site, the complexity of the client's condition being treated, and the abilities of the fieldwork student. The COE and Commission on Practice (COP) Fieldwork Level II position paper (COE/COP, 2012) additionally recommends that supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings will be of the quality and scope to ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice, and that the supervising occupational therapist and/or occupational therapy assistant must recognize when direct versus indirect supervision is needed and ensure that supervision supports the student's current and developing levels of competence (COE/COP, 2012). Specific to the role-emerging fieldwork placement, where the site does not employ an occupational therapist on staff and the fieldwork is designed to promote the development of occupational therapy services, supervision guidelines specify that students be supervised daily on site by another professional familiar with the role of occupational therapy and 8 hours of direct supervision should be provided weekly by an occupational therapist or occupational therapy assistant with at least three years of experience. It is recommended that the Academic Fieldwork Coordinator (AFWC), fieldwork educator (FWEd), the on-site coordinator (if identified) and student maintain regular formal and informal communication during the fieldwork experience (AOTA, 2001).

III. Student Engagement in the Learning Process

- It is recommended that students collaborate with their fieldwork educator to develop learning objectives which stem from the site-specific learning objectives for the individual FW site. This may be accomplished through the use of learning contracts, which are both a teaching strategy and an assessment tool used to encourage self-directed learning. Learning contracts allow for shared responsibility in the planning of learning experiences offered in fieldwork. Pro-active learning contracts are an effective teaching strategy and encourage students to become intrinsically motivated to attain competence in the fieldwork experience.
- The use of learning contracts is highly recommended. If used, learning contracts should be developed within 2 weeks of initiating the FW experience. They should address individual student learning styles, needs and interests, and should include specific learning objectives, resources and strategies, assessment, and target dates for completion. Learning contracts should be reviewed and updated regularly to reflect and communicate student progress towards the attainment of objectives.
- The student shall be evaluated and kept informed on an ongoing basis of his/her performance status.
- The student will collaborate with fieldwork educator to determine the most effective supervision style and feedback methods.
- Formative assessment shall be provided to students on a weekly basis and recorded in written format, providing specific recommendations addressing observable behaviors.
- Supervision and feedback is intended to empower the student to change performance, facilitate student self-reflection and self-assessment, and guide the student regarding strengths and opportunities for growth-based on site-specific objectives.
- AOTA's COE recommends the use of the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (AOTA, 2002a) and the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student (AOTA, 2002b) as a rating tool. The student's

performance should be evaluated formally at mid-term and at the completion of the FW experience.

- The student should self-assess performance at mid-term using a copy of the AOTA Fieldwork Performance Evaluation (FWPE), and student evaluation and fieldwork educator evaluation scores should be compared and differences discussed.
- Weekly supervision logs are a good way for both the supervisor and student to keep track of what was discussed in supervision sessions. It is important for both the fieldwork educator and student to sign and date each log to verify the supervision process.
- When there are multiple supervisors, care should be taken to ensure that communication regarding student progress is shared among all supervisors and that all contribute to evaluation of the student's progress.

Learning Challenges on Fieldwork:

- Fieldwork educators should monitor student progress, and match students' abilities with the demands of setting by providing the just-right challenges designed to maximize each student's individual learning needs.
- Structured forms of feedback, such as the Fieldwork Experience Assessment Tool (FEAT; AOTA, 2001), should be used to promote fieldwork educator and student communication.
- If the student's performance is not satisfactory at mid-term or any point in the fieldwork experience, both the student and academic institution must be notified immediately, and documentation concerning the student's progress and outcomes of interventions should be maintained.
- Fieldwork educators should initiate written remedial learning contracts with clear expectations and specific time frames for all students who are struggling to meet site-specific objectives.

Continued Assessment and Refinement of the Fieldwork Program

Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution and the fieldwork agency.

- The Academic Fieldwork Coordinator representing the educational institution should regularly evaluate learning opportunities offered during fieldwork to ensure that settings are equipped to meet curricular goals and ensure student exposure to psychosocial factors, occupation-based outcomes and evidence-based practice.
- This may be accomplished through regular communication (e.g., emails, phone calls, written correspondence, etc.) between the AFWC and faculty and ongoing communication regarding the academic program's curriculum design to the fieldwork site. In addition, the fieldwork site should have opportunity to inform the didactic program preparation.
- The fieldwork site should regularly evaluate the effectiveness of its fieldwork program to ensure that students are able to meet learning objectives and deliver ethical, evidence-based, and occupation-centered intervention to clients. The learning objectives should be reviewed regularly to maximize the effectiveness of the fieldwork experience and create new opportunities. Supervisors are encouraged to participate in routine evaluations of their effectiveness in the supervisory role.
- Fieldwork site evaluation may occur through:
 - AOTA Student Evaluation of Fieldwork Experience (SEFWE)

- Cumulative review of AOTA Fieldwork Performance Evaluations (FWPE) to determine student patterns of strength and weaknesses
- Fieldwork Experience Assessment Tool (FEAT)
- Review of the Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM)

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Practice Advisory: Services Provided by Students in Fieldwork Level II Settings

Level II fieldwork students may provide occupational therapy services under the supervision of a qualified occupational therapist or occupational therapy assistant in compliance with state and federal regulations. When adhering to the principles stated below, along with other regulatory and payer requirements, AOTA considers that students at this level of education are providing skilled occupational therapy intervention.

General Principles:

- Supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings should ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice.
- To ensure safe and effective occupational therapy services, it is the responsibility of the supervising occupational therapist and occupational therapy assistant to recognize when supervision is needed and ensure that supervision supports the student's current and developing levels of competence with the occupational therapy process.
- In all cases the occupational therapist is ultimately responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process. This would include provision of services provided by an occupational therapy assistant student under the supervision of an occupational therapy assistant (see Addendum 1).
- Initially, supervision should be in line of sight and gradually decrease to less direct supervision as is appropriate depending on the (ACOTE, 2007a.; b. & c.):
 - Competence and confidence of the student,
 - Complexity of client needs,
 - Number and diversity of clients,
 - Role of occupational therapy and related services,
 - Type of practice setting,
 - Requirements of the practice setting, and
 - Other regulatory requirements.

In settings where occupational therapy practitioners¹ are employed:

- Occupational therapy students should be supervised by an occupational therapist.
- Occupational therapy assistant students should be supervised by an occupational therapist or occupational therapy assistant in partnership with an occupational therapist.

In settings where occupational therapy practitioners are not employed:

- Students should be supervised by another professional familiar with the role of occupational therapy in collaboration with an occupational therapy practitioner.

¹ When the term *occupational therapy practitioner* is used in this document, it refers to both occupational therapists and occupational therapy assistants (AOTA, 2006).

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Addendum 1:**Supervision Requirements and Responsibilities for Occupational Therapy Assistant Students During the Delivery of Occupational Therapy Services.**

The American Occupational Therapy Association (AOTA) asserts that occupational therapy assistants can provide supervision to occupational therapy assistant students completing level II fieldwork experiences. The following recommendations have been developed to ensure the delivery of safe and effective occupational therapy services and appropriate supervisory requirements:

ACOTE Standards (ACOTE, 2007,c) indicate that an occupational therapy assistant with a minimum of 1-year professional experience is qualified to be the fieldwork educator in order to teach and assess the skills of the occupational therapy assistant student.

And,

The purpose of the level II fieldwork experience is to provide the student with the opportunity to enact the occupational therapy skills that they have been taught during the didactic portion of their occupational therapy assistant training program.

And,

The occupational therapy assistant is equipped to role model the skills and behaviors of their level of practice while interacting with the occupational therapy assistant student in the clinic setting.

And,

The occupational therapy assistant possesses skills and knowledge of practice fundamentals that include: professional behaviors, interpersonal skills, safety, ethics, documentation, occupational therapist/occupational therapy assistant collaborative relationship, implementing a treatment plan, and delegated assessments

And,

The licensure laws governing the practice of occupational therapy of many states allow the occupational therapy assistant to supervise the occupational therapy assistant student as a fieldwork educator.

And,

In all cases the occupational therapist is ultimately responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process. This would include provision of services provided by an occupational therapy assistant student under the supervision of an occupational therapy assistant

And,

The level of supervision including the need for "line of sight" should be at the discretion of the occupational therapist and occupational therapy assistant consulting together to determine the student's competence, needs of the client, setting, and other variables delineated above.

And,

Co-signatures of the supervising occupational therapy assistant and/or occupational therapist

on documentation indicates that the occupational therapy assistant student is provided with the appropriate level of supervision and is deemed competent to perform documented therapeutic intervention

And,

When a student provides skilled occupational therapy services under the supervision of a qualified practitioner those services are billed as services provided by the supervising licensed occupational therapy practitioner.

And,

An occupational therapist would offer the occupational therapy assistant student the opportunity to observe the process of client evaluation, development and modification of a treatment plan, and specific interventions that are within the scope of practice for an occupational therapist, or in which an occupational therapist has specialty training. These additional learning opportunities are beneficial but may not be representative of entry level occupational therapy assistant practice.

Therefore,

An occupational therapy assistant, under the appropriate supervision of an occupational therapist, and in accordance with applicable state and federal regulations, who has a minimum of 1-year clinical experience and who has demonstrated competence as a practitioner and a fieldwork educator should be allowed to supervise an occupational therapy assistant student during level II fieldwork.

Accreditation Council for Occupational Therapy Education. (2007c). Accreditation standards for an educational program for the occupational therapy assistant. *American Journal of Occupational Therapy*, 61, 662–671.

Appendix A: Additional Resources

The following resources will help the OT student to prepare for a successful fieldwork experience:

OT Practice Framework, 4th Edition (2020)

Standards of Practice for Occupational Therapy: (AOTA, 2015)

Scope of Practice (AOTA, 2016).

AOTA OT Code of Ethics (2020)

Guidelines for Documentation of Occupational Therapy (2020)

Standards for Continuing Competence (2020)

Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services (2019)

Fieldwork Level II and Occupational Therapy Students: A Position Paper (2020)

Occupational Therapy Fieldwork Education: Value and Purpose (2020)

Answers to your Fieldwork Questions (AOTA)

The Level II Fieldwork Survival Guide (AOTA, 2006)

Appendix B: Course Learning Objectives

OTHP 6000 Fieldwork IA (0-0-3-1)

Course Description: Application of the knowledge and skills learned in first semester graduate OT coursework.

Purpose of the OTHP 6000 Fieldwork Experience: To explore the needs of clients and their performance areas and settings in order to analyze the impact on occupation; to assess and provide intervention; and to analyze the programmatic effectiveness. This experience allows for analysis of the impact of health and illness on occupational roles and values within various contexts across the lifespan. Cultural acceptance of health conditions is also explored. *The purpose of the Level I experience is to enrich the didactic coursework through directed observation and participation in selected aspects of the OT process.* The focus of the AU Level I experience is not intended to be independent performance.

Fieldwork Learning Objectives: The learner will:

1. Begin to explore the student therapist's knowledge of OT and role of FW in educational preparation, including a beginning application of didactic coursework from this semester in FW scenarios.
2. Identify the types of occupational therapy practice settings, including the various roles that the OT and/or other professionals have in the assigned FW setting
3. Identify OT theory and/or frames of references used by therapists in practice;
4. Discuss the diversity of treatment options offered within the assigned FW setting, including treatment options and approaches.
5. Identify the OT supervisory structure and understand the delineations between the OTS, OTA, and/or the OTR as applicable to the assigned FW setting.
6. Identify the OT process of evaluation, intervention, and targeting of outcomes.
7. Discuss the clinical instructor's clinical reasoning, problem solving, therapeutic use of self, safety awareness, and other's culture, values and needs during the OT process.
8. Demonstrate professional behaviors required by the academic and clinical setting.
9. Identify the psychosocial components of service delivery and intervention related to this setting and population.

OTHP 6001 Fieldwork IB (0-0-3-1)

Course Description: Application of the knowledge and skills learned in first and second semester graduate occupational therapy coursework.

Purpose of the OTHP 6001 Fieldwork Experience: To explore the psychosocial performance areas and settings in order to analyze the impact on occupation; to conduct groups; and to analyze the programmatic effectiveness. The students are asked to design and lead groups to promote optimal mental health outcomes. The experience allows for analysis of the impact of psychosocial health on occupational roles and values within various contexts. Cultural acceptance of mental health issues is also explored. The purpose of the Level I experience is to enrich the didactic coursework through directed observation and participation in selected aspects of the OT process.

Fieldwork Learning Objectives: The learner will:

1. Assess the roles of the various service providers, including but not limited to occupational therapists, in addressing psychosocial factors in community and/or mental health setting
2. In collaboration with peers and staff, assess client's occupational and performance needs within a community and/or mental health setting
3. Participate and/or lead group sessions, based on the psychosocial needs of the clients and fieldwork setting
4. Apply course content of Semester I and II learning experiences in a community and/or mental health fieldwork setting
5. Establish client and family centered goals that address cultural needs, client and family centered care, reflects current evidence regarding OT's role and offered mental health services, as well as occupation based interventions
6. Explain, advocate, and promote for OT services within the community and/or mental health setting
7. Professionally manage behavioral issues in a safe and effective manner
8. Work effectively with other disciplines and personnel offering needed client services
9. Continue to observe and participate in clinical reasoning, problem solving, therapeutic use of self, safety awareness, and awareness of others' culture, values, and needs by: beginning to identify client needs; assisting CI in the appropriate assessment tools; discussing with CI client centered reimbursable goals; and seeking out evidence for intervention consideration
10. Beginning to foster professional development in regards to professional behavior required in a clinical setting, including receiving constructive feedback regarding personal performance for professional competency enhancement

OTHP 6002 Fieldwork IC (0-0-6-2)

Course Description: Application of the knowledge and skills learned through the third semester of graduate occupational therapy coursework.

Purpose of the OTHP 6002 Fieldwork Experience: To explore the needs of adult and pediatric clients and their performance areas and settings in order to analyze the impact on occupation; to assess and provide intervention; and to analyze the programmatic effectiveness. These two experiences allow for analysis of the impact of health and illness on occupational roles and values within various contexts across the lifespan. Cultural acceptance of health conditions is also explored. *The purpose of the Level I experience is to enrich the didactic coursework through directed observation and participation in selected aspects of the OT process.* The focus of the AU Level I experience is not intended to be independent performance.

Fieldwork Learning Objectives: The learner will:

1. Summarize the student therapist's knowledge of OT and role of FW in educational preparation, including application of didactic coursework from this semester in FW scenarios.
2. Examine the types of occupational therapy practice settings, including the various roles that the OT and/or other professionals have in the assigned fieldwork setting
3. Interpret OT theory and frames of references used by therapists in practice
4. Examine the diversity of treatment options offered within the assigned fieldwork setting, including treatment options and approaches
5. Identify the OT supervisory structure and understand the delineations between the OTS, OTA, and/or the OTR as applicable to the assigned fieldwork setting

6. Summarize the OT process of evaluation, intervention, and targeting of outcomes.
7. Link the clinical instructor's clinical reasoning, problem solving, therapeutic use of self, safety awareness, and other's culture, values and needs during the OT process
8. Demonstrate professional behaviors required by the academic and clinical setting
9. Examine the psychosocial components of service delivery and intervention related to these settings and populations

OTHP 6003 Fieldwork ID (0-0-6-2)

Course Description: Application of the knowledge and skills learned through the third semester of graduate occupational therapy coursework.

Purpose of the OTHP 6003 Fieldwork Experience: To explore the needs of adult and pediatric clients and their performance areas and settings in order to analyze the impact on occupation; to assess and provide intervention; and to analyze the programmatic effectiveness. These two experiences allow for analysis of the impact of health and illness on occupational roles and values within various contexts across the lifespan. Cultural acceptance of health conditions is also explored. The purpose of the Level I experience is to enrich the didactic coursework through directed observation and participation in selected aspects of the OT process. The focus of the AU Level I experience is not intended to be independent performance. Within the camp experience, the student will foster continued clinical skills in a non-traditional fieldwork setting, including discovery of the caregiving role. Under the direction and supervision of supporting personnel (i.e. camp director, medical director, group leader, camp staff, etc.) the student will assist in the implementation, direction, and maintenance of a camping program for the care and enrichment for children with various disabilities in a safe, healthy, and fun environment.

Fieldwork Learning Objectives: The learner will:

1. Summarize the student therapist's knowledge of OT and role of fieldwork in educational preparation, including application of didactic coursework from this semester in FW scenarios
2. Examine the types of occupational therapy practice settings, including the various roles that the OT and/or other professionals have in the assigned FW setting
3. Interpret OT theory and frames of references used by therapists in practice
4. Examine the diversity of treatment options offered within the assigned fieldwork setting, including treatment options and approaches.
5. Identify the OT supervisory structure and understand the delineations between the OTS, OTA, and/or the OTR as applicable to the assigned fieldwork setting
6. Summarize the OT process of evaluation, intervention, and targeting of outcomes
7. Link the clinical instructor's clinical reasoning, problem solving, therapeutic use of self, safety awareness, and other's culture, values and needs during the OT process
8. Demonstrate professional behaviors required by the academic and clinical setting
9. Analyze the psychosocial components of service delivery and intervention related to these settings and populations

OTHP 7009 Level II Fieldwork Experience A (0-0-40-9) | Fall 2019**OTHP 7010 Level II Fieldwork Experience B (0-0-40-9) | Spring 2020**

Course Description: Level II Fieldwork Experiences are designed to create partnerships with practice settings to enable OT students to carry out professional responsibilities under supervision and for professional role modeling. Fieldwork education is a crucial component of AU's professional preparation of entry level professionals. Through Level II Fieldwork, students will enhance their integration of previously learned skills and knowledge for competent entry level development in: addressing client and family members' needs, the use of evidence to make ethical and occupation focused intervention decisions, demonstrate cultural responsiveness and professionalism in all care and interactions, and promote the optimal well-being and occupational performance for the recipients of OT services.

Purpose of the Level II Experiences: ACOTE describes the goal of Level II experiences is to develop competent, entry level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and include in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings (2011). Level II Fieldwork may also focus on research, administration, and management of OT services

Appendix C: Augusta University Fieldwork Learning Objectives

Augusta University Occupational Therapy Level II Fieldwork Learning Objectives And Sample Weekly Timelines and Expectations

Based on and in Accordance with the Fieldwork Performance Evaluation Tool for the
Occupational Therapy Student

By Laurie Vera, MHS, OTR/L and Sharon Swift, Ed.D, OTR/L, ATP

By accepting a Level II student, the site agrees to meet these objectives and remain theoretically aligned with the associated expectations related to performance, values, roles, and ethics. If your site is able to currently fulfill these objectives and your program's design is consistent with the curriculum model of Augusta University's Master of Health Science in Occupational Therapy, please indicate your agreement by signing and dating the end of the document. Please submit the signed and dated copy to augustaotfw@augusta.edu. If you would like for site-specific learning objectives to be considered for approval, please contact augustaotfw@augusta.edu for further guidance. Objectives will be considered as agreed upon for two years from the date of the signature, or unless one party expresses a change or update. Weekly timelines and expectations may be modified to meet the needs of the site and student, as long as learning objectives are considered. Thank you for your professional partnership in the education of future occupational therapy practitioners!

FUNDAMENTALS OF PRACTICE

1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations

- Abides by the AOTA Code of Ethics
- Follows the facility's organizational policies and procedures
- Follows all policies, procedures, and safeguards related to client confidentiality
- Demonstrates work behaviors that reflect an understanding of professional standards
- Maintains boundaries

2. Adheres to safety regulations

- Reports and documents any incidents appropriately
- Considers fire safety, OSHA regulations, body substance precautions, emergency procedures, etc.
- Considers the safety needs of the client, staff, building and property, and self to prevent injuries and avoid exacerbating illness
- Reports potential safety hazards and any unusual occurrences via the appropriate channels
- Ensures that all equipment is in working order, and assists in maintenance and cleaning
- Contributes to the cleanliness and organization of the work area
- Maintains safe treating and working areas
- Works with in diagnosis-specific surgical and safety precautions

3. Ensures the safety of self and others during all fieldwork related activities

- Anticipates potentially unsafe situations
- Takes steps to prevent accidents
- Considers body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, and community safety

BASIC TENETS

4. Articulates the values, beliefs, and distinct perspective of the occupational therapy profession

- Considers families, caregivers, colleagues, service providers, administration, the public, etc.
- Does so in a clear and concise manner
- Is clear, confident, and accurate
- Selects evaluation and intervention activities that reflect an understanding of the client's occupations, interests, and values

5. Articulates the value of occupation as a method and desired outcome

- Considers families, caregivers, colleagues, service providers, administration, the public, etc.
- Does so in a clear and concise manner to all parties
- Is clear, confident, and accurate

6. Articulates the role of occupational therapy practitioners to clients and other relevant parties

- Considers families, caregivers, colleagues, service providers, administration, the public, etc.
- Collaborates with all relevant parties
- Does so in a clear and concise manner
- Is clear, confident, and accurate

SCREENING AND EVALUATION

7. Articulates a clear and logical rationale for the evaluation process

- Considers client information, contexts, theories, frames of reference, and/or practice models
- Explains the focus and purpose of the evaluation process

8. Obtains sufficient and necessary information from relevant sources through the evaluation process

- Uses information from the client record, chart reviews, the client, family and caregivers, and other service providers

9. Selects relevant screening and assessment tools based on various factors

- Considers psychosocial factors, client priorities, needs and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance etc.
- Determines which assessments are appropriate

10. Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods

- Demonstrates effective interviewing skills to gather appropriate information
- Identifies areas of concern related to occupational history, patterns of daily living, interests, values, and needs
- Thinks critically and uses clinical reasoning in determining the occupational profile and performance

11. Evaluates and analyzes client factors and contexts

- Identifies strengths and concerns, and considers those that support or hinder occupational performance
- Considers all client-centered components including psychosocial factors

- Uses screening and assessment tools to gather information
- Considers cultural, personal, temporal, and virtual contexts and their effects on client factors

12. Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable

- Follows assessment protocols in a uniform manner
- Uses tools, manuals, and forms correctly

13. Modifies evaluation procedures based on client factors and contexts

- Selects and filters relevant information from all data and sources
- Works within the diagnoses, medical conditions, contraindications, and precautions

14. Interprets evaluation results to determine the client's occupational performance strengths and challenges

- Converts scores into meaningful information
- Relates assessment findings to functional performance
- Objectively analyzes and selects pertinent data to develop the occupational profile
- Uses clinical reasoning
- Identifies measurable and occupational long-term and short-term goals
- Conveys results to and collaborates with appropriate team members

15. Synthesizes and documents the results of the evaluation process

- Does so clearly, accurately, and concisely
- Uses systematic methods to record the client's occupational performance
- Completes all components thoroughly and accurately
- Conveys results to and collaborates with appropriate team members
- Critical thinking and clinical reasoning are evident

INTERVENTION

16. Articulates a clear and logical rationale for the intervention process

- Integrates the evaluation results, contexts, theories, frames of reference, practice models, and evidence
- Identifies the correlation between problem areas, occupational performance, and selected activities

17. Establishes and accurate and appropriate client-centered plan

- Bases the plan on the evaluation results, contexts, theories, frames of reference, and/or practice models
- Creates relevant and measurable goals in collaboration with the client and/or family/caregivers
- Recommends additional consultation and referrals

18. Uses evidence from research and relevant resources to make informed intervention decisions

- Researches evidenced-based interventions to be incorporated to meet client needs
- Articulates how to apply evidence to client care based on context and need

19. Selects client-centered and occupation-based interventions
 - Motivates and challenges the client
 - Works to achieve established goals that support targeted outcomes
 - Includes the consideration of all client-centered components, including psychosocial factors

20. Implements client-centered and occupation-based intervention plans
 - Includes the consideration of all client-centered components, including psychosocial factors
 - Demonstrates a sequential and timely plan of treatment activities, taking functional and psychosocial needs into consideration
 - Demonstrates flexibility to alter plans as needed based on client response
 - Adapts to change

21. Chooses and modifies intervention approaches to achieve established goals that support targeted outcomes
 - Includes prevention, restoration, maintenance, promotion, etc.
 - Updates documentation in a timely manner to reflect any changes
 - Notifies team members of any changes

22. Modifies the task and/or environment to maximize the client's performance
 - Upgrades/downgrades tasks successfully
 - Arranges the client's workspace for optimal performance
 - Considers adaptive equipment, energy conservation, etc.

23. Modifies the intervention plan, and determines the need for continuation or discontinuation of services based on the client's status
 - Recognizes plateaus and makes changes accordingly
 - Prepares the client and team for discontinuation of therapy

24. Documents the client's responses to services in a manner that demonstrates the effectiveness of interventions
 - Completes documentation according to site standards
 - Documents thoroughly
 - Uses correct grammar, spelling, and terminology
 - Reports client progress to supervisor as instructed
 - Accepts responsibility for documentation, written and verbally

MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

25. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment
 - Collaborates with paraprofessionals, nurses' aides, staff, volunteers, etc.
 - Seeks collaboration opportunities to maximize the client's experience and to learn from other disciplines
 - Applies collaborative knowledge to evaluation, intervention, and other programming opportunities

26. Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers
- Addresses billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27. Demonstrates knowledge about the organization
- Shows awareness and consideration of mission and vision, accreditation status, licensing, specialty certifications, etc.
28. Meets productivity standards or volume of work expected of occupational therapy students
- Demonstrates ability to organize and prioritize responsibilities to ensure that requirements are completed fully, and in a timely and professional manner

COMMUNICATION AND PROFESSIONAL BEHAVIORS

29. Communicates clearly and effectively, both verbally and nonverbally
- Demonstrates clear and effective communication with clients, families, caregivers, colleagues, service providers, administration, other disciplines, and the public
 - Demonstrates active listening skills, and is aware of body language and non-verbal communication
 - Refers questions that are beyond knowledge or beyond the scope of OT to the appropriate source
 - Communicates unusual or critical information to the appropriate personnel in a timely and accurate manner
30. Produces clear and accurate documentation
- Documentation is legible
 - Documentation has corrected spelling, punctuation, grammar
 - Documentation adheres to electronic health documentation requirements
31. Collaborates with fieldwork educator(s) to maximize the learning experience
- Initiates communication
 - Asks for feedback about performance
 - Identifies strengths and challenges
32. Takes responsibility for attaining professional competence
- Seeks learning opportunities and interactions with fieldwork educator(s) and others
 - Defines personal expectations and goals for the experience and beyond
 - Self-directed in determining performance strengths and challenges
 - Collaborates with supervisors to ensure optimal learning opportunities
33. Responds constructively to feedback in a timely manner
- Demonstrates understanding of feedback by changing identified behaviors
 - Generalizes supervisor suggestions to multiple situations and skills
 - Responds to constructive feedback with openness and willingness
 - Demonstrates a positive attitude through body language and verbalizations
 - Verbalizes understanding of feedback, and initiates development of goals for improvement

34. Demonstrates consistent and acceptable work behaviors
 - Is punctual, prepared, flexible, dependable
 - Takes initiative
 - Has a professional appearance and behaviors
 - Is prepared
 - Completes work as assigned
 - Follows the schedule
 - Meets commitments in a timely manner
 - Maintains an organized and safe work area

35. Demonstrates effective time management
 - Plans ahead
 - Adheres to schedules and completes work in the expected timeframe
 - Uses free time constructively
 - Establishes priorities and executes actions accordingly

36. Manages relationships effectively
 - Utilizes therapeutic use of self
 - Adjusts the approach to meet the needs of clients and others
 - Demonstrates positive interactions, respect, and flexibility
 - Demonstrates positive working relationships with clients and staff

37. Demonstrates respect for diversity
 - Shows awareness of culture, socioeconomic status, beliefs, identity, etc.
 - Seeks to understand the perspective of others

Weekly Timelines and Expectations

The following are *sample* guidelines that can be used for setting timelines and expectations for students. Timelines and expectations will vary across sites, settings and students. Timelines and expectations should be adjusted to meet the needs of the site, setting, and student and should be discussed with the student during orientation, and referenced regularly during all educator and student meetings to ensure a timely progression.

SAMPLE ONE

WEEK ONE:

- Orientation
- Clinical observation
- Complete chart reviews for clients on current caseload
- Assist in executing appropriate treatments under direction of the therapist

WEEK TWO:

- Plan and implement treatment session for one client per day
- Assist with documentation requirements for clients on caseload
- Manage time appropriately during treatment sessions
- Continue observation

WEEK THREE:

- Plan and implement treatment session for two clients per day
- Complete documentation requirements for clients on caseload
- Manage time appropriately during treatment sessions
- Continue observation

WEEK FOUR:

- Plan and implement treatment session for three clients per day
- Provide client/family education
- Complete and score standardized assessment for one client
- Complete documentation requirements for clients on caseload
- Manage time appropriately during treatment sessions
- Continue observation

WEEK FIVE:

- Plan and implement treatment session for 4-5 clients per day
- Complete re-evaluation for one client on caseload
- Discuss progress of clients on caseload with other disciplines involved in care
- Provide client/family education
- Manage time appropriately during treatment sessions
- Continue observation

WEEK SIX:

- Plan and implement treatment session for 5-6 clients per day
- Provide client/family education
- Complete all documentation requirements for clients on caseload
- Manage time appropriately during treatment sessions
- Continue observation
- Collaborate with educator for Midterm Fieldwork Performance Evaluation and Fieldwork Professionalism Evaluation

WEEK SEVEN:

- Plan and implement treatment session for 7-8 clients per day
- Complete evaluation for one new client
- Provide client/family education
- Complete all documentation requirements for clients on caseload
- Manage time appropriately during treatment sessions
- Continue observation

WEEK EIGHT:

- Assume full caseload
- Complete all documentation requirements for clients on caseload
- Provide client/family education
- Manage time appropriately during treatment sessions
- Continue observation

WEEK NINE:

- Present treatment student project
- Continue with full caseload

WEEK TEN:

- Continue with full caseload, client/family education, and documentation requirements

WEEK ELEVEN:

- Continue with full caseload, client/family education, and documentation requirements

WEEK TWELVE:

- Complete all necessary documentation and education to return caseload to full-time team
- Collaborate with educator for Final Fieldwork Performance Evaluation and Fieldwork Professionalism Evaluation
- Complete Student Evaluation of Fieldwork Experience

SAMPLE TWO**WEEK ONE:**

- Orientation
- Clinical observation
- Complete chart reviews for clients on current caseload
- Assist in planning for and executing 4-7 treatment sessions under direction of the therapist
- Assist in evaluation of 1-3 clients
- Complete and score standardized assessment for 1-3 clients

WEEK TWO:

- Plan and implement treatment session for 5-10 clients
- Complete documentation for clients on student caseload
- Assist with documentation requirements for clients on full caseload
- Manage time appropriately during treatment sessions
- Continue observation
- Observe other disciplines and services
- Complete one evaluation and associated documentation

WEEK THREE:

- Plan and implement treatment session for 8-12 clients
- Complete documentation requirements for clients on full caseload
- Manage time appropriately during treatment sessions
- Continue observation
- Complete 2-4 evaluations, re-evaluations, or discharge summaries and associated documentation
- Discuss progress of clients on caseload with other disciplines involved in care

WEEK FOUR:

- Plan and implement treatment session for 10-15 clients
- Provide client/family education
- Complete 3-5 evaluations, re-evaluations, or discharge summaries and associated documentation
- Complete documentation requirements for clients on full caseload
- Manage time appropriately during treatment sessions
- Continue observation

WEEK FIVE:

- Plan and implement treatment session for 12-16 clients
- Complete 4-6 evaluations, re-evaluations, or discharge summaries and associated documentation
- Provide client/family education
- Manage time appropriately during treatment sessions
- Continue observation

WEEK SIX:

- Plan and implement treatment sessions and evaluations for all clients; assume full caseload
- Assume responsibility for all evaluations, re-evaluations, and discharges
- Provide client/family education
- Complete all interdisciplinary communication
- Complete all documentation requirements
- Manage time appropriately during treatment sessions
- Continue observation
- Collaborate with educator for Midterm Fieldwork Performance Evaluation and Fieldwork Professionalism Evaluation

WEEK SEVEN THROUGH ELEVEN:

- Continue care for all clients on caseload, new and current
- Provide all client/family education and inter-disciplinary communication
- Complete all documentation requirements
- Manage time appropriately during treatment sessions
- Continue observation
- Present student projects and respond to feedback

WEEK TWELVE:

- Complete all necessary documentation and education to return caseload to full-time team
- Collaborate with educator for Final Fieldwork Performance Evaluation and Fieldwork Professionalism Evaluation
- Complete Student Evaluation of Fieldwork Experience

Agreement:

I have read the above learning objectives and sample weekly timelines and expectations. I agree to effectively foster opportunities for the learner to meet the above objectives. Our site will facilitate opportunities for Level II students to strive for competency in all areas of practice.

Name of Facility:

Fieldwork Educator's Name:

Fieldwork Educator's Signature:

Date:

References:

Atler, K. (2003). *Using the Fieldwork Performance Evaluation Forms: The Complete Guide*. AOTA Press. 2003.

Butler Hospital Level II Fieldwork Site-Specific Objectives (2004, August). American Occupational Therapy Association Site-Specific Objectives. <https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

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Tucker, D & Honea, D. (2003, August 16). *Sample School Setting*. <https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

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Appendix D: AOTA Fieldwork Performance Evaluation Form

The AOTA Fieldwork Performance Evaluation Form (AOTA FWPE) is the assessment tool used to evaluate Level II students' performance at both midterm and final. FWPE content can be viewed via the link below. Educators will receive a link to complete the evaluation through Formstack, a portal used for administration and scoring. The link will provide additional details related scoring.

[AOTA Fieldwork Performance Evaluation Content](#)
[AOTA Fieldwork Performance Evaluation FAQ](#)

Appendix E: *Student Evaluation of the Fieldwork Experience (SEFWE)*

The Student Evaluation of the Fieldwork Experience (SEFWE) serves as a tool for fieldwork sites, academic programs, and students. It is designed to offer each program the opportunity to gather meaningful and useful information related to Level II fieldwork experiences. This is completed at the end of each Level II fieldwork rotation.

The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the fieldwork educator[s] and fieldwork setting
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs
- Provide objective information to students who are selecting sites for future Level II fieldwork

AOTA Student Evaluation of Fieldwork Experience (SEFWE)

Appendix G: AOTA Fieldwork Experience Assessment Tool (FEAT)

The AOTA Fieldwork Experience Assessment Tool (FEAT) is an assessment tool that can be beneficial for educators and students to complete to maximize the learning experience. This tool is useful in contributing to educator and student discussions about behaviors and attitudes, and environmental resources and challenges. By using this tool mutually between both parties, it can be beneficial to promote dialogue and the “just right challenge”. It can be used early in a fieldwork rotation to ensure communication, or any time needed to problem solve and foster communication between both parties.

AOTA Fieldwork Experience Assessment Tool (FEAT)