Occupational Therapy Assistant Program Fieldwork Manual
Fieldwork Office Contact Information

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Please visit our website:
www.cleveland.edu/academics/college-of-health-sciences/occupational-therapy-assistant-degree

**Updated**: April 2022
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OTA Program Mission Statement
Our mission is to provide exceptional quality academic and clinical education to develop compassionate and resourceful practitioners who integrate skills centered on the whole person to facilitate participation in everyday living.

OTA Program Vision Statement
To develop innovative, compassionate leaders as occupational therapy practitioners

Philosophy
People are dynamic, complex and ever changing. As occupational therapy practitioners, we assess and analyze people based on their physical, social and contextual characteristics. We explore how each person interacts with their environment and how well they are able to perform the occupations that are meaningful and purposeful to their daily lives. Knowing how each of these components (person, environment, and occupation) interact with each other for an individual allows the occupational therapy practitioner to assess one’s satisfaction with occupational performance.

The OTA program utilizes a developmental philosophy in the approach to teaching about the person. Coursework is set up to address occupations across the lifespan, starting from children and moving through older adults. Additionally, the program philosophy utilizes development with learning when approaching the education of students through the occupational therapy process. The Person-Environment-Occupation-Performance (PEOP) Model and the Model of Human Occupation (MOHO) provide frameworks for the student to begin the process of analyzing the components of an individual, group, or population and the interactions of each component to explore and create intervention for those they serve.

Each practice model, while having their own nuances, allows students to explore occupational performance in parts and as a whole. By using these models, students are able to utilize these ideas throughout the program. It allows for context when learning and applying the Occupational Therapy Practice Framework (OTPF), creating occupational profiles, and developing intervention. The OTA faculty believe in educating students to become innovative, forward-thinking, flexible practitioners who are ready to help meet society’s healthcare needs. We believe that occupational performance is the main concern when approaching treatment interventions across the lifespan. The ideas presented in the adult learning theories, experiential learning theories, and through self-reflection, allow students to utilize their own experiences and contexts, utilize a hands-on approach to demonstrate competencies, and reflect on their learning process and how skills have improved.

The curriculum has three organizing threads that structure courses and learning experiences:

- Occupation is the central focus of the profession and a major determinant of health, wellness, and quality of life.
- Evidence-based practice guides sound clinical reasoning, advances the profession, and encourages lifelong learning.
- Professional behavior and development strengthen one’s identity within the profession and allows for skill building within occupational therapy.

These threads are found throughout the course curriculum. At the beginning of the program a foundation is laid introducing all three threads and what each means to the profession. Through practice, application, and self-reflection, students are able to implement each of these threads into their practice as occupational therapy assistants. Students are assessed in coursework with Observed Structural Clinical Examinations (OSCE) in order to assess their use of occupation-based interventions as well as their application of evidence-based practice. Professional behavior is assessed in the OSCE as well as at the end of each trimester during a scheduled supervision meeting with OTA faculty.
Curriculum

The general education credits (24) must be completed prior to admission to the OTA program. The OTA professional courses must be completed in sequence and within 24 months of starting the professional phase of the OTA program (150% of the program’s length). Students must complete all OTA professional courses with a grade of C or better.

Credit/Contact Hour Distribution

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<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Total credit hours</th>
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Student Learning Outcomes

The Occupational Therapy Assistant Program’s goals are consistent with the accreditation standards. By the end of the program, the student will show competence in the following:

1. FOUNDATIONAL CONTENT
   Utilize foundational content in order to develop and create client-centered interventions.

2. OT THEORY
   Analyze relevant OT theoretical perspective in determining and developing intervention and shaping OT practice.

3. BASIC TENETS
   Implement the domains and processes of occupational therapy in order to understand the basic tenets of the profession.

4. OT PROCESS
   Analyze their role in the OT process, in collaboration with the OT and based on available evidence.

5. CONTEXT OF SERVICE DELIVERY, LEADERSHIP, AND MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES
   Demonstrate an understanding of the context of service delivery, leadership, and management of OT services.

6. SCHOLARSHIP
   Differentiate and interpret the use of scholarly articles in evidence-based practice.

7. PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES
   Apply and justify professional ethics, values and responsibility within OT practice.

Graduation Requirements - A.A.S. in Occupational Therapy Assistant

In order to graduate in good standing, the student must:

- Complete the program of study, including both required Level II fieldwork experiences, within 24 months of starting the OTA core coursework.
- Complete all OTA courses with a grade of C or higher.
- Complete both Level II fieldwork experiences with at least 70 points or higher on the AOTA Fieldwork Performance Evaluation (FWPE).
- Obtain recommendation for graduation by the A.A.S. in Occupational Therapy Assistant faculty.
- Resolve all outstanding financial obligations to Cleveland University-Kansas City.
- Complete exit interview.

NOTE: “Students must complete Level II fieldwork within 8 months following completion of the didactic portion of the program.”
Fieldwork Experiences Overview

Fieldwork (FW) is a critical component of the Occupational Therapy Assistant curriculum and represents the hands-on portion of the program. The fieldwork curriculum will expose students to a range of practice settings and people in order to help prepare the graduate to be a generalist. Fieldwork experiences in the Occupational Therapy Assistant program consists of Level I and Level II Fieldwork.

Students are responsible for all costs associated with fieldwork, which can include transportation, relocation, uniforms, etc.

Students can expect to travel both within and outside of the Greater Kansas City metropolitan area for Level I and Level II fieldwork. At this time, the travel radius is 60-70 miles from the CUKC campus. If a student would like to travel out of state for fieldwork, all request will go through the academic fieldwork coordinator. The AFWC will work to locate an acceptable site for the level of fieldwork.

The Academic Fieldwork Coordinator determines fieldwork placement. Many factors are taken into account when making placement decisions. A primary goal is to place the student where he/she can receive the best and most appropriate experience. The AFWC insures that students have experiences with individuals and/or groups with a variety of occupational performance needs requiring skilled occupational therapy, across the lifespan, in a variety of practice settings, and experiencing traditional and/or emerging roles.

Level I Fieldwork

As stated in the Accreditation Council for Occupational Therapy Education (ACOTE) Standards:

“The goal of Fieldwork Level I is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.” See more at: [http://www.aota.org/Education-Careers/Fieldwork/LevelI.aspx](http://www.aota.org/Education-Careers/Fieldwork/LevelI.aspx)

Level I Fieldwork may not substitute for Level II Fieldwork.

Level I Fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance. The Level I Fieldwork must be met through a combination of the following instructional methods and include mechanisms for formal evaluation of student performance. Examples of types of instructional methods are simulation, standardized patients, faculty practice, faculty-led site visits, consumer instruction, and/or supervision by a fieldwork educator in a practice environment.

Prior to Level I Fieldwork, the Academic Fieldwork Coordinator communicates with each fieldwork educator to review the OTA curriculum and fieldwork program design. Objectives for Level I Fieldwork are developed collaboratively with the AFWC, didactic course instructors, and Fieldwork Educator (FWE). Level I Fieldwork objectives may be course and site specific and will be provided to the site and student before the beginning of each Level I Fieldwork.

While on Level I Fieldwork, students are expected to observe and interact with individuals and groups. Students are expected to complete assignments from courses and the site. The amount and type of student involvement with direct patient/client care is at the discretion of the Fieldwork Educator and AFWC.
The fieldwork curriculum is integrated with the academic/didactic curriculum. Level I Fieldwork courses are paired with on campus, practice-specific courses in order to facilitate greater acquisition and development of knowledge and skills. There are three Level I Fieldwork courses in the program (Semester 2 and 3); each includes a combination of classroom preparation and reflection as well as off campus experiences at fieldwork sites. There may be additional opportunities outside Level I Fieldwork courses that may contribute to meeting course and program objectives.

To ensure that students identify psychological and social factors in all fieldwork settings, The AFWC assigns reflections during each experience that include identification and discussion of psychological and social factors.

Assigned student supervisor(s) during Level I Fieldwork may include but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, physical therapists, program directors, etc. Prior to the start of each fieldwork, the AFWC verifies that appropriate supervision will be provided.

The Academic Fieldwork Coordinator will assign fieldwork course grades. Fieldwork educators and/or students will be responsible for submitting the evaluation forms to the AFWC within one week of completion of the Level I Fieldwork. The evaluation process includes feedback on a student’s performance on meeting the course objectives from the course instructor, Fieldwork Educator, and AFWC. Students will have opportunities to evaluate and provide feedback for each Level I Fieldwork experience. During the course of each level I fieldwork experience, the AFWC will reach out to the fieldwork educator to assess progress.

**Interviews**

Some FW sites will request to interview the student before confirming a placement. Interviews allow the student to gather additional information about the site and expectations. The FWE will have the opportunity to learn about the students’ needs and goals for the FW placement. This process can be helpful in determining a good match between the site and student.

When an interview is required, the AFWC will meet with the student to review expectations and preparation. If the FW site and/or AFWC decide it is not a good match, the student will be placed at a different site as soon as possible.

**Level II Fieldwork**

As stated in the Accreditation Council for Occupational Therapy Education (ACOTE) Standards:

“The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. 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. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings”. See more at [http://www.aota.org/Education-Careers/Fieldwork/LevelII.aspx](http://www.aota.org/Education-Careers/Fieldwork/LevelII.aspx)

Level II Fieldwork comprises two, 8-week, full-time experiences. Level II Fieldwork occurs after students have successfully completed all prior didactic courses, including Level I Fieldwork courses. Level II Fieldwork may be completed on a part time basis, as defined by site, as long as it is at least 50% FTE. Student may 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 three different settings.
NOTE: “Students must complete Level II Fieldwork within 8 months following completion of the didactic portion of the program.”

Prior to Level II Fieldwork, the Academic Fieldwork Coordinator communicates with each fieldwork educator to review the OTA curriculum and fieldwork program design. Objectives for Level II Fieldwork are developed collaboratively with the AFWC and fieldwork educator/coordinator. Level II Fieldwork objectives may be course and site specific and will be provided to the site and student before the beginning of each Level II Fieldwork. They will include objectives focused on clinical reasoning, ethical practice and professional behavior, specific to each Level II experience.

Students will be supervised directly by licensed occupational therapists and/or certified occupational therapy assistants who have at least one year of practice experience subsequent to certification and have had adequate preparation to supervise. Other professionals may be involved in the supervisory process, but only assigned supervisor(s) will conduct formal evaluation of the student. A maximum of three (3) students may be assigned to each supervisor; No more than two supervisors will directly supervise each student. Prior to final assignment of each Level II experience, the AFWC verifies that appropriate supervision will be provided.

If students are placed at sites without occupational therapy services, CUKC OTA faculty will provide eight hours or more of supervision per week. Students will have a designated, on-site supervisor when OT supervisor is off-site. A faculty FW supervisor must also be an OTR or OTA supervised by an OTR, currently certified, and with at least three years of professional OT experience. That individual will be available via their chosen method of communication during all work hours.

Fieldwork educators using the CUKC Level II Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student form will evaluate students at midterm and the end of each Level II Fieldwork. The link to the evaluation will be sent from the Fieldwork Data Management System m will be provided to the fieldwork educator by the AFWC.

The AFWC will be in consistent communication with the student and fieldwork educator for the duration of each experience, and specifically at the four-week (midpoint) mark to assess progress and address any concerns that may have arisen. In addition, the AFWC will visit each student at the fieldwork site at least one time during the Level II fieldwork experience. Students will also complete a weekly review/reflection and share electronically via the learning management system; questions specific to application of clinical reasoning skills, ethical practice, and development of professional behavior will be included.

Level II Fieldwork course grades will be assigned by the AFWC. Fieldwork educators will be responsible for submitting the FWPE to the AFWC within one week of completion of the Level II Fieldwork. Students will have opportunities to evaluate and provide feedback for each Level II Fieldwork experience, both at midterm and end of experience, via the AOTA Student Evaluation of Fieldwork Experience.

Fieldwork Planning:

Priorities
Planning for Fieldwork experiences is completed collaboratively between the student, AFWC, and FW site. Students will meet with AFWC individually by appointment. The priority is to match students to FW sites to provide the best learning experience available for the individual student. CUKC strives to provide exemplary fieldwork experiences and will develop and utilize FW sites that are committed to high-quality FW education.
Conflict of Interest
In order to avoid any conflict of interest, students will not be placed at FW sites where the following situations exist:

- Is or has been employed in the department within the last year.
- Is or may be supervised by a relative, close friend, or mutual acquaintance of a family member or close friend.
- Is or has been a patient/client at the FW site within the last year.
- Has a scholarship, loan, or work commitment with a facility or company.

If a potential conflict of interest occurs during a FW experience, the student is to contact the AFWC immediately. The AFWC and Program Director will make a final decision regarding placement of placing the student at the site.

Conflicts of interest, whether actual or potential, must be disclosed in writing to the AFWC. If a student chooses not to disclose and begins an experience at the site, the student will be removed from the experience with a failing grade.

Expectations of student for the start of Fieldwork
- Attend all scheduled group meetings
- Participate in at least two individual meetings with the AFWC
- Research information about the FW programs available to CUKC using the fieldwork data management system and other resources as available
- Complete required forms and assignments in an open, honest manner, as this information will be used to match student to FW sites.
- Complete the Personal Data Form accurately and professionally. This form will be shared with the AFWC and FW sites.

Meetings
Students may have both individual and group FW planning meetings with the AFWC. These meetings typically occur outside of class time. Planning sessions for Level I FW experiences will begin during Semester 1. Planning for Level II FW experiences will begin during Semester 2. The specific dates, times, and locations will be communicated to students by email. Students will have the opportunity to view available CUKC site reservations through the fieldwork data management system.

Interviews
Some FW sites will request to interview the student before confirming a placement. Interviews allow the student to gather additional information about the site and expectations. The FWE will have the opportunity to learn about the students’ needs and goals for the FW placement. This process can be helpful in determining a good match between the site and student.

When an interview is required, the AFWC will meet with the student to review expectations and preparation. If the FW site and/or AFWC decide it is not a good match, the student will be placed at a different site as soon as possible.

Level II FW Site Preferences
- Once FW planning meetings and related assignments have been completed, students will submit their preference for practice settings.
- Students will submit fieldwork preferences by the end of Semester 2.
- The AFWC will attempt to obtain fieldwork sites based on the student preference. Fieldwork placement will be determined based on availability of sites and to match the best site to enhance the students learning experience. There may be ongoing
communications between the AFWC, students, and FW sites during this process. It is difficult to predict the length of this process. Students will be informed of their placement in a timely manner.

Placement Match Announcement
When the AFWC has matched and confirmed all students in a cohort, a placement match announcement date will be determined. The date will be communicated to students by email. Students can anticipate the placement match announcement to occur approximately two (2) months prior to the start of Level II fieldwork. Placement match announcements will be made in writing to all students on the same day.
Fieldwork Policies

FW Site Selection, development, availability, and cancellations

- The selection and development of FW sites is a lengthy process which may begin a year or more prior to the students’ arrival at the site. The process is the responsibility of the AFWC. Consideration for use of sites include but are not limited to:
  - Securing a written, signed, mutually agreeable Fieldwork Agreement
  - Qualifications of potential FW educators
  - Alignment of CUKC OTA program mission and goals with the FW site program
  - Collaboratively developed objectives, learning activities, and experiences available to students sufficient in scope and breadth to allow students to achieve competency as entry level OTAs
  - Appropriate personnel to provide adequate levels of student supervision
  - Availability of individuals and groups adequate to facilitate student learning
  - Opportunities for evaluation of student performance and development

Not all developed CUKC FW sites will be able to provide reservations for each student cohort. The AFWC will ensure that students have experiences with individuals and/or groups with a variety of occupational performance needs requiring skilled occupational therapy, across the lifespan, in a variety of practice settings, and experiencing traditional and/or emerging roles.

Due to unforeseen circumstances, a FW site may have to cancel a student’s reservation. This may happen at the last minute and a student will need to be prepared to make last minute changes related to travel, relocation, or scheduling. Should a cancellation occur, the AFWC will make every effort to secure an alternative placement as soon as is possible. Cancellations may result in the student completing the fieldwork rotation later than planned, which may result in delayed graduation.

Students are not allowed to contact FW sites or FWE to set up FW experiences. If a student has an interest in a facility or site, practice area, or geographic location, not currently offered through CUKC, the student must discuss this with the AFWC prior to taking any action.

Fieldwork Placements

The AFWC assigns each student to Level I FW and Level II FW experiences. In order to plan for a successful learning experience, the AFWC gathers information and input from a variety of sources, including the student. Students learn of the Level I FW experience placements approximately one (1) month before the FW experience begins. Students learn of the Level II FW experience placements approximately two (2) months before the FW experience begins. If a student is assigned to both Level II experiences within the same organization, they will be categorically distinct from one another in terms of population served and fieldwork educator assigned. Once informed of the placements, students will contact their FWE to confirm the placement, dates, prerequisites, dress code, and expectations.

Employment during Fieldwork

Level I FW and Level II FW experiences require preparation and follow-up and may include assignments. Students are discouraged from working when enrolled in FW courses.
Attendance for Fieldwork

Attendance
Attendance is expected each scheduled day for all FW experiences. All excused absences (see University catalog for *Extenuating circumstances in Attendance Policy) from FW experiences must be made up and approved by the AFWC and FWE. Please note that FW sites are not obligated to allow a student continue beyond the scheduled FW dates. Make up opportunities are at the discretion of the FWE, FW site, and AFWC. Unexcused absences (i.e. “no call no show”) are not allowed during FW experiences and will result in immediate failure of the FW course.

Reporting absences
- The student must first contact their Fieldwork educator and then contact the AFWC to discuss absences.
- Students may be required to provide documentation (such as a doctor’s note) for any absences more than one day.

Dress Code and Professional Appearance Standards
The Occupational Therapy Assistant program is a professional program and students are expected to present themselves in a neat, clean, and professional manner at all times. Please see the University Catalog for appropriate dress code while on campus. The OTA program maintains a firm dress code concerning fieldwork/clinical situations including fieldtrips, observations, presentations, and Level I and Level II fieldwork. Professional appearance required in fieldwork/clinical settings must be observed: conventional hair color/style and conservative use of jewelry and make-up.

During Level I and Level II Fieldwork (see appropriate Fieldwork section), students should adhere to the established dress code and professional appearance standards at the site. The following are general guidelines for professional dress and appearance:

Student ID badge
Students will receive an ID badge from the University. Student ID badges should be worn at all times in plain view at chest level while in the community representing CUKC.

Footwear
Closed toe, closed heel shoes with nonskid soles, no heels

Clothing
Clean, neat and appropriate fit
No athletic wear, shorts, leggings, or jeans
No t-shirts, low-cut shirts/blouses, or tank tops/spaghetti straps
No revealing clothing or visible undergarments
No scarves or other flowing clothing

Jewelry/Body art
No more than two studded earrings per ear, no dangling/hoop earrings
No exposed tattoos or facial/body piercings

Other
Natural occurring hair color
Long hair tied/pulled back away from face
Facial hair neat/trimmed
No artificial or acrylic nails, nails cleaned cut to appropriate length, no nail polish
Conservative makeup

Students are representatives of CUKC, the fieldwork site, and the occupational therapy profession to patient/clients, family members, other professionals, and potential employers. Thus, students will be responsible for adhering to the professional appearance standards and dress code set by the Program and FW sites. FW sites may have professional appearance standards and dress codes that are specific to the site and more stringent than the Program or University. Dress code information from FW sites may be found in the fieldwork tracking system and students will need to confirm this information in the communication with the FWE prior to each FW experience. Failure to comply with the dress code may result in being dismissed from the site. Time missed from fieldwork will contribute to the Attendance Policy and will result in disciplinary action at the discretion of the AFWC and/or the Program Director.

**Liability insurance**
Students have group liability insurance for all fieldwork experiences through CUKC. As stated in each site’s signed Fieldwork Agreement, CUKC agrees “to refer to the Facility only those students who have current professional liability insurance coverage on a policy form and in amounts acceptable to Facility and to provide evidence of such liability insurance when requested (current liability coverage is $1,000,000 per occurrence and $3,000,000 annually).”

**HIPAA for Fieldwork**
Refer to the Program Standard Procedures in the CUKC OTA Academic Policy and Procedure Handbook for information on HIPAA and Confidentiality. These policies are to be followed while at any and all FW sites. Some of these procedures will vary from site to site. Students are to review site information on the fieldwork tracking system and review them with their FWE at the beginning of each FW experience.

Students are not to share HIPAA protected FW information on social media, with friends or family, or in classes and labs. Violations of policies such as HIPAA, confidentiality, safety, and ethics are grounds for immediate removal from FW sites and dismissal from the program.

**Accommodations**
Persons with disabilities are eligible for admission as long as they can carry out the classroom, laboratory, and fieldwork assignments, patient/client intake, assessment and techniques, or the equivalent; pass written, oral and practical examinations and meet all of the requirements of the University. It is the student’s responsibility to disclose any limitations that might interfere with his/her meeting these standards.

Cleveland University-Kansas City will make reasonable accommodations for disabilities. Applicants and students are welcome to discuss any disabilities that they believe will hinder their completion of the curriculum. To access disability services or accommodations, students must initiate a request for service and complete the eligibility determination process.

**Nondiscrimination Policy**
Cleveland University-Kansas City and the Occupational Therapy Assistant program are committed to equal opportunity and nondiscrimination in all programs and services, and do not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, sexual orientation, marital status, disability, or veteran status.

**Communication**

Communication about and during any FW experience is critical to a student’s successful completion of the OTA program. Students are expected to contact the AFWC with any questions, concerns, problems, and potential problems related to FW experiences. While on Level I FW experiences, students may also want to contact course instructors for questions related to patient/client treatment.

**In person communication**

Students may meet with the AFWC by making an appointment. The AFWC will be in contact with each student at least once during Level II FW experiences.

**Fieldwork data management system**

Students can access information about fieldwork sites via this fieldwork data management system. Information includes site information, FWE information, onboarding requirements prior to beginning fieldwork and previous site and FWE reviews. Details about this program and its use will be reviewed during fieldwork courses and FW meetings.

**Email**

Students are required to check and acknowledge their CUKC emails at least once every 24 hours during Level II FW experiences. A full response is required within 48 hours.

**Cell phones and texting**

During FW experiences, students are not permitted to carry cell phones during patient/client interactions. Students will be provided a variety of ways to communicate with AFWC for URGENT matters related to FW experiences.

**Emergency and/or urgent communications**

In case of the need to be available for emergency and/or urgent contact to meet family responsibilities, students may have a phone on vibrate during FW classes and meetings. Emergency and/or urgent contact while on FW experiences should be addressed with the FWE before arrival at the FW site.

**Resolving Fieldwork Problems**

It is important to identify FW problems immediately and resolve them quickly. If a student even suspects he/she may be experiencing a problem, he/she should contact the AFWC immediately. A small problem, if not resolved, can turn into a larger conflict. It is better to address problems head on rather than hope that they will resolve on their own. Do not rely on periodic check-ins or site visits conducted by the AFWC to address concerns.

Steps to identifying and resolving problems:

- Identify the problem and explore what events/issues may have led to the problem
- List possible solutions
- Analyze each to determine possible outcomes
- Decide which possible outcome and actions will work the best for the given situation, include a follow up plan to determine if the resolution is successful
- Discuss and obtain feedback regarding the problem and possible solutions with the AFWC, FWE, and possibly the course
• Put the plan in writing, share with all involved, and take action
• Follow up to determine if the plan was successfully resolved

Failure of, termination of, or withdrawal from any Fieldwork placements
Immediate removal from FW by AFWC and/or FWE with a failing grade may occur when a student exhibits inappropriate, unethical, unprofessional behavior on a FW experience and/or does not meet objectives. Should this occur, the student would fail the FW course and be dismissed from the program.

A FW site may terminate a FW experience at any time for any reason. This situation is unlikely but possible. If the termination is at the request of the FW site due to extenuating circumstances, the AFWC will reassign the student.

Voluntary withdrawal due to extenuating life circumstances should follow the course withdrawal policy outlined in the University catalog. Students may be reassigned at the discretion of AFWC/Program Director at a later time, pending availability.

Evaluation of Student Performance/FW Course Grading
The evaluation of student performance for FW experiences and courses is an ongoing process that includes the FWE, AFWC, and content course instructor (for related Level I FW). The AFWC is the instructor of record for all FW experiences and courses. The AFWC has the responsibility to determine FW grades.

Level I FW – Letter grades are assigned. Objectives, criteria, assignments, and forms are reviewed at the start of each FW I course. Input and assignments from FW educators and course instructors are considered by the AFWC when assigning grades. Students are provided with verbal and/or written feedback throughout their experience by the FWE and the AFWC. The FWE and AFWC use the CUKC Level I FW Student Evaluation for final evaluation and feedback to the FW I Student. This evaluation is incorporated in a final course grade for the student.

Level II FW
Fieldwork educators, using the the CUKC Level II Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student” (FWPE), will evaluate students at midterm and the end of each Level II Fieldwork. The AFWC will provide the link to the Fieldwork Data Management System to the FWE.

Pass/Fail grades are assigned. The FWPE score comprises the majority of the FW II course grade. The AFWC assigns the final grade based on the FWPE score; timely and professional communication; and timely completion of all assignments prior to, during and after the fieldwork experience. Course objectives, criteria, and forms are reviewed during Level II FW meetings.

Site-specific Level II FW objectives, criteria, assignments, and forms are reviewed at the beginning of each Level II FW experience. Level II FW students receive midterm and final evaluations using the FWPE.

With a score of < 70 and/or a score(s) of a “2” for the Foundational Concepts section, the student will fail the fieldwork experience. If a student fails one Level II fieldwork experience, they have the opportunity to complete an additional experience once a new fieldwork placement is obtained. The student will work with the AFWC to identify barriers to success, and will develop a learning plan in order to improve these identified barriers. If a student does not pass the second Level II fieldwork experience, they will then be dismissed from the OTA program.
Evaluation of FW site and supervision

Students are required to provide feedback regarding their FW experiences. This information will be shared with the FWE, FW site, AFWC, and other students. Students are required to complete evaluations of each Level I FW and Level II FW experience in order to receive grades for FW courses. Instruction on use of FW site and supervision forms occurs during Level I FW courses, and Level II FW meetings. Students will have opportunities to learn how to provide professional feedback during Level I FW courses and/or Level II FW meetings.

Students use the CUKC Level I Fieldwork Site Evaluation form and the CUKC Level I Fieldwork Educator Evaluation for each Level I site.

Students use the Student Evaluation of the FW Experience (SEFWE) for each Level II site.

The AFWC will send the link from the Fieldwork Data Management System for each Level I and Level II FW experience.

Student Supervision

General Supervision Information

In order to ensure that supervision provides protection of consumers and opportunities for appropriate role modeling, the AFWC reviews information specific to supervision models used on each site has completed AOTA Fieldwork Data Form. If information is unclear or incomplete, the AFWC communicates directly with the site to clarify needs for adequate supervision; he/she also provides assistance and resources to ensure that supervisors understand the appropriate progression of supervision throughout each FW experience.

Level I Student Supervision

According to ACOTE Standards, student’s will be supervised by qualified personnel for Level I fieldwork. Examples of qualified personnel may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. Level of supervision varies based on the setting, length of FW, student needs, and assigned supervisor qualifications. Generally, a maximum of two students will be assigned to each supervisor; no more than two supervisors will directly supervise each student. Prior to final assignment of each Level I experience, the AFWC verifies that appropriate supervision will be provided.

Level II Student Supervision

In typical settings and practice areas, students are supervised directly by licensed occupational therapists and/or certified occupational therapy assistants who have at least one year of practice experience subsequent to certification; and have had adequate preparation to supervise. Other professionals may be involved in the supervisory process, but only assigned supervisor(s)/FWE will conduct formal evaluation of the student.

A maximum of three (3) students will be assigned to each supervisor; no more than two supervisors will directly supervise each student. Prior to final assignment of each Level II experience, the AFWC verifies that appropriate supervision will be provided.

For students placed at sites without occupational therapy services or in an emerging practice area, CUKC OTA faculty will provide eight hours or more of direct supervision per week. Students will have a designated, on-site
supervisor when OT supervisor is off-site. A faculty FW supervisor must also be an OTR or OTA, currently certified, and with at least three years of professional OT experience. The faculty supervisor will be available via phone, email, or in person during working hours.

The AFWC will be in communication with the student and FWE for the duration of each experience, and specifically at the four-week (midpoint) mark to assess progress and address any concerns that may have arisen. In addition, the AFWC will visit each student at the fieldwork site at least one time during the Level II fieldwork experience either in person or via video conference.

Students may also complete a weekly review/reflections and share electronically via the learning management system; questions specific to application of clinical reasoning skills, ethical practice, and development of professional behavior will be included.

Level II Fieldwork course grades of a Pass/Fail will be assigned by the AFWC. The FWE will be responsible for submitting the SEFWE to the AFWC immediately after completion of the Level II Fieldwork. Students will have opportunities to evaluate and provide feedback for each Level II Fieldwork experience using the AOTA Student Evaluation of the Fieldwork Experience.

Fieldwork Site Information

General Information Needed

Each fieldwork site submits information to CUKC about facility characteristics, service delivery, and student program as part of the collaborative process of establishing a fieldwork relationship.

Required information includes:
- AOTA Fieldwork Data Form
- Signed Fieldwork Agreement that outlines the general terms of the educational collaboration
- Site-specific objectives related to student evaluation if applicable
- Pre-arrival information and/or tasks

Sites are encouraged to provide additional information such as:
- Websites or brochures describing the setting and services provided
- Student manual, schedule, expectations, etc.

Site Designation in Data Management System

Students, Faculty, FWE’s, and the AFWC will have access to CUKC’s Fieldwork Data Management System for information about FW sites. Additional functions may be added and available. The AFWC will provide an orientation on how to use this system.

FW sites have one of the following designations in the data management system:

**Active**: Required forms have been submitted and are current.

**Inactive**: Fieldwork sites that have a FW agreement, but are not actively taking students

**Hidden**: Fieldwork sites that have declined a fieldwork agreement or are in process.
Forms for Level I and Level II Fieldwork
PERSONAL DATA SHEET
FOR STUDENT FIELDWORK EXPERIENCE

PERSONAL INFORMATION

Name  _______________________________________________________________________________________

Permanent Home Address  ______________________________________________________________________
________________________________________________________________________

Phone number and dates that you will be available at that number

Phone Number _____________________________ Dates __________________________________________

Name, address, and phone number of person to be notified in case of accident or illness:
____________________________________________________________________________________________
____________________________________________________________________________________________

EDUCATION INFORMATION

1. Expected degree (circle one)
   OTA:
   Associate

2. Anticipated year of graduation __________________________

3. Prior degrees obtained _______________________________

4. Foreign languages read _____________________________ spoken _____________________________

5. Do you hold a current CPR certification card? Yes _____ No _____
   Date of expiration _____________________________

HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes _____ No _____

2. If yes, name of company _________________________________________________________________
   Group # _____________________________ Subscriber # _____________________________

3. Date of last Tine Test or chest X-ray: _____________________________
   (If positive for TB, tine test is not given)

PREVIOUS WORK/VOLUNTEER EXPERIENCE

__________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
PERSONAL PROFILE

1. Strengths: ____________________________________________

2. Areas of growth: ____________________________________________

3. Special skills or interests: ____________________________________________

4. Describe your preferred learning style: ____________________________________________

5. Describe your preferred style of supervision: ____________________________________________

6. Will you need housing during your affiliation? Yes _____ No _____

7. Will you have your own transportation during your affiliation? Yes _____ No _____

8. (Optional) Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork? Yes _____ No _____, If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, list them. To promote your successful accommodation, it should be discussed and documented before each fieldwork experience.

FIELDWORK EXPERIENCE SCHEDULE

<table>
<thead>
<tr>
<th>CENTER</th>
<th>TYPE OF FW SETTING</th>
<th>LENGTH OF FW EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I Exp.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level II Exp.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADDITIONAL COMMENTS
AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC)
Amended and Approved by FWIC 11/99 and COE 12/99
fieldwork\misc\persdatasheet.1299.

https://www.aota.org/Education-Careers/Fieldwork/Supervisor.aspx
AOTA FIELDWORK DATA FORM

Introduction:

The primary purpose of the Fieldwork Data Form is to summarize information regarding the program at a fieldwork site. Occupational therapy (OT) and occupational therapy assistant (OTA) students will find valuable information describing the characteristics of the fieldwork setting; the client population; commonly used assessments; interventions; and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the *Occupational Therapy Practice Framework: Domain and Process, 3rd Edition* (American Occupational Therapy Association [AOTA], 2014) terminology and best practice in occupational therapy to promote quality fieldwork experiences. The data gathering processes used in the completion of this form entail a collaborative effort that facilitates communication between OT and OTA academic programs, students, and fieldwork educators. This form may be completed by the combined efforts of the fieldwork educator, the OT or OTA student assigned to the site for fieldwork, and/or the Academic Fieldwork Coordinator (AFWC) from the program. Fieldwork sites are encouraged to update the form annually and provide a copy to the educational program(s) where they have a current memorandum of understanding (MOU).

The secondary purpose of the Fieldwork Data Form is to document the connection between the curriculum design of a given OT or OTA educational program with its fieldwork component. The AFWC will use the data entered on the form to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards (ACOTE, 2012). The standards are outlined in Section C of the 2011 ACOTE standards and are denoted on the form. Educational programs can revise the form to suit the needs of their respective fieldwork programs.

The Fieldwork Data Form was developed through the joint efforts of the Commission on Education (COE) and the Academic Education (formerly Education) Special Interest Section Fieldwork Community of Practice with input from many dedicated AFWCs and fieldwork educators.
# AOTA Fieldwork Data Form

**Date:**

**Name of Facility:**

**Address:** Street: __________ City: __________ State: __________ Zip: __________

## 1. Fieldwork Information

<table>
<thead>
<tr>
<th>FW I</th>
<th></th>
<th>FW II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person:</td>
<td>Credentials:</td>
<td>Contact Person:</td>
</tr>
<tr>
<td>Phone:</td>
<td>Email:</td>
<td>Phone:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director:</th>
<th>Initiation Source:</th>
<th>Corporate Status:</th>
<th>Preferred Sequence of FW:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>Fax:</td>
<td>Website address:</td>
<td>FW Office</td>
</tr>
</tbody>
</table>

## 2. OT Fieldwork Practice Settings:

<table>
<thead>
<tr>
<th>Hospital-based settings</th>
<th>Community-based settings</th>
<th>School-based settings</th>
<th>Age Groups:</th>
<th>Number of Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Inpatient Acute</td>
<td>□ Pediatric Community</td>
<td>□ Early Intervention</td>
<td>□ 0–5</td>
<td>OTRs:</td>
</tr>
<tr>
<td>□ Inpatient Rehab</td>
<td>□ Behavioral Health Community</td>
<td>□ School</td>
<td>□ 6–12</td>
<td>OTAs/COTAs:</td>
</tr>
<tr>
<td>□ SNF/Sub-Acute/Acute Long-Term Care</td>
<td>□ Older Adult Community Living</td>
<td>□ Other area(s)</td>
<td>□ 13–21</td>
<td>Aides:</td>
</tr>
<tr>
<td>□ General Rehab Outpatient</td>
<td>□ Older Adult Day Program</td>
<td></td>
<td>□ 22–64</td>
<td>PT:</td>
</tr>
<tr>
<td>□ Outpatient Hand</td>
<td>□ Outpatient/hand private practice</td>
<td>Please specify:</td>
<td>□ 65+</td>
<td>Speech:</td>
</tr>
<tr>
<td>□ Pediatric Hospital/Unit</td>
<td>□ Adult Day Program for DD</td>
<td></td>
<td>Resource Teacher:</td>
<td>Counselor/Psychologist:</td>
</tr>
<tr>
<td>□ Pediatric Hospital Outpatient</td>
<td>□ Home Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Inpatient Psychiatric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 3. Student Prerequisites

<table>
<thead>
<tr>
<th>Student Prerequisites</th>
<th>Health requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ CPR</td>
<td>□ First aid</td>
</tr>
<tr>
<td>□ Medicare/Medicaid fraud check</td>
<td>□ Infection control training</td>
</tr>
<tr>
<td>□ Criminal background check</td>
<td>□ HIPPA training</td>
</tr>
<tr>
<td>□ Child protection/abuse check</td>
<td>□ Prof. liability ins.</td>
</tr>
<tr>
<td>□ Adult abuse check</td>
<td>□ Own transportation</td>
</tr>
<tr>
<td>□ Fingerprinting</td>
<td>□ Interview</td>
</tr>
</tbody>
</table>

| □ HepB | □ Physical check up |
| □ MMR | □ Varicella |
| □ Tetanus | □ Influenza |
| □ Chest x-ray | | |
| □ Drug screening | | |
| □ TB/Mantoux | Please list any other requirements: |

## 4. Student Work Schedule and Outside Study Expected

<table>
<thead>
<tr>
<th>Schedule hrs/week/day:</th>
<th>Room provided</th>
<th>Meals</th>
<th>Stipend amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ High</td>
<td>□ Yes</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>□ Moderate</td>
<td>□ No</td>
<td>□ No</td>
<td>□ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Describe level of structure for student?</th>
<th>Describe level of supervisory support for student?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ High</td>
<td>□ Moderate</td>
<td>□ Low</td>
</tr>
</tbody>
</table>

## 5. Describe the FW Environment/Atmosphere for Student Learning:

Describe available public transportation:
### Types of OT interventions addressed in this setting (check all that apply):

**Occupations:**
- Client-directed occupations that match and support identified participation level goals (check all that apply):
  - ACOTE Standards C.1.8, C.1.11, C.1.12
  - Bathing/showering
  - Toileting and toilet hygiene
  - Dressing
  - Swallowing/eating
  - Feeding
  - Functional mobility
  - Personal device care
  - Personal hygiene and grooming
  - Sexual activity

**Activities of Daily Living (ADL):**
- Care of others/pets
- Care of pets
- Child rearing
- Communication management
- Driving and community mobility
- Financial management
- Health management and maintenance
- Home establishment and management
- Meal preparation and clean up
- Religious/spiritual activities and expression
- Safety and emergency maintenance
- Shopping

**Activities of Daily Living (IADL):**
- Formal education participation
- Informal personal education needs or interests exploration
- Informal personal education participation

**Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement**
- Practicing an activity
- Simulation of activity
- Role play

**Preparatory Methods and Tasks:**
- Prepare the client for occupational performance
  - Preparatory tasks
  - Exercises
  - Physical agent modalities
  - Splinting
  - Assistive technology
  - Wheelchair mobility

**Education**
- Community
- Family
- Peer/friend

**Social Participation**
- Community
- Family
- Peer/friend

**Method of Intervention**

**Direct Services/Caseload for entry-level OT**
- One-to-one:
- Small group(s):
- Large group:

**Discharge/Outcomes of Clients (% clients)**
- Home
- Another medical facility
- Home health

**Outcomes of Intervention**
- Occupational performance improvement and/or enhancement
- Health and Wellness
- Prevention
- Quality of life
- Role competence
- Participation

**OT Intervention Approaches**
- Create, promote health/habits
- Establish, restore, remediate
- Maintain
- Modify, facilitate compensation, adaptation
- Prevent disability

**Theory/Frame of Reference/Models of Practice**
- Acquisitional
- Biomechanical
- Cognitive/Behavioral
- Coping
- Developmental
- Ecology of Human Performance
- Model of Human Occupation (MOHO)
- Occupational Adaptation
- Occupational Performance
- Person-Environment-Occupation (PEO)
- Person-Environment-Occupational Performance (PEOP)
- Psychosocial
- Rehabilitation frames of reference
- Sensory Integration
- Other (please list):

**Please list the most common screenings and evaluations used in your setting:**

**Identify safety precautions important at your FW site**
Medications
Post-surgical (list procedures)
Contact guard for ambulation
Fall risk
Other (describe):

- Swallowing/choking risks
- Behavioral system/privilege level (locked areas, grounds)
- Sharps count
- 1 to 1 safety/suicide precautions

---

**Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply):**

**ACOTE Standard C.1.12**

**Performance Skills:**
- Motor skills
- Process skills
- Social interaction skills

**Performance Patterns:**

**Person:**
- Habits
- Routines
- Rituals
- Roles

**Group or Population:**
- Habits
- Routines
- Rituals
- Roles

**Client Factors:**
- Values
- Beliefs
- Spirituality
- Mental functions (affective, cognitive, perceptual)
- Sensory functions
- Neuromusculoskeletal and movement-related functions
- Muscle functions
- Movement functions
- Cardiovascular, hematological, immunological, and respiratory system functions
- Voice and speech functions; digestive, metabolic, and endocrine system functions
- Skin and related-structure functions

**Context(s):**
- Cultural
- Personal
- Temporal
- Virtual

**Environment:**
- Physical
- Social

---

**Most common services priorities (check all that apply):**

- Direct service
- Discharge planning
- Evaluation
- Meetings (team, department, family)
- Client education
- Intervention
- Consultation
- In-service training
- Billing
- Documentation

**Target caseload/productivity for fieldwork students:**

**Productivity (%) per 40-hour work week:**

**Caseload expectation at end of FW:**

**Productivity (%) per 8-hour day:**

**Number groups per day expected at end of FW:**

**Documentation: Frequency/Format (briefly describe):**

- Handwritten documentation:
- Computerized medical records:

Time frame requirements to complete documentation:

**Administrative/Management Duties or Responsibilities of the OT/OTA Student:**

- Schedule own clients
- Supervision of others (Level I students, aides, OTA, volunteers)
- Budgeting
- Procuring supplies (shopping for cooking groups, client/intervention-related items)
- Participating in supply or environmental maintenance
- Other:

**Student Assignments. Students will be expected to successfully complete:**

- Research/EBP/Literature review
- In-service
- Case study
- In-service participation/grand rounds
- Fieldwork project (describe):
- Field visits/rotations to other areas of service
- Observation of other units/disciplines
- Other assignments (please list):
OPTIONAL DATA COLLECTION:

The question includes in this section may be used by academic programs to demonstrate compliance with the Accreditation Council for Occupational Therapy Education (ACOTE) Standards documentation for fieldwork.

1. Please identify any external review agencies that accredit/recognize this FW setting and year of accreditation/recognition. Examples: JCAHO, CARF, Department of Health, etc.

   Agency for External Review: (name)
   Year of most recent review:
   Summary of outcomes of OT Department review:

   Agency for External Review: (name)
   Year of most recent review:
   Summary of outcomes of OT Department review:

   Agency for External Review: (name)
   Year of most recent review:
   Summary of outcomes of OT Department review:

2. Describe the fieldwork site agency stated mission or purpose (can be attached).

3. OT Curriculum Design Integrated with Fieldwork Site (insert key OT academic curricular themes here) ACOTE Standards C.1.2, C.1.3, C.1.7, C.1.8, C.1.11, C.1.12
   a. How are occupation-based needs evaluated and addressed in your OT program?
   b. Describe how you seek to include client-centered OT practice. How do clients participate in goal setting and intervention activities?
   c. Describe how psychosocial factors influence engagement in occupational therapy services.
   d. Describe how you address clients’ community-based needs in your setting.

4. How do you incorporate evidence-based practice into interventions and decision making? Are FW students encouraged to provide evidence for their practice? ACOTE Standards C.1.3, C.1.11

5. Please describe the FW Program and how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, and monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of an entry-level job description with essential job functions to the AFWC. ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.4, C.1.8, C.1.9

6. Please describe the background of supervisors by attaching a list of practitioners who are FW educators including their academic program, degree, years of experience since initial certification, and years of experience supervising students) ACOTE Standards C.1.9, C.1.14, C.1.17, C.1.19

7. Describe the training provided for OT staff for effective supervision of students (check all that apply). ACOTE Standards C.1.9, C.1.15, C.1.16
   - Supervisory models
   - Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation–FWPE, the Student Evaluation of Fieldwork Experience–SEFWE, and the Fieldwork Experience Assessment Tool–FEAT)
   - Clinical reasoning
   - Reflective practice

Comments:
8. Please describe the process for record keeping of supervisory sessions with a student, the student orientation process to the agency, OT services, and the fieldwork experience. ACOTE Standards C.1.2, C.1.3, C.1.10

**Supervisory Patterns—Description** (respond to all that apply)
- [ ] 1:1 Supervision model:
- [ ] Multiple students supervised by one supervisor:
- [ ] Collaborative supervision model:
- [ ] Multiple supervisors share supervision of one student; number of supervisors per student:
- [ ] Non-OT supervisors:

9. Describe funding and reimbursement sources and their impact on student supervision.

**Status/Tracking Information Sent to Facility:**
Date: 

ACOTE Standard C.1.6

**Which documentation does the fieldwork site need?**
- [ ] Fieldwork Agreement/Contract?
- [ ] Memorandum of Understanding (MOU)?

**Which FW Agreement will be used?**:
- [ ] OT Academic Program Fieldwork Agreement
- [ ] Fieldwork Site Agreement/Contract

Title of parent corporation (if different from facility name):
Type of business organization (Corporation, partnership, sole proprietor, etc.):
State of incorporation:

**Fieldwork site agreement negotiator**: Phone: Email:

**Address** (if different from facility):
- Street: City: State: Zip:

Name of student: Potential start date for fieldwork:

Any notation or changes that you want to include in the initial contact letter:

**Information Status** ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.8,

- [ ] New general facility letter sent:
- [ ] Level I Information Packet sent:
- [ ] Level II Information Packet sent:
- [ ] Mail contract with intro letter (sent):
- [ ] Confirmation sent:
- [ ] Model behavioral objectives:
- [ ] Week-by-week outline:
- [ ] Other information:
- [ ] Database entry:
- [ ] Facility information:
- [ ] Student fieldwork information:
- [ ] Make facility folder:
- [ ] Print facility sheet:

https://www.aota.org/Education-Careers/Fieldwork/Supervisor.aspx
Level I Fieldwork Information and Sample Forms
Coursework with Level I Fieldwork

Each of CUKC’s Level I Fieldwork experiences is paired with a didactic course to allow students to integrate classroom and onsite learning. Across an eight-week academic term, the student attends class and spends 60 hours in an assigned fieldwork setting, applying and reflecting on the integrated experiences.

<table>
<thead>
<tr>
<th>Didactic Course</th>
<th>Fieldwork Course</th>
</tr>
</thead>
</table>
| **OTHA 150: Children and Youth.**  
This course will focus on the occupational therapy process and service delivery models for the pediatric population. Prevalent pediatric conditions will be used to guide students through the OT process and allow for in-depth exploration of occupational therapy practice with this population. | **OTHA 160: Level I Fieldwork – I**  
This integrated fieldwork course will focus on the occupational therapy process and service delivery models for the pediatric population. Students will: learn and practice specific theories, concepts, and skills under the supervision of clinical instructors at various healthcare, educational, and community-based settings; develop professional behaviors; and develop awareness of fieldwork expectations. |
| **OTHA 170: Rehabilitation and Disability.**  
This course will focus on the occupational therapy process and service delivery models for people with rehabilitation needs and/or disabilities. Prevalent acute and chronic medical conditions will be used to guide students through the OT process and allow for in-depth exploration of occupational therapy practice with this population. | **OTHA 180: Level I Fieldwork – II**  
This integrated fieldwork course will focus on the occupational therapy process and service delivery models for the adult rehabilitation/disability population. Students will: learn and practice specific theories, concepts, and skills under the supervision of clinical instructors at various healthcare, educational, and community-based settings; develop professional behaviors; and develop awareness of fieldwork expectations. |
| **OTHA 210: Mental Health.**  
This course will focus on the occupational therapy process and service delivery models for people with mental health needs. Prevalent mental health conditions will be used to guide students through the OT process and allow for in-depth exploration of occupational therapy practice with this population. | **OTHA 220: Level I Fieldwork – III**  
This integrated fieldwork course will focus on the occupational therapy process and service delivery models in mental health or community-based settings. Students will: learn and practice theories, concepts, and skills under the supervision of clinical instructors at various healthcare, educational and community-based settings; develop professional behaviors; and develop awareness of fieldwork expectations. |
Level I Fieldwork Site Evaluation

Please check appropriate fieldwork course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHA 160</td>
<td>Level I FW-I Pediatric course</td>
</tr>
<tr>
<td>OTHA 180</td>
<td>Level I FW-II Rehabilitation and Disabilities Course</td>
</tr>
<tr>
<td>OTHA 220</td>
<td>Level I FW-III Mental Health/Community course</td>
</tr>
</tbody>
</table>

Name of:  

OTA Student:  

Fieldwork Site:  

FWE and profession:  

Characteristics of Fieldwork Educator (FWE)

Please circle Y (yes) or N (no) for the following statements:

1. The FWE devotes time to student: Y N
2. The FWE is positive and encourages questions. Y N
3. The FWE provides objective and frequent feedback. Y N
4. The FWE provides a “just right“ challenge for learning. Y N
5. The FWE demonstrated effectiveness as a role model in:
   a. Establishing rapport with clients Y N
   b. Defining client problems Y N
   c. Performing treatment Y N
   d. Working with other professionals Y N
   e. Exhibiting professional attitudes and values Y N
6. The FWE promotes clinical reasoning. Y N
7. The FWE shares resources and knowledge. Y N
8. The FWE is enthusiastic about OT or profession and life-long learning. Y N

Additional Comments (Any characteristics marked “No” are expected to have a written comment):
**Characteristics of the Fieldwork Site:**

Please circle Y (yes) or N (no) for the following statements:

1. An orientation was provided. Y N
2. Provided opportunity to discuss/demonstrate safety/emergency procedures. Y N
3. Observed clients with a variety of conditions. Y N
4. Provided an adequate amount of interactions with client(s). Y N
5. The setting was organized for effective student learning. Y N
6. Provided an opportunity to see the OT process. Y N
7. Provided an opportunity to interact with other professional staff. Y N

Additional comments (Any characteristics marked “No” are expected to have a written comment):

Additional comments about the fieldwork site:

Additional comments about the fieldwork educator (FWE):

---

**Printed Name:**

**Signature:**

**Date:**

**OTAS:**

**FWE:**

---
## Level I Fieldwork Student Evaluation

**Student Name** ____________________________  
**Type of Fieldwork** ________________________  
**Fieldwork Educator Name/Credentials** ______________  
**Years of Experience** ________________________  
**Site Name** ________________________________  
**Dates of Placement** ________________________

Indicate the student’s level of performance using the scale below.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unacceptable: Performance is weak in most required tasks and activities. Work is frequently unacceptable.</td>
</tr>
<tr>
<td>2</td>
<td>Below Standards: Opportunities for improvement exist however student has not demonstrated adequate response to feedback.</td>
</tr>
<tr>
<td>3</td>
<td>Meets Standards: Carries out required tasks and activities. This rating represents good, solid performance and should be used more than all the others.</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds Standards: Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.</td>
</tr>
<tr>
<td>5</td>
<td>Outstanding: Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.</td>
</tr>
</tbody>
</table>

### Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Skills</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>- Able to observe relevant behaviors related to occupational performance and client factors</td>
<td></td>
</tr>
<tr>
<td>- Able to verbalize perceptions and observations</td>
<td></td>
</tr>
<tr>
<td>Reasoning/Problem Solving Skills</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>- Able to use self-reflection</td>
<td></td>
</tr>
<tr>
<td>- Willingness to ask questions</td>
<td></td>
</tr>
<tr>
<td>- Ability to analyze, synthesize, and interpret information, Understand the OT Process</td>
<td></td>
</tr>
<tr>
<td>Organization/Time Management</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>- Able to set priorities</td>
<td></td>
</tr>
<tr>
<td>- Dependable, Prompt, responsible and flexible</td>
<td></td>
</tr>
<tr>
<td>- Organized with fieldwork assignments</td>
<td></td>
</tr>
<tr>
<td>Verbal and Nonverbal Communication Skills</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>- Interacts appropriately with individuals (eye contact, empathy, respectful, quality of verbal interactions)</td>
<td></td>
</tr>
<tr>
<td>- Use of body language; Aware of nonverbal communication; Responsiveness to social cues</td>
<td></td>
</tr>
<tr>
<td>- Exhibits confidence</td>
<td></td>
</tr>
<tr>
<td>Professional Behavior</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>- Recognizes and handles personal and professional frustrations; Balances personal and professional obligations</td>
<td></td>
</tr>
<tr>
<td>- Neatly groomed and does not use cell phone during clinic hours</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates flexibility when there are schedule changes; Works cooperatively with others</td>
<td></td>
</tr>
<tr>
<td>- Use of professional terminology in oral communication</td>
<td></td>
</tr>
<tr>
<td>Participation in the Supervisory Process</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>- Able to give and receive feedback in a respectful manner</td>
<td>Asks the FW Educator when is an appropriate time to ask questions</td>
</tr>
<tr>
<td>- Communicates early with the FW Educator about assignments</td>
<td>Seeks guidance when necessary</td>
</tr>
<tr>
<td>- Provides FW Educator with feedback to enhance own learning</td>
<td>Adjusts behavior in response to feedback that demonstrates maturity</td>
</tr>
<tr>
<td>Engagement in the Fieldwork Experience</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>- Level of interest; Level of active participation; Investment in individuals and treatment outcomes</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
<table>
<thead>
<tr>
<th>Requirements for passing: No more than one item below a “2” OR No more than two items below a “3”—A score of 17 or above is satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory Completion of Fieldwork</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Score:</th>
</tr>
</thead>
</table>

Student signature:___________________________________________________  
Fieldwork Educator Signature:_________________________________________
Level II Fieldwork Information and Sample Forms
<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Observations; Orientation mtgs; HIPAA/OSHA/BBP; Safety in-services</td>
<td>May orient/educate re: specific client conditions, interventions, or tasks/roles as need arises and student competencies develop;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Mgmt</td>
<td>Learn daily &amp; weekly routine</td>
<td>Plan week to week</td>
<td>Able to plan for tasks of caseload</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td>Learn evaluations, assessments</td>
<td>record observations – administration - tool selection - full administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td>Begin co-treatment</td>
<td>Continue with co-treatment; begin planning treatments</td>
<td>Student plans treatment sessions</td>
<td>Student becomes primary therapist/leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caseload</td>
<td>15%</td>
<td>25%</td>
<td>35%</td>
<td>50%</td>
<td>75%</td>
<td>90%</td>
<td>Full</td>
</tr>
<tr>
<td>Supervision</td>
<td>Directive; Shadow; Daily check-ins am &amp; pm</td>
<td>Coaching; Weekly mtg; Daily check-in am/pm</td>
<td>Supporting; Weekly mtg; Check-in daily</td>
<td>Delegating; Weekly mtg; Check-in Daily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation</td>
<td>per site policies: contact, daily, weekly, biweekly, monthly May include: group protocols, process notes, session plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>As related to objectives and learning needs; weekly reflections journal, logs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FW II Student &amp; Experience Evaluation</td>
<td>Review goals, Site Specific objectives, expectations</td>
<td>Weekly feedback</td>
<td>Mid-term evaluation</td>
<td>Weekly feedback</td>
<td>Final evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Tufts University Graduate School of Arts & Sciences Department of Occupational Therapy Fieldwork Policies & Procedures: [www.TuftsFWPolicies_Procedures_July2015.edu](http://www.TuftsFWPolicies_Procedures_July2015.edu)
## Level II Fieldwork Student Evaluation

**Cleveland University-Kansas City**  
**Occupational Therapy Assistant Program**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Rotation</th>
<th>Fieldwork Educator Name/Credentials</th>
<th>Years of Experience</th>
<th>Site Name</th>
<th>Dates of Placement</th>
</tr>
</thead>
</table>

Indicate the student’s level of performance using the scale below.

<table>
<thead>
<tr>
<th>1= Unacceptable: Performance is weak in most required tasks and activities. Work is frequently unacceptable.</th>
<th>2= Below Standards: Opportunities for improvement exist: inconsistent performance and insufficient response to feedback.</th>
<th>3= Meets Standards: Carries out required tasks and activities: consistent performance and sufficient response to feedback.</th>
<th>4= Exceeds Standards: Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.</th>
</tr>
</thead>
</table>

### Categories

**Foundational Concepts**
- Demonstrates knowledge of and adheres to the American Occupational Therapy Association’s Code of Ethics as well as all applicable facility, state and federal regulations
- Demonstrates sound judgement in regard to safety of self and others in all related fieldwork activities (body mechanics, precautions/contraindications for individual clients) through the OT process which may include monitoring of vital signs to ensure client is stable for intervention (based on facility protocol)
- Adheres to safety regulations and reports any incidents appropriately (emergency procedures: fire, weather, body substance precautions)

**OT Process—Clinical Reasoning/Problem Solving Skills/Intervention**
- Demonstrate knowledge of and apply the interaction of occupation based intervention, client factors, performance patterns, performance skills, context, and environment. This must include interventions focused on promotion, compensation, adaptation and prevention
- Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence
- Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive and visual deficits that affect occupational performance
- Demonstrate an understanding of the intervention strategies that remediate and/or compensate for psychosocial and behavioral health deficits that affect occupational performance
- Provide direct interventions and procedures to person, groups, and populations to enhance safety, health and wellness, and performance in occupations based on knowledge of scientific evidence (EBP). This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy
- Demonstrate the use of activity analysis, grading and adaptation, and the need for continued or modified intervention and communicates the identified needs to the occupational therapy practitioner
- Implement a discharge plan from occupational therapy services in collaboration with occupational therapy practitioner

**Communication Skills**
- Demonstrate effective written communication by effectively communicating the need and rationale for occupational therapy services
- Effectively communicates the distinct nature of occupation and provides evidence on how it supports performance, participation, health and well-being
- Initiates collection, organization, and reporting on data for client outcomes

**Professional Behavior**
- Demonstrate the ability to set priorities; is dependable, prompt, responsible, and flexible; is organized with fieldwork assignments.
- Demonstrate knowledge of various reimbursement systems and funding mechanisms specific to current fieldwork setting.
- Demonstrate through practice or discussion an understanding of the business aspects of practice (i.e. financial management, billing, and coding).
- Effectively communicates and promotes the distinct value of occupation to stakeholders (i.e. consumers, potential employers, third-party payers, policy makers, etc.)
- Develops and maintains rapport with clients, families and/or significant others that enhances the therapeutic relationship.
Participation in the Supervisory Process

- Participate in interdisciplinary team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment
- In collaboration with an occupational therapy practitioner, demonstrate the ability to utilize evidence-based practice in planning interventions
- Demonstrates client-centered, culturally relevant, and evidence-based interventions
- Explain the role of the occupational therapy assistant and the occupational therapist in the OT process
- Demonstrates effective education and supervision of non-occupational therapy personnel (i.e. para-professionals, restorative aides, volunteers)
- In collaboration with occupational therapy practitioner, demonstrate the OT process in screening, evaluation, intervention planning, implementation, and outcomes
- Demonstrates effective communication and feedback with fieldwork educator through course of fieldwork experience

Requirements for passing:

**MIDTERM:** Satisfactory performance is 54 and above. Unsatisfactory performance is 53 and below.
A FWPE grade of < 54 at midterm places the student at risk for failure and a remediation/intervention/learning contract will be initiated at this time.

**FINAL:** Satisfactory performance is 70 and above. Unsatisfactory performance is 69 and below.
A FWPE grade of < 70 at final is a failing grade and/or receives score(s) of 2 at final for the Foundational Concepts section of the FWPE the student is dismissed from the OTA program.

Satisfactory Completion of Fieldwork Un satisfactory Completion of Fieldwork

Student signature: ___________________________________________  Fieldwork Educator signature: ___________________________________________
STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. 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

This form is designed to offer each program the opportunity to gather meaningful and useful information. Programs may adapt this form to suit their needs.

Instructions to the Student:

Complete the SEFWE before your final meeting with your fieldwork educator(s). Make a copy of the form for yourself. This form gets submitted to your fieldwork educator during or after you review your final fieldwork performance evaluation (FWPE). The SEFWE is signed by you and the fieldwork educator(s).

Instructions to the Fieldwork Educator(s):

Review the SEFWE with the student after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed. The SEFWE is signed by both the fieldwork educator(s) and the student. Return both the FWPE and SEFWE promptly upon completion of the fieldwork to the academic fieldwork coordinator.
STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site: ________________________________________________________________

Address: ________________________________________________________________

Type of Fieldwork: _________________________________________________________

Placement Dates: from _________________________ to _________________________

Order of Placement: [ ] First [ ] Second [ ] Third [ ] Fourth

Student work schedule:
Hours required: __________ per week
☐ Weekends required ☐ Evenings required
☐ Flex/Alternate Schedules Describe: ___________________________________________

Identify Access to Public Transportation: ________________________________

Please write your e-mail address here if you don’t mind future students contacting you to ask you about your experience at this site: ________________________________

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report on ________________________.

(date)

_________________________________  __________________________________________
Student’s Signature           FW Educator’s Signature

_________________________________  __________________________________________
Student’s Name (Please Print)   FW Educator’s Name and credentials (Please Print)

FW Educator’s years of experience _______________
ORIENTATION—WEEK 1
Indicate the adequacy of the orientation by checking “Yes” (Y) or “Needs Improvement” (I).

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Adequate</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site-specific fieldwork objectives</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Student supervision process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirements/assignments for students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student schedule (daily/weekly/monthly)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency/Department policies and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety and Emergency Procedures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CLIENT PROFILE

Check age groups worked with
List most commonly seen occupational performance issues in this setting

<table>
<thead>
<tr>
<th>Age</th>
<th>Occupational Performance Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years old</td>
<td></td>
</tr>
<tr>
<td>6-12 years old</td>
<td></td>
</tr>
<tr>
<td>13-21 years old</td>
<td></td>
</tr>
<tr>
<td>22-65 years old</td>
<td></td>
</tr>
<tr>
<td>65+ years old</td>
<td></td>
</tr>
</tbody>
</table>

Describe the typical population: ____________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# OCCUPATIONAL THERAPY PROCESS

## I. EVALUATION

<table>
<thead>
<tr>
<th>List assessment tools used</th>
<th>Observed</th>
<th>Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

## II. INTERVENTION

List major therapeutic interventions frequently used and indicate whether each was provided as individual, group, or co-treatment, or as a consultation. List other professionals involved.

<table>
<thead>
<tr>
<th>Types of Intervention</th>
<th>Individual</th>
<th>Group</th>
<th>Co-Tx</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupations: client-directed life activities that match/support/address identified goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Education: provides knowledge & enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines

Training: develops concrete skills for specific goal attainment. Targets client performance

Advocacy: promotes occupational justice and empowers clients

---

Identify theory(ies) that guided intervention: 

---

III. OUTCOMES
Identify the types of outcomes measured as a result of OT intervention provided:

<table>
<thead>
<tr>
<th>Type of outcome</th>
<th>Yes</th>
<th>No</th>
<th>Provide example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prevention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Justice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OTPF-III terminology**
ASPECTS OF THE ENVIRONMENT

| The current Practice Framework was integrated into practice | Yes | No |
| Evidence-based practice was integrated into OT intervention | | |
| There were opportunities for OT/OTA collaboration | | |
| There were opportunities to collaborate with other professionals | | |
| There were opportunities to assist in the supervision of others | specify: | |
| There were opportunities to interact with other students | | |
| There were opportunities to expand knowledge of community resources | | |
| Student work area/supplies/equipment were adequate | | |

Additional educational opportunities provided with comments (specify):

______________________________
______________________________
______________________________

DOCUMENTATION AND CASE LOAD

Documentation Format:

☐ Narrative  ☐ SOAP  ☐ Checklist  ☐ Other: ____________________________
☐ Hand-written documentation  ☐ Electronic

If electronic, name format & program: ________________________________

Time frame & frequency of documentation: ________________________________

________________________________________

Ending student caseload expectation: _____ # of clients per week or day
Ending student productivity expectation: _____ % per day (direct care)

SUPERVISION
What was the primary model of supervision used? (check one)

☐ One fieldwork educator: one student
☐ One fieldwork educator: group of students
☐ Two fieldwork educators: one student
☐ One fieldwork educator: two students
☐ Distant supervision (primarily off-site)
☐ Three or more fieldwork educators: one student (count person as fieldwork educator if supervision occurred at least weekly)

Frequency of meetings/types of meetings with fieldwork educator (value/frequency):

_______________________________________________________________________________

_______________________________________________________________________________

General comments on supervision:

_______________________________________________________________________________

_______________________________________________________________________________

SUMMARY OF FIELDWORK EXPERIENCE

<table>
<thead>
<tr>
<th>Expectations of fieldwork experience were clearly defined</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations were challenging but not overwhelming</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Experiences supported student’s professional development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

What particular qualities or personal performance skills should a student have to function successfully on this fieldwork placement?

_______________________________________________________________________________

_______________________________________________________________________________

What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations:
Study the following intervention methods:

Read up on the following in advance:

Overall, what changes would you recommend in this Level II fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

Would you recommend this fieldwork site to other students? Yes _____ or No _____

Why or why not?

INSTRUCTIONS
One form must be completed for each fieldwork educator who provided supervision. You can detach this page and make more copies as needed.

Check the box that best describes your opinion of the fieldwork educator’s efforts in each area

FIELDWORK EDUCATOR NAME:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>
FIELDWORK EDUCATOR YEARS OF EXPERIENCE:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided ongoing positive feedback in a timely manner</td>
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<td></td>
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<tr>
<td>Provided ongoing constructive feedback in a timely manner</td>
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<tr>
<td>Reviewed written work in a timely manner</td>
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<tr>
<td>Made specific suggestions to student to improve performance</td>
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<td></td>
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<tr>
<td>Provided clear performance expectations</td>
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<tr>
<td>Sequenced learning experiences to grade progression</td>
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<tr>
<td>Used a variety of instructional strategies</td>
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<tr>
<td>Taught knowledge and skills to facilitate learning and challenge student</td>
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<tr>
<td>Identified resources to promote student development</td>
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<tr>
<td>Presented clear explanations</td>
<td></td>
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<tr>
<td>Facilitated student’s clinical reasoning</td>
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<tr>
<td>Used a variety of supervisory approaches to facilitate student performance</td>
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<tr>
<td>Elicited and responded to student feedback and concerns</td>
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<td></td>
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<tr>
<td>Adjusted responsibilities to facilitate student’s growth</td>
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<tr>
<td>Supervision changed as fieldwork progressed</td>
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<tr>
<td>Provided a positive role model of professional behavior in practice</td>
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<tr>
<td>Modeled and encouraged occupation-based practice</td>
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<tr>
<td>Modeled and encouraged client-centered practice</td>
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<tr>
<td>Modeled and encouraged evidence-based practice</td>
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<tr>
<td>Modeled and encouraged inter-professional collaboration</td>
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<td></td>
</tr>
<tr>
<td>Modeled and encouraged intra-professional collaboration</td>
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</tbody>
</table>

Comments: ____________________________________________________________
________________________________________________________________________
________________________________________________________________________
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