

Department of Occupational Therapy Fieldwork Manual

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Level I FW Information and Sample Forms

- Didactic and FW I Paired Courses
- Level I Student Evaluation of FW Experience
- Level I FW Attendance Record

Level II FW Information and Sample Forms

- Level II Sample Timeline for OTA Students
- Student Evaluation of the FW Experience

Additional FW Educator Resources

- AOTA COE Guidelines for an OT/OTA Experience-Level I
- AOTA COE Guidelines for an OT/OTA Experience-Level II
- Steps to Starting a FW Program
- FW Objectives and Collaboration

Cleveland University-Kansas City

Occupational Therapy Assistant Program

Mission

The mission of the A.A.S. Occupational Therapy Assistant Program at Cleveland University-Kansas City (CUKC) is to provide exceptional quality academic education and embedded fieldwork experiences that prepare future practitioners with the necessary knowledge and skills to support people to live fulfilling lives.

Vision

To be a premier academic program providing excellent education that produces competent graduates dedicated to meet the dynamic health care needs of the community.

Philosophy

The central philosophy of the occupational therapy assistant program is that humans are capable of influencing their own health and well-being through active participation in meaningful occupations. Our philosophy encompasses certain fundamental beliefs outlined below.

- Humans
 - Are unique beings that possess worth
 - Are resilient and adapt to circumstances
 - Can influence their environment and be influenced by the environment
- Health
 - Exists on a continuum
 - Is more than absence of sickness or disease
 - Encompasses physical, mental, emotional, and psychosocial areas/aspects
- Occupation
 - Is central to the profession
 - Is complex and dynamic
 - Human performance involves interdependent interaction between the person, task or activity, and environment
 - Is a major determinant of health, wellness, and quality of life
- Learning
 - Is a lifelong dynamic process, shaped by previous experience and knowledge
 - Reflects a relatively permanent change in knowledge, skills, or behaviors
 - Each person has the inherent capacity to learn

Approach to Learning and Instruction

We believe in educating innovative, forward-thinking, flexible practitioners who are ready to help meet society's healthcare needs. As occupational therapists/occupational therapy assistants, our main concern is occupations. That is, enabling participation in and facilitating greater performance in valued occupations. We envision our graduates to be well-prepared to apply the knowledge and skills to a variety of practice settings serving people across the lifespan. We are intentional in linking the teaching and learning process used by occupational therapists/occupational therapy assistants to the instruction we deliver to the students. We believe students learn best through active and guided experiences (Vygotsky, 1978) and when they practice with the opportunity to self-reflect upon the content and process (Kolb, 1984).

Curriculum

The prerequisite 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

	Course ID	Course Title	Lecture	Lab	Clinic	Total contact hours	Total credit hours
Semester 1							
Module 1	OTHA 110	Principles of OT	32	0	0	32	2
	OTHA 120	Analysis of Performance	28	64	0	92	4
Module 2	OTHA 130	Occupations Across the Lifespan	32	0	0	32	2
	OTHA 140	Therapeutic Interventions	28	64	0	92	4
							12
Semester 2							
Module 1	OTHA 150	Children and Youth	32	56	0	88	4
	OTHA 160	Level I FW - I	8	0	80	88	2
Module 2	OTHA 170	Rehabilitation and Disability	32	56	0	88	4
	OTHA 180	Level I FW - II	8	0	80	88	2
							12
Semester 3							
Module 1	OTHA 210	Mental Health	32	56	0	88	4
	OTHA 220	Level I FW - III	8	0	80	88	2
Module 2	OTHA 230	Practicum	48	0	0	48	3
	OTHA 240	Healthcare Management in OT	48	0	0	48	3
							12
Semester 4							
Module 1	OTHA 250	Level II FW - I	0	0	320	320	7
Module 2	OTHA 260	Level II FW - II	0	0	320	320	7
	OTHA 280	OT Seminar	16	0	0	16	1
							15
						Total OTA professional credits	51

Program Goals and Student Learning Outcomes

Upon successful completion of the A.A.S. Occupational Therapy Assistant Program, graduates will:

Occupation

1. Realize occupational therapy's unique contribution to health, wellness, and quality of life
2. Understand occupation and factors influencing occupational performance
3. Use occupation therapeutically with people across the lifespan

Practice

1. Practice person-centered care
2. Apply clinical reasoning to select and implement interventions to support participation in occupations
3. Understand how to use evidence to support practice decisions

Professionalism

1. Articulate the philosophy, history, and values of occupational therapy including standards of practice, ethics, and domain/process and scope of occupational therapy
2. Collaborate with occupational therapists and other team members to provide therapy services
3. Demonstrate entry-level competency for current practice settings
4. Understand professional development for continued growth beyond entry-level competence

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 CUKC.
- Complete exit interview.

NOTE: "Students must complete Level II fieldwork within 8 months following completion of the didactic portion of the program."

Message to Fieldwork Educators

Thank you for your contribution to the education of our students. Fieldwork educators (FWE) and students benefit from the transformative learning that can occur during fieldwork. It provides both student and fieldwork educator opportunities to develop skills that support professional growth. Students can share current theory and research evidence while learning skills essential to becoming reflective practitioners. Fieldwork educators can explore and expand skills in supervision while enhancing their practice expertise.

Fieldwork Educator Benefits and Resources

Professional Development Units

The National Board for Certification in Occupational Therapy (NBCOT) recognizes fieldwork supervision as a professional development activity for which it grants: one professional development unit (PDU) per Level I student; and 1 PDU per week of Level II student supervision, up to a maximum of 18 units per type of fieldwork over a period of three years. (Go to www.nbcot.org for additional information).

Both Missouri and Kansas allow verified student supervision hours to be applied toward continuing competency requirements for licensure renewal.

- Missouri: www.sos.mo.gov/octherapy-continuing.asp
- Kansas: www.kotaonline.org/forms/classVI.pdf

CUKC Continuing Education Opportunities

To give back to our dedicated fieldwork educators, CUKC will periodically offer no or low-cost CEs. Because you are part of our fieldwork educator network, you will be notified of any presentations, workshops, or other events sponsored by school faculty or featured presenters.

Heartland Occupational Therapy Fieldwork Alliance (HOTFA)

CUKC is a member of HOTFA and will actively participate in development of resources for FWE; and in provision of free or low-cost fieldwork education opportunities with other participating educational institutions.

American Occupational Therapy Association (AOTA) Resources

Fieldwork Educator Workshops

AOTA offers comprehensive training for the role of FWE through regional two-day workshops. Earn 15 contact hours of continuing education credit. For more information, including a listing of upcoming workshops, visit:

<https://www.aota.org/Education-Careers/Fieldwork/Workshop.aspx>

Online AOTA Resources

AOTA has available a variety of helpful resources. **Members and nonmembers** can access this information at: www.AOTA.org/Education-Careers/Fieldwork.aspx

Included on the website:

- Level I Fieldwork
 - Commission on Education (COE) - Guidelines for Level I Fieldwork and Sample Forms

- Level II Fieldwork
 - COE Guidelines
 - Sample Forms
 - AOTA Position Paper

- Site-Specific Objectives
 - Forms and Samples for a Variety of Settings

- Student Supervision
 - Medicare Requirements
 - Practice Advisory
 - Student Evaluation

- Fieldwork Educators Certificate Workshop

- Resources for New Fieldwork Programs

- Supervision
 - Steps to Starting a Fieldwork Program
 - Recommended Content for Student Fieldwork Manual
 - Strategies for Creative Fieldwork Opportunities

- Fieldwork
 - Answers to Your Fieldwork Questions
 - Incorporating Evidence-Based Practice Into Fieldwork Education
 - Resources

See addenda at end of handbook for full versions of several of these resources.

- Fieldwork Related Products (for purchase through AOTA)
 - Essential Guide to Fieldwork Education
 - Using the Fieldwork Performance Evaluation Forms: Complete Guide
 - Fieldwork Performance Evaluation for the OTA Student

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. All Level I Fieldwork and Level II Fieldwork will occur in the continental United States.

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>

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. Student 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. Students share responses through course activity.

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. Initially, supervision is direct and progresses to less direct with increasing independence, as appropriate. A maximum of three students will be assigned to one supervisor, and no more than two individuals will directly supervise each student. 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. At the four-week, or midpoint, of each experience, the AFWC will communicate with the student and supervisor to assess progress and address any concerns that may have arisen.

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>

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.

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. 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 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 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 phone, email, or in person, during all work hours.

Fieldwork educators using the AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student form will evaluate students at midterm and the end of each Level II Fieldwork. This form 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. This process requires time and work outside of class. 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 Fieldwork planning

- 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 tracking 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. Examples include but are not limited to the **Fieldwork Interest Form**, **Student Learning preferences** inventory, Checklist of skills/abilities, educational and professional objectives statement, and resume.
- 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 tracking 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 Request

- Once FW planning meetings and related assignments have been completed, students will submit their requests for specific FW sites. Requests should be made based on CUKC available site reservations.
- Students will submit Level II FW site request information at the beginning of Semester 2, Module 1.
- The AFWC will then match the student to FW sites. 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 during Semester 3, Module 1. Placement match announcements will be made in writing to all students on the same day. If the student believes a mistake may have occurred, they need to inform the AFWC in writing within 24 hours of the placement match announcement.

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. Considerations for use of sites includes but is 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

The AFWC will request reservations for each student cohort, once fieldwork sites are developed. 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. While most of this information will be available to the student, it is important for the student to confirm the details, in writing, with the FWE just prior to the placement. Students are to inform the AFWC, in writing, of

their confirmation communications with the FWE. The purpose of this feedback loop is to ensure communication is successful.

Employment during Fieldwork

Level I FW and Level II FW experiences are generally full-time experiences requiring preparation and follow-up and may include assignments. Students are discouraged from working when enrolled in FW courses. Should it be necessary to work while enrolled in Level I FW and Level II FW experiences, **FW is a priority over work**. Inform the AFWC of work plans and include questions and concerns regarding work issues with the AFWC when planning for FW experiences.

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 to continue beyond the scheduled FW dates. Make up opportunities are at the discretion of the FWE, FW site, and AFWC. Unexcused absences are not allowed during FW experiences and will result in immediate failure of the FW course. **Students must complete all Level I FW hours in order to be eligible for Level II FW.**

Reporting absences

- The student must first contact the AFWC to discuss absences with the AFWC prior to contacting their FWE.
- After discussing with the AFWC, the student will be responsible for contacting the FWE or FW site.
- Students are required to provide documentation (such as a doctor's note) for any absence.

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 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.

Release of Information

Prior to beginning FW experiences, students will be asked to sign a release of information form. This form is necessary for the AFWC to discuss and provide academic, personal, and fieldwork information with the FWE and FW site. The AFWC will document the specific information shared with the FWE. The information is not shared with other students.

Liability insurance

Students have group liability insurance for all fieldwork experiences through CUKC. As stated in each site's signed Fieldwork Agreement/Memoranda of Understanding (contract), 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.

CUKC 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

CUKC 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 during office hours or make an appointment to meet at other times. The AFWC will be in contact with each student at least once during Level II FW experiences.

Fieldwork data management program

Students and faculty will use this program to share information regarding class, assignments, FW sites, grading, and other information. Details about this program and its use will be reviewed during classes 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 given the AFWC's personal cell phone number for URGENT calls and/or texts 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 instructor
- 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 and through no “fault” of the student, 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 at midterm by the FWE and the AFWC. The FWE and AFWC use the AOTA “Level I FW Competency Evaluation for OT and OTA Students” 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 AOTA “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 or student will provide this form 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.

- Midterm - 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 - a FWPE grade of < 70 at final is a failing grade and/or receives score(s) of 2 at final for the Fundamentals of Practice section of the FWPE the student is 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 “Level I Evaluation of FW Experience” form for each Level I site.

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

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 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 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.

Students may 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. 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.

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
- 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.

Developing: New fieldwork site is actively working with AFWC to complete and submit required information

On Hold: Required information is incomplete or outdated

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

	CENTER	TYPE OF FW SETTING	LENGTH OF FW EXPERIENCE
Level I Exp.			
Level II Exp.			

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:

<p>FW I</p> <p>Contact Person:</p> <p>Phone: _____ Email: _____</p> <p>Credentials:</p>	<p>FW II</p> <p>Contact Person:</p> <p>Phone: _____ Email: _____</p> <p>Credentials:</p>
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<p>Director:</p> <p>Phone: _____</p> <p>Fax: _____</p> <p>Website address: _____</p>	<p>Initiation Source:</p> <p><input type="checkbox"/> FW Office</p> <p><input type="checkbox"/> FW Site</p> <p><input type="checkbox"/> Student</p>	<p>Corporate Status:</p> <p><input type="checkbox"/> For Profit</p> <p><input type="checkbox"/> Nonprofit</p> <p><input type="checkbox"/> State Gov't</p> <p><input type="checkbox"/> Federal Gov't</p>	<p>Preferred Sequence of FW: <small>ACOTE Standards B.10.6</small></p> <p><input type="checkbox"/> Any</p> <p><input type="checkbox"/> Second/Third only; First must be in:</p> <p><input type="checkbox"/> Full-time only <input type="checkbox"/> Part-time option</p> <p><input type="checkbox"/> Prefer full-time</p>
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OT Fieldwork Practice Settings:				
<p>Hospital-based settings</p> <p><input type="checkbox"/> Inpatient Acute</p> <p><input type="checkbox"/> Inpatient Rehab</p> <p><input type="checkbox"/> SNF/Sub-Acute/Acute Long-Term Care</p> <p><input type="checkbox"/> General Rehab Outpatient</p> <p><input type="checkbox"/> Outpatient Hands</p> <p><input type="checkbox"/> Pediatric Hospital/Unit</p> <p><input type="checkbox"/> Pediatric Hospital Outpatient</p> <p><input type="checkbox"/> Inpatient Psychiatric</p>	<p>Community-based settings</p> <p><input type="checkbox"/> Pediatric Community</p> <p><input type="checkbox"/> Behavioral Health Community</p> <p><input type="checkbox"/> Older Adult Community Living</p> <p><input type="checkbox"/> Older Adult Day Program</p> <p><input type="checkbox"/> Outpatient/hand private practice</p> <p><input type="checkbox"/> Adult Day Program for DD</p> <p><input type="checkbox"/> Home Health</p> <p><input type="checkbox"/> Pediatric Outpatient Clinic</p>	<p>School-based settings</p> <p><input type="checkbox"/> Early Intervention</p> <p><input type="checkbox"/> School</p> <p>Other area(s)</p> <p>Please specify: _____</p>	<p>Age Groups:</p> <p><input type="checkbox"/> 0–5</p> <p><input type="checkbox"/> 6–12</p> <p><input type="checkbox"/> 13–21</p> <p><input type="checkbox"/> 22–64</p> <p><input type="checkbox"/> 65+</p>	<p>Number of Staff:</p> <p>OTRs:</p> <p>OTAs/COTAs:</p> <p>Aides:</p> <p>PT:</p> <p>Speech:</p> <p>Resource Teacher:</p> <p>Counselor/Psychologist:</p> <p>Other:</p>

<p>Student Prerequisites (check all that apply) <small>ACOTE Standard C.1.2</small></p> <p><input type="checkbox"/> CPR</p> <p><input type="checkbox"/> Medicare/Medicaid fraud check</p> <p><input type="checkbox"/> Criminal background check</p> <p><input type="checkbox"/> Child protection/abuse check</p> <p><input type="checkbox"/> Adult abuse check</p> <p><input type="checkbox"/> Fingerprinting</p>	<p>Health requirements:</p> <p><input type="checkbox"/> First aid</p> <p><input type="checkbox"/> Infection control training</p> <p><input type="checkbox"/> HIPAA training</p> <p><input type="checkbox"/> Prof. liability ins.</p> <p><input type="checkbox"/> Own transportation</p> <p><input type="checkbox"/> Interview</p> <p><input type="checkbox"/> HepB</p> <p><input type="checkbox"/> MMR</p> <p><input type="checkbox"/> Tetanus</p> <p><input type="checkbox"/> Chest x-ray</p> <p><input type="checkbox"/> Drug screening</p> <p><input type="checkbox"/> TB/Mantoux</p> <p><input type="checkbox"/> Physical check up</p> <p><input type="checkbox"/> Varicella</p> <p><input type="checkbox"/> Influenza</p> <p>Please list any other requirements: _____</p>
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Please list how students should prepare for a FW II placement such as doing readings, learning specific evaluations and interventions used in your setting: ACOTE Standards C.1.2, C.1.11

<p>Student work schedule and outside study expected:</p> <p>Schedule hrs/week/day: _____</p> <p>Do students work weekends? <input type="checkbox"/>yes <input type="checkbox"/>no</p> <p>Do students work evenings? <input type="checkbox"/>yes <input type="checkbox"/>no</p>	<p>Other</p> <p>Room provided <input type="checkbox"/>yes <input type="checkbox"/>no</p> <p>Meals <input type="checkbox"/>yes <input type="checkbox"/>no</p> <p>Stipend amount: _____</p>	<p>Describe level of structure for student?</p> <p><input type="checkbox"/> High</p> <p><input type="checkbox"/> Moderate</p> <p><input type="checkbox"/> Low</p>	<p>Describe level of supervisory support for student?</p> <p><input type="checkbox"/> High</p> <p><input type="checkbox"/> Moderate</p> <p><input type="checkbox"/> Low</p>
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Describe the FW environment/atmosphere for student learning:

Describe available public transportation:

Types of OT interventions addressed in this setting (check all that apply):

<p>Occupations: Client-directed occupations that match and support identified participation level goals (check all that apply):</p> <p><small>ACOTE Standards C.1.8, C.1.11, C.1.12</small></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top; border: none;"> <p>Activities of Daily Living (ADL)</p> <input type="checkbox"/> Bathing/showering <input type="checkbox"/> Toileting and toilet hygiene <input type="checkbox"/> Dressing <input type="checkbox"/> Swallowing/eating <input type="checkbox"/> Feeding <input type="checkbox"/> Functional mobility <input type="checkbox"/> Personal device care <input type="checkbox"/> Personal hygiene and grooming <input type="checkbox"/> Sexual activity</td> <td style="width: 33%; vertical-align: top; border: none;"> <p>Instrumental Activities of Daily Living (IADL)</p> <input type="checkbox"/> Care of others/pets <input type="checkbox"/> Care of pets <input type="checkbox"/> Child rearing <input type="checkbox"/> Communication management <input type="checkbox"/> Driving and community mobility <input type="checkbox"/> Financial management <input type="checkbox"/> Health management and maintenance <input type="checkbox"/> Home establishment and management <input type="checkbox"/> Meal preparation and clean up <input type="checkbox"/> Religious / spiritual activities and expression <input type="checkbox"/> Safety and emergency maintenance <input type="checkbox"/> Shopping</td> <td style="width: 33%; vertical-align: top; border: none;"> <p>Education</p> <input type="checkbox"/> Formal education participation <input type="checkbox"/> Informal personal education needs or interests exploration <input type="checkbox"/> Informal personal education participation</td> </tr> <tr> <td style="vertical-align: top; border: none;"> <p>Rest and Sleep</p> <input type="checkbox"/> Rest <input type="checkbox"/> Sleep preparation <input type="checkbox"/> Sleep participation</td> <td style="vertical-align: top; border: none;"> <p>Leisure</p> <input type="checkbox"/> Leisure exploration <input type="checkbox"/> Leisure participation</td> <td style="vertical-align: top; border: none;"> <p>Work</p> <input type="checkbox"/> Employment interests and pursuits <input type="checkbox"/> Employment seeking and acquisition <input type="checkbox"/> Job performance <input type="checkbox"/> Retirement preparation and adjustment <input type="checkbox"/> Volunteer exploration <input type="checkbox"/> Volunteer participation</td> </tr> <tr> <td style="vertical-align: top; border: none;"> <p>Play</p> <input type="checkbox"/> Play exploration <input type="checkbox"/> Play participation</td> <td style="vertical-align: top; border: none;"> <p>Preparatory Methods and Tasks: Methods, adaptations and techniques that prepare the client for occupational performance</p> <input type="checkbox"/> Preparatory tasks <input type="checkbox"/> Exercises <input type="checkbox"/> Physical agent modalities <input type="checkbox"/> Splinting <input type="checkbox"/> Assistive technology <input type="checkbox"/> Wheelchair mobility</td> <td style="vertical-align: top; border: none;"> <p>Social Participation</p> <input type="checkbox"/> Community <input type="checkbox"/> Family <input type="checkbox"/> Peer/friend</td> </tr> <tr> <td style="vertical-align: top; border: none;"> <p>Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement</p> <input type="checkbox"/> Practicing an activity <input type="checkbox"/> Simulation of activity <input type="checkbox"/> Role play <p>Examples:</p> </td> <td style="vertical-align: top; border: none;"> <p>Education: describe</p> <p>Training: describe</p> <p>Advocacy: describe</p> <p>Group Interventions: describe</p> </td> <td></td> </tr> </table>			<p>Activities of Daily Living (ADL)</p> <input type="checkbox"/> Bathing/showering <input type="checkbox"/> Toileting and toilet hygiene <input type="checkbox"/> Dressing <input type="checkbox"/> Swallowing/eating <input type="checkbox"/> Feeding <input type="checkbox"/> Functional mobility <input type="checkbox"/> Personal device care <input type="checkbox"/> Personal hygiene and grooming <input type="checkbox"/> Sexual activity	<p>Instrumental Activities of Daily Living (IADL)</p> <input type="checkbox"/> Care of others/pets <input type="checkbox"/> Care of pets <input type="checkbox"/> Child rearing <input type="checkbox"/> Communication management <input type="checkbox"/> Driving and community mobility <input type="checkbox"/> Financial management <input type="checkbox"/> Health management and maintenance <input type="checkbox"/> Home establishment and management <input type="checkbox"/> Meal preparation and clean up <input type="checkbox"/> Religious / spiritual activities and expression <input type="checkbox"/> Safety and emergency maintenance <input type="checkbox"/> Shopping	<p>Education</p> <input type="checkbox"/> Formal education participation <input type="checkbox"/> Informal personal education needs or interests exploration <input type="checkbox"/> Informal personal education participation	<p>Rest and Sleep</p> <input type="checkbox"/> Rest <input type="checkbox"/> Sleep preparation <input type="checkbox"/> Sleep participation	<p>Leisure</p> <input type="checkbox"/> Leisure exploration <input type="checkbox"/> Leisure participation	<p>Work</p> <input type="checkbox"/> Employment interests and pursuits <input type="checkbox"/> Employment seeking and acquisition <input type="checkbox"/> Job performance <input type="checkbox"/> Retirement preparation and adjustment <input type="checkbox"/> Volunteer exploration <input type="checkbox"/> Volunteer participation	<p>Play</p> <input type="checkbox"/> Play exploration <input type="checkbox"/> Play participation	<p>Preparatory Methods and Tasks: Methods, adaptations and techniques that prepare the client for occupational performance</p> <input type="checkbox"/> Preparatory tasks <input type="checkbox"/> Exercises <input type="checkbox"/> Physical agent modalities <input type="checkbox"/> Splinting <input type="checkbox"/> Assistive technology <input type="checkbox"/> Wheelchair mobility	<p>Social Participation</p> <input type="checkbox"/> Community <input type="checkbox"/> Family <input type="checkbox"/> Peer/friend	<p>Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement</p> <input type="checkbox"/> Practicing an activity <input type="checkbox"/> Simulation of activity <input type="checkbox"/> Role play <p>Examples:</p>	<p>Education: describe</p> <p>Training: describe</p> <p>Advocacy: describe</p> <p>Group Interventions: describe</p>	
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<p>Method of Intervention</p> <p>Direct Services/Caseload for entry-level OT</p> <input type="checkbox"/> One-to-one: <input type="checkbox"/> Small group(s): <input type="checkbox"/> Large group: <p>Discharge/Outcomes of Clients (% clients)</p> <input type="checkbox"/> Home <input type="checkbox"/> Another medical facility <input type="checkbox"/> Home health	<p>Outcomes of Intervention</p> <input type="checkbox"/> Occupational performance improvement and/or enhancement <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Prevention <input type="checkbox"/> Quality of life <input type="checkbox"/> Role competence <input type="checkbox"/> Participation <p>OT Intervention Approaches</p> <input type="checkbox"/> Create, promote health/habits <input type="checkbox"/> Establish, restore, remediate <input type="checkbox"/> Maintain <input type="checkbox"/> Modify, facilitate compensation, adaptation <input type="checkbox"/> Prevent disability	<p>Theory/Frames of Reference/Models of Practice</p> <input type="checkbox"/> Acquisitional <input type="checkbox"/> Biomechanical <input type="checkbox"/> Cognitive/Behavioral <input type="checkbox"/> Coping <input type="checkbox"/> Developmental <input type="checkbox"/> Ecology of Human Performance <input type="checkbox"/> Model of Human Occupation (MOHO) <input type="checkbox"/> Occupational Adaptation <input type="checkbox"/> Occupational Performance <input type="checkbox"/> Person-Environment-Occupation (PEO) <input type="checkbox"/> Person-Environment-Occupational Performance (PEOP) <input type="checkbox"/> Psychosocial <input type="checkbox"/> Rehabilitation frames of reference <input type="checkbox"/> Sensory Integration <input type="checkbox"/> Other (please list):												
<p>Please list the most common screenings and evaluations used in your setting:</p>														
<p>Identify safety precautions important at your FW site</p>														

<input type="checkbox"/> Medications	<input type="checkbox"/> Swallowing/choking risks
<input type="checkbox"/> Postsurgical (list procedures)	<input type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds)
<input type="checkbox"/> Contact guard for ambulation	<input type="checkbox"/> Sharps count
<input type="checkbox"/> Fall risk	<input type="checkbox"/> 1 to 1 safety/suicide precautions
<input type="checkbox"/> Other (describe):	

Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply): *ACOTE Standard C. 1.12*

<p>Performance Skills:</p> <input type="checkbox"/> Motor skills <input type="checkbox"/> Process skills <input type="checkbox"/> Social interaction skills	<p>Client Factors:</p> <input type="checkbox"/> Values <input type="checkbox"/> Beliefs <input type="checkbox"/> Spirituality <input type="checkbox"/> Mental functions (affective, cognitive, perceptual) <input type="checkbox"/> Sensory functions <input type="checkbox"/> Neuromusculoskeletal and movement-related functions <input type="checkbox"/> Muscle functions <input type="checkbox"/> Movement functions <input type="checkbox"/> Cardiovascular, hematological, immunological, and respiratory system functions <input type="checkbox"/> Voice and speech functions; digestive, metabolic, and endocrine system functions; <input type="checkbox"/> Skin and related-structure functions	<p>Context(s):</p> <input type="checkbox"/> Cultural <input type="checkbox"/> Personal <input type="checkbox"/> Temporal <input type="checkbox"/> Virtual
<p>Performance Patterns:</p> <p>Person:</p> <input type="checkbox"/> Habits <input type="checkbox"/> Routines <input type="checkbox"/> Rituals <input type="checkbox"/> Roles		<p>Environment:</p> <input type="checkbox"/> Physical <input type="checkbox"/> Social
<p>Group or Population:</p> <input type="checkbox"/> Habits <input type="checkbox"/> Routines <input type="checkbox"/> Rituals <input type="checkbox"/> Roles		

Most common services priorities (check all that apply):

<input type="checkbox"/> Direct service	<input type="checkbox"/> Meetings (team, department, family)	<input type="checkbox"/> Consultation	<input type="checkbox"/> Billing
<input type="checkbox"/> Discharge planning	<input type="checkbox"/> Client education	<input type="checkbox"/> In-service training	<input type="checkbox"/> Documentation
<input type="checkbox"/> Evaluation	<input type="checkbox"/> Intervention		

<p>Target caseload/productivity for fieldwork students:</p> <p>Productivity (%) per 40-hour work week:</p> <p>Caseload expectation at end of FW:</p> <p>Productivity (%) per 8-hour day:</p> <p>Number groups per day expected at end of FW:</p>	<p>Documentation: Frequency/Format (briefly describe):</p> <input type="checkbox"/> Handwritten documentation: <input type="checkbox"/> Computerized medical records: <p>Time frame requirements to complete documentation:</p>
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<p>Administrative/Management Duties or Responsibilities of the OT/OTA Student:</p> <input type="checkbox"/> Schedule own clients <input type="checkbox"/> Supervision of others (Level I students, aides, OTA, volunteers) <input type="checkbox"/> Budgeting <input type="checkbox"/> Procuring supplies (shopping for cooking groups, client/intervention-related items) <input type="checkbox"/> Participating in supply or environmental maintenance <input type="checkbox"/> Other:	<p>Student Assignments. Students will be expected to successfully complete:</p> <input type="checkbox"/> Research/EBP/Literature review <input type="checkbox"/> In-service <input type="checkbox"/> Case study <input type="checkbox"/> In-service participation/grand rounds <input type="checkbox"/> Fieldwork project (describe): <input type="checkbox"/> Field visits/rotations to other areas of service <input type="checkbox"/> Observation of other units/disciplines <input type="checkbox"/> Other assignments (please list):
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OPTIONAL DATA COLLECTION:

The question included 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?

OR

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:

Level I Fieldwork Program 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 80 hours in an assigned fieldwork setting, applying and reflecting on the integrated experiences.

Didactic Course	Fieldwork Course
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

Department of Occupational Therapy
LEVEL I STUDENT EVALUATION OF FIELDWORK EXPERIENCE

Please check:

- OTHA 160 Fieldwork – I (Pediatric population)
 OTHA 180 Fieldwork – II (Adult rehabilitation/disability)
 OTHA 220 Fieldwork – III (Mental health/community)

Name: _____

Supervisor: _____

Site: _____

Address: _____

General Information: Site

- Hospital _____
 School _____
 Community Agency _____
 Long Term Care Facility _____
 Residential Program _____
 Private Practice _____
 Other _____

Ages served: 0-5 yrs 6-12 yrs 13-21 yrs Adult Older Adult

Primary conditions of client population:

<input type="checkbox"/> Adjustment disorder	<input type="checkbox"/> CVA/Hemiplegia	<input type="checkbox"/> Neonatal Condition
<input type="checkbox"/> Affective disorder	<input type="checkbox"/> Degenerative Neuro Disorder	<input type="checkbox"/> Obesity
<input type="checkbox"/> Alzheimer's disease	<input type="checkbox"/> Developmental Disorder	<input type="checkbox"/> Oncology <i>Intervention</i>
<input type="checkbox"/> Amputation	<input type="checkbox"/> Dementia	<input type="checkbox"/> Personality Disorder
<input type="checkbox"/> Anxiety Disorder	<input type="checkbox"/> Diabetes	<input type="checkbox"/> PTSD
<input type="checkbox"/> Arthritis	<input type="checkbox"/> Dysphagia	<input type="checkbox"/> Respiratory Disease
<input type="checkbox"/> Autism Spectrum	<input type="checkbox"/> Eating/Feeding Disorder	<input type="checkbox"/> Schizophrenic Disorder
<input type="checkbox"/> Burns	<input type="checkbox"/> Fractures/Orthopedic	<input type="checkbox"/> Spinal Cord Injury
<input type="checkbox"/> Cardiac Condition	<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Substance Abuse
<input type="checkbox"/> Cerebral Palsy	<input type="checkbox"/> HIV/AIDS	<input type="checkbox"/> Traumatic Brain Injury
<input type="checkbox"/> COPD	<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Visual Impairment
<input type="checkbox"/> Chronic Pain	<input type="checkbox"/> Learning Disability	<input type="checkbox"/> Wellness
<input type="checkbox"/> Congenital <i>Disorder</i>	<input type="checkbox"/> Neuromuscular Disorder	<input type="checkbox"/> Other:

1. Student Orientation: Check “Yes” if discussed; “No” if not discussed.

TOPIC	Yes	No
Staff introductions		
Physical facility		
Program/Agency philosophy		
Policies and procedures		
Documentation		
Safety/Emergency procedures		
Fieldwork objectives/requirements		

Comments/Suggestions:

2. Observations: Indicate whether you observed or were exposed to the following:

ASPECT OF CLIENT CARE/SERVICES	YES	NO	NA
Client/patient screening			
OT Evaluations (list names/type)			
OT Intervention (list type)			
Treatment Plan/Care Plan/IEP/IFP			
Discharge Summary			
Team Meeting			
Inservice			
OT Consultation			
Rounds			
Activity Analysis			
Observation of other disciplines/activity			
Other:			

- 3. Description of Supervision:** Please give feedback appropriate to the context of the placement, number of hours and type of supervision provided. Circle the corresponding rating.

Rating Scale: 1 = *Insufficient*; 2 = *Marginal*; 3 = *Adequate*; 4 = *Substantial*

Presented clear explanations and expectations	1	2	3	4
Provided supervision as needed	1	2	3	4
Used constructive feedback to address weaknesses/areas of growth	1	2	3	4
Provided positive reinforcement for strengths	1	2	3	4
Encouraged and welcomed questions	1	2	3	4
Facilitated problem-solving skills	1	2	3	4
Encouraged self-directed learning (via other staff, online or print references, etc.)	1	2	3	4
Was approachable and interested in student learning	1	2	3	4
Provided a positive role model	1	2	3	4
Projected a positive attitude toward students and staff	1	2	3	4
Provided feedback, as appropriate	1	2	3	4

Comments/Suggestions:

- 4. Professional Development:** Indicate the extent to which this experience helped you determine your level of professional development by circling the corresponding rating.

Rating Scale: 1 = *Not at All*; 2 = *Uncertain*; 3 = *Helpful*; 4 = *Very Helpful*

Application of knowledge	1	2	3	4
Dependability	1	2	3	4
Initiative	1	2	3	4
Communication with staff	1	2	3	4
Communication with clients	1	2	3	4
Professional appearance/presentation	1	2	3	4
Organization	1	2	3	4
Professional growth	1	2	3	4

Comments:

5. Reflection:

- a. How has this experience helped to prepare you for future fieldwork (Level I and/or II)?

- b. How well do you think you were able to articulate your understanding of occupational therapy (definition, practice framework, theories/frames of reference)?

Check		Comments
	1 = unable	
	2 = uncertain	
	3 = adequate	
	4 = successful	

Signatures:

Student: _____ Date: _____

Supervisor: _____ Date: _____

Please return completed form to:

Michelle Fisher, OTR/L, Academic Fieldwork Coordinator
Occupational Therapy Assistant Program
Cleveland University-Kansas City
10850 Lowell Avenue
Overland Park, KS 66210
FAX: 913.234.0903
michelle.fisher@cleveland.edu



Occupational Therapy Assistant Program
Level I Fieldwork
Attendance Record

Table for Week 1 with columns for days (Mon-Fri), In/Out/Lunch/Total Time, Weekly Total, and FWE & Student Initials.

Comments:

Table for Week 2 with columns for days (Mon-Fri), In/Out/Lunch/Total Time, Weekly Total, and FWE & Student Initials.

Comments:

Table for Week 3 with columns for days (Mon-Fri), In/Out/Lunch/Total Time, Weekly Total, and FWE & Student Initials.

Comments:

Table for Week 4 with columns for days (Mon-Fri), In/Out/Lunch/Total Time, Weekly Total, and FWE & Student Initials.

Comments:

Week 5		Mon	Tues	Wed	Thurs	Fri	Weekly Total	FWE & Student Initials
	In							
	Out							
	Lunch							
	Total Time							

Comments:

Week 6		Mon	Tues	Wed	Thurs	Fri	Weekly Total	FWE & Student Initials
	In							
	Out							
	Lunch							
	Total Time							

Comments:

Week 7		Mon	Tues	Wed	Thurs	Fri	Weekly Total	FWE & Student Initials
	In							
	Out							
	Lunch							
	Total Time							

Comments:

Week 8		Mon	Tues	Wed	Thurs	Fri	Weekly Total	FWE & Student Initials
	In							
	Out							
	Lunch							
	Total Time							

Comments:

Student Signature: _____ Supervisor Signature: _____

Facility: _____ FW Course: _____

Date: _____

Level II Fieldwork Information and Sample Forms

Level II Sample Timeline for OTA Student

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

Adapted from Tufts University Graduate School of Arts & Sciences Department of Occupational Therapy Fieldwork Policies & Procedures: www.TuftsFWPolicies_Procedures_July2015.edu

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).

TOPIC	Adequate		Comment
	Y	I	
Site-specific fieldwork objectives			
Student supervision process			
Requirements/assignments for students			
Student schedule (daily/weekly/monthly)			
Agency/Department policies and procedures			
Documentation procedures			
Safety and Emergency Procedures			

CLIENT PROFILE

Check age groups worked with

List most commonly seen occupational performance issues in this setting

Age	
0-5 years old	
6-12 years old	
13-21 years old	
22-65 years old	
65+ years old	

Occupational Performance Issues

Describe the typical population: _____

OCCUPATIONAL THERAPY PROCESS

I. EVALUATION

List assessment tools used	Observed	Performed

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.

Types of Intervention	Individual	Group	Co-Tx	Consultation
Occupations: client-directed life activities that match/support/address identified goals				
Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement				
Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement				
Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement				

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:

Type of outcome	Yes	No	Provide example
Occupational Performance			
Prevention			
Health & Wellness			
Quality of Life			
Participation			
Role competence			
Well-being			
Occupational Justice			

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

	Yes	No
The current Practice Framework was integrated into practice		
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

1 = Strongly disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly agree

	Circle one				
Expectations of fieldwork experience were clearly defined	1	2	3	4	5
Expectations were challenging but not overwhelming	1	2	3	4	5
Experiences supported student's professional development	1	2	3	4	5

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: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree				
1	2	3	4	5

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

Comments: _____

Additional Fieldwork Educator Resources

COE Guidelines for an Occupational Therapy Fieldwork Experience - Level I

I. Definition and Purpose

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

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

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

II. Objectives

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

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

In instances where students will have a prolonged/consecutive fieldwork experience in the same facility, the objectives should also reflect a sequential orientation and move from concrete to conceptual or from simple to more complex learning activities. In the event that the student will rotate through a variety of settings it is recommended that a master list of objectives be developed that demonstrate a developmental learning continuum and indicate which objectives/learning experiences have been provided in previous experiences.

Schedule design of Level I Fieldwork will depend on the type of setting and the curriculum of the academic institution. Options include, but are not limited to, full days for one-half a term, full days in alternating weeks for one term, half days for one term, or one week.

Academic Institution

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

Fieldwork Education Center

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

*AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC)
Amended and Approved by FWIC 11/99 and COE 12/99*
<https://www.aota.org/Education-Careers/Fieldwork/LevelI/COEGuidelines.aspx>

COE Guidelines for an Occupational Therapy Fieldwork Experience - Level II

History and Purpose

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

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

Definition

The ACOTE Standards (2012) describe fieldwork as “a crucial part of professional preparation.” The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists and occupational therapy assistants (AOTA, 2012).

I. The Fieldwork Experience

A. Description and Purpose:

The Level II Fieldwork experience, an integral part of OT education, should be designed to promote clinical reasoning and reflective practice, to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance. Through the fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context. The fieldwork experience shall meet requirements in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist and/or the Standards for an Accredited Educational Program for the Occupational Therapy Assistant (AOTA, 2012).

- i. Level II Fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupations. Throughout the fieldwork experience, the fieldwork educator should structure opportunities for

informal and formal reflection with the student regarding the OT process in action with the client population.

ii. The OT and OTA student should have the opportunity to develop increased knowledge, attitudes, and skills in advocacy, administration, management and scholarship.

1. Skills in administration and management may be attained through the actual supervision of support staff, volunteers, or Level I Fieldwork students in certain tasks or work assignments and involvement in administrative/staff/team meetings.

2. Scholarship may be enhanced as students learn to use evidence to inform their professional decision making and to generate new evidence through independent or collaborative research at the fieldwork site. This may be accomplished through investigation of the effectiveness of an intervention, the reliability, validity or utility of assessment tools, and publication or presentation of scholarly work.

iii. Inter-professional practice competencies should be encouraged throughout the fieldwork experience through engagement of OT and OTA students in interactive learning with students of different professions.

B. Outcomes Desired

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

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

<http://www.aota.org/Practice/Manage/~/media/04748BEB6FEE4C7EBFB83DFB81E41E8F.ashx>

C. Expectations of Fieldwork Students

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

D. Fieldwork Educator Preparation

Fieldwork educators responsible for supervising Level II Fieldwork occupational therapy students shall meet state and federal regulations governing practice, have a minimum 1 year of practice experience subsequent to initial certification, and be adequately prepared to serve as a fieldwork educator. If supervising in a role-emerging site where there is no on-site occupational therapy practitioner, the fieldwork educator should have a minimum of 3 years of practice experience after initial certification (see II.E.ix for more specific detail).

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

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

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

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

E. Fieldwork Models

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

- i. 1:1 – this is the traditional model of one student to one fieldwork educator, also known as the apprenticeship model.
- ii. 1:2 – one fieldwork educator to two students.
- iii. 2:1 – two fieldwork educators sharing one student.
- iv. Multiple sites – a model where one fieldwork educator has a group of students spread out at several fieldwork sites, usually all the same type of setting.
- v. Group – a model where one fieldwork educator has a group of students, but maintains the traditional “fieldwork educator as expert” role.
- vi. Peer – a model in which students provide feedback to each other; this cannot be the sole form of supervision provided to students, as there must be an OT or OTA identified as the fieldwork educator.
- vii. Off-site/role-emerging – a fieldwork model in which occupational therapy services are in the process of being developed; the occupational therapy practitioner setting this up may be employed by the agency or the educational program.

viii. Collaborative – a specific model of fieldwork education used with a group of students in which knowledge is constructed jointly between the fieldwork educator and the students. This is an active model of student learning that places more responsibility on the student for his/her own learning. The fieldwork educator does not function as the “expert” but more in the role of facilitator of learning.

ix. Role-emerging fieldwork sites are those at which the provision of occupational therapy services is being developed. The occupational therapy practitioner developing the services may be employed by the agency as a consultant, or may be employed by the academic program. When fieldwork placements occur in role emerging practice settings, the occupational therapy fieldwork educator is typically only present on site for a limited amount of time. The ACOTE Standards require that the fieldwork educator provide a minimum of eight hours per week at the site (AOTA, 2012). In addition, the fieldwork educator must be easily accessible by a variety of means during the hours a student is at the site. Furthermore, the person serving as the fieldwork educator must have a minimum of 3 years’ experience after initial certification, as this is considered advanced supervision.

x. International fieldwork occurs in another country and requires a great deal of advance planning from the academic program, student, and fieldwork educator as there are multiple issues involved. The Academic Fieldwork Coordinator should ensure that the fieldwork educator and fieldwork site staff are conversant with and in compliance with current ACOTE standards and that regular formal and informal communication is maintained during the fieldwork experience. The ACOTE Standards require that the individual serving as the fieldwork educator must be a graduate of a WFOT-approved educational program. Students cannot complete more than 12 weeks in an international placement. The reader is referred to the section of the AOTA Web site where there are multiple documents describing policies, procedures, and other issues related to [international fieldwork](#).

II. Fieldwork Site Development

When developing a fieldwork experience for a new site, the preferred way to begin is by reaching out to the academic programs in the immediate area. The establishment of a contract between the fieldwork site and the academic program can take a very long time and so it is best to start with that process early. Students cannot be accepted until the contract has been signed by both parties. If there are several academic programs in the area, there is no reason why contracts cannot be initiated with all of them at once. During the contract development and approval process, the fieldwork educator can begin doing some of the other activities that will need to be in place before students are accepted. The reader is referred to the AOTA Web site for additional fieldwork educator

resources, including “Steps to Starting a Fieldwork Program,” located at the following link: <http://www.aota.org/en/Education-Careers/Fieldwork/NewPrograms/Steps.aspx>

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

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

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

- i. Client-centered practice is evident when there are regular intervention planning/review meetings between the client and occupational therapy practitioner to ensure client participation in the evaluation and intervention

process (Mortenson & Dyck, 2006).

1. In situations where there is limited possibility for client participation in intervention planning/review meetings due to the nature or severity of the client's impairment, the occupational therapy practitioner should seek the perspectives of family members/significant others who would act in the client's best interest.

ii. Occupation-based practice is client centered and requires an understanding of the client's needs, wants and expectations. Interventions are meaningful to the client and include participation in occupations that are reflective of the client's lifestyle and context (Chisholm, Dolhi, & Schreiber, 2000).

iii. Evidence-based intervention includes the creation of "strategies and tools for practitioners to access, understand, and use the latest research knowledge to improve services for clients" (Law & MacDermid, 2008, p.6).

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

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

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

i. The occupational therapy perspective should be represented at program-related conferences, in quality review processes, and in planning for occupational therapy services delivery. The profession of occupational therapy should be represented in policy-making groups at the fieldwork site.

ii. Consideration should be given to the occupational therapy department philosophy of service delivery in the planning of programs and the formation of policies influencing occupational therapists' service delivery at the fieldwork site.

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

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

F. *Opportunities for continuing education and professional development of the*

occupational therapy staff and students should be encouraged to support life-long learning.

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

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

H. *Supervision guidelines - There are multiple sources of supervision guidelines that are applicable to Level II fieldwork. The first source are state laws and state practice acts that govern the practice of occupational therapy. These documents will specify if there are any specific requirements for supervision that need to be upheld in that state. Another source of supervision guidelines are federal regulations such as Medicare that specify what type of supervision must be provided to fieldwork students in certain healthcare settings and with certain types of Medicare coverage. The AOTA Web site is a good source for the most up-to-date information on Medicare regulations for student supervision. The ACOTE Standards specify that during Level II fieldwork, students must be supervised by a licensed or credentialed occupational therapy practitioner with at least 1 year of experience who is adequately prepared to serve as a fieldwork educator. Further, the Standards state that supervision should initially be direct, and then progress to less direct supervision as is possible given the demands of the fieldwork site, the complexity of the client's condition being treated, and the abilities of the fieldwork student. The COE and Commission on*

Practice (COP) Fieldwork Level II position paper (COE/COP, 2012) additionally recommends that supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings will be of the quality and scope to ensure

protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice, and that the supervising occupational therapist and/or occupational therapy assistant must recognize when direct versus indirect supervision is needed and ensure that supervision supports the student's current and developing levels of competence (COE/COP, 2012).

Specific to the role-emerging fieldwork placement, where the site does not employ an occupational therapist on staff and the fieldwork is designed to promote the development of occupational therapy services, supervision guidelines specify that students be supervised daily on site by another professional familiar with the role of occupational therapy and 8 hours of direct supervision should be provided weekly by an occupational therapist or occupational therapy assistant with at least three years of experience. It is recommended that the Academic Fieldwork Coordinator (AFWC), fieldwork educator (FWE), the on-site coordinator (if identified) and student maintain regular formal and informal communication during the fieldwork experience (AOTA, 2001).

III. Student Engagement in the Learning Process

A. *It is recommended that students collaborate with their fieldwork educator to develop learning objectives which stem from the site-specific learning objectives for the individual FW site. This may be accomplished through the use of learning contracts, which are both a teaching strategy and an assessment tool used to encourage self-directed learning. Learning contracts allow for shared responsibility in the planning of learning experiences offered in fieldwork. Proactive learning contracts are an effective teaching strategy and encourage students to become intrinsically motivated to attain competence in the fieldwork experience.*

i. The use of learning contracts is highly recommended. If used, learning contracts should be developed within two weeks of initiating the FW experience. They should address individual student learning styles, needs and interests, and should include specific learning objectives, resources and strategies, assessment, and target dates for completion. Learning contracts should be reviewed and updated regularly to reflect and communicate student progress towards the attainment of objectives.

ii. The student shall be evaluated and kept informed on an ongoing basis of his/her performance status.

1. The student will collaborate with fieldwork educator to determine the most effective supervision style and feedback methods.

2. Formative assessment shall be provided to students on a weekly basis and recorded in written format, providing specific recommendations addressing observable behaviors.

3. Supervision and feedback is intended to empower the student to change performance, facilitate student self-reflection and self-assessment, and guide the student regarding strengths and opportunities for growth-based on site-specific objectives.
4. AOTA's COE recommends the use of the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (AOTA, 2002a) and the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student (AOTA, 2002b) as a rating tool. The student's performance should be evaluated formally at mid-term and at the completion of the FW experience.
5. The student should self-assess performance at mid-term using a copy of the AOTA Fieldwork Performance Evaluation (FWPE), and student evaluation and fieldwork educator evaluation scores should be compared and differences discussed.
6. Weekly supervision logs are a good way for both the supervisor and student to keep track of what was discussed in supervision sessions. It is important for both the fieldwork educator and student to sign and date each log to verify the supervision process.
7. When there are multiple supervisors, care should be taken to ensure that communication regarding student progress is shared among all supervisors and that all contribute to evaluation of the student's progress.

B. *Learning Challenges on Fieldwork:*

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

IV. Continued Assessment and Refinement of the Fieldwork Program

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

i. The Academic Fieldwork Coordinator representing the educational institution should regularly evaluate learning opportunities offered during fieldwork to ensure that settings are equipped to meet curricular goals and ensure student exposure to psychosocial factors, occupation-based outcomes and evidence-based practice.

1. This may be accomplished through regular communication (e.g., emails, phone calls, written correspondence, etc.) between the AFWC and faculty and ongoing communication regarding the academic program's curriculum design to the fieldwork site. In addition, the fieldwork site should have opportunity to inform the didactic program preparation.

ii. The fieldwork site should regularly evaluate the effectiveness of its fieldwork program to ensure that students are able to meet learning objectives and deliver ethical, evidence-based, and occupation-centered intervention to clients. The learning objectives should be reviewed regularly to maximize the effectiveness of the fieldwork experience and create new opportunities. Supervisors are encouraged to participate in routine evaluations of their effectiveness in the supervisory role.

1. Fieldwork site evaluation may occur through:

- a. AOTA Student Evaluation of Fieldwork Experience (SEFWE)
- b. Cumulative review of AOTA Fieldwork Performance Evaluations (FWPE) to determine student patterns of strength and weaknesses
- c. Fieldwork Experience Assessment Tool (FEAT)
- d. Review of the Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM)

Resources

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

Steps to Starting a Fieldwork Program

The steps to starting a fieldwork program are outlined below. Do not feel that you need to have an elaborate program in place before you accept your first student. Start with the basics and add as you learn from both the students and staff who participate in the fieldwork program.

I. Analyze Your Facility

Conduct an analysis of your facility. Does your facility's mission and philosophy support the training of future practitioners? Discuss the formation of a student program with the OT practitioners to determine how receptive they are to participate in a fieldwork program. Review your OT program - can it provide a student with the number of appropriate clients and learning opportunities needed to develop entry-level skills?

Gaining support of your facility's management staff is vital for a successful fieldwork program. Arrange a time to meet with your administrator with the sole purpose of discussing the student program. Come prepared with a plan for the fieldwork program and a list of the benefits that a student program can bring to your facility. Take the time to understand the issues that management faces and work together on addressing any areas of concern.

II. Collaboration with the Academic Program(s)

In the preliminary stages of developing a fieldwork program, it is helpful to contact at least one academic program. The academic fieldwork coordinator can provide you with guidance and resource material needed to start a student program.

The academic programs with which you contract will provide information on their specific OT/OTA program. This information may include the program's fieldwork objectives, course syllabi, program curricula, and other related information.

Active collaboration between the fieldwork educator and the academic fieldwork coordinator should be ongoing since it is an essential component of a positive fieldwork experience.

III. The Fieldwork Contract or Letter of Agreement

The contract or letter of agreement serves as a legal document between the fieldwork site and the academic program. The contract should state the rights, fieldwork requirements, and obligations of the academic program, fieldwork site, and students. A written agreement is required for all Fieldwork Level I and II placements. The academic program will have a standard contract which you can use. Be sure to have your facility's legal counsel review the document before it is signed.

Begin this step early, as it may involve several exchanges between both legal counsels of the revised contract.

IV. Develop Student Resources

You can establish the foundation of your fieldwork program by completing the following student resources:

1. Fieldwork Data Form - This form describes your fieldwork program to the academic fieldwork coordinator and the student. The completed form should be sent to each academic program with which you have a contract.
2. Fieldwork Objectives - These are the objectives that a student must achieve to successfully complete the fieldwork placement.

Level I Fieldwork - Objectives are usually provided by the academic program.

Level II Fieldwork - Each fieldwork site must develop its site-specific behavioral objectives reflecting the entry-level competencies that the student is required to achieve by the end of the affiliation. These objectives serve to guide the student through sequential learning activities that lead to entry-level competency.

Some fieldwork programs correlate their objectives with AOTA's fieldwork evaluations. Other fieldwork programs write weekly objectives that cumulate in entry-level skills. Writing the learning objectives will prove to be invaluable to both students and fieldwork educators. Obtain examples of objectives from an academic fieldwork coordinator or your regional fieldwork consultant.

3. Fieldwork Student Manual - The manual will serve as a valuable resource for students and fieldwork educators. See paper titled "Recommended Content for A Student Fieldwork Manual."
4. Schedule of Weekly Activities - Develop a list of learning activities and /or assignments that will guide a student developmentally toward the acquisition of entry-level skills. Some fieldwork programs have a week by week outline with increasing responsibilities, learning activities, and assignments that students must successfully complete.
5. Prepare an Orientation - A thorough orientation provides students with the knowledge and understanding needed for a successful fieldwork experience. Topics can include: an overview of the fieldwork site and its fieldwork program, safety procedures, specific evaluation or treatment interventions utilized by the facility, documentation, equipment use, etc. Try to make the sessions as participatory as possible with presentations made by different staff members or experienced students.

Don't spend excess time "reinventing the wheel." Contact your academic fieldwork coordinator or regional fieldwork consultant for examples and assistance.

www.aota.org/Education-Careers/Fieldwork/NewPrograms/Steps.aspx

Fieldwork Objectives and Collaboration

Level I Fieldwork

The goals for Level I Fieldwork are to introduce students to settings in which occupational therapy assistants practice and to increase student comfort with and understanding of client needs. Though students have opportunities to work directly with clients, they are not expected to perform OT tasks independently. Students may be under the supervision of occupational therapists, occupational therapy assistants, physical therapists, physical therapist assistants, speech language pathologists, nurses, social workers, teachers, activities directors, or a variety of other healthcare professionals.

FW I objectives are developed by the AFWC in collaboration with the corresponding didactic course instructor. Students are placed at FW I sites where they have opportunities to meet and/or exceed the goals and objectives for FW I and corresponding didactic course. Goals and objectives are reviewed and agreed upon with the assigned student and FW Educator at the beginning of each FW I experience.

Course specific fieldwork objectives are provided to students with the individual course packets.

Level I Objective Samples: During Level I fieldwork experiences, students will demonstrate emerging:

- comfort level with and understanding of the needs of clients as an individual within his or her given context.
- skills in articulation of personal strengths and limitations and how these impact client/staff interactions.
- observation skills needed for appropriate communication, intervention and documentation.
- ability to communicate observations and critical thinking verbally and in writing.
- application of the therapeutic use of self with clients and professionals from diverse backgrounds.
- ability to articulate the role of an OTA in the promotion of health and the prevention of injury and disease.
- application of learned OT knowledge.
- documentation and writing skills.
- understanding of the supervisee – supervisor relationship, the responsibility of the student role and differentiate OT/OTA roles.
- professional and ethical behaviors required to function effectively as an occupational therapy assistant in a variety of professional and community settings.

Additional fieldwork information: AOTA Commission on Education Guidelines for Occupational Therapy Assistant Fieldwork Level I: <http://www.aota.org/Educate/EdRes/Fieldwork.aspx>

Level II Fieldwork

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Both Level II fieldwork rotations are designed to provide students with in-depth experiences in delivering occupational therapy services to clients. During Level II fieldwork, students are expected to gradually take on the responsibilities of the occupational therapy assistant, including treatment planning, intervention, collaborating with the OT regarding discharge planning, and completing

documentation. During Level II fieldwork students are under the direct supervision of occupational therapists and /or certified occupational therapy assistants.

FW II objectives are developed collaboratively by the AFWC and FW Educators. Students are placed at FW II sites where they have opportunities to meet and/or exceed the goals and objectives for FW II.

Specific FW II objectives are shared with students after they have been assigned to their FW II site.

General FW objectives are in the FW II syllabi.

Goals and objectives are reviewed with the assigned student and FW Educator at the beginning of each FW II experience. Most FW II objectives can be found on the FW data management program.

Level II Objective Samples: For successful completion of the Level II fieldwork experience, students are expected to demonstrate entry-level competency in providing occupational therapy services through:

- gathering and sharing data for the purpose of screening and evaluation.
- administration of selected assessments using appropriate procedures and protocols.
- articulation of the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process and rationale for supervision and collaboration.
- identification of appropriate recommendations to the OT the need for additional evaluation
- development of occupation-based, client-centered intervention plans and strategies.
- selection and provision of direct occupational therapy interventions utilizing the occupational contexts.
- therapeutic use of self in delivery of occupational therapy services.
- appropriately fulfilling role in care coordination, case management, and transition of service in traditional and/or emerging areas of practice.
- ability to articulate and apply clinical reasoning process to specific work with client's
- promotion of community programming and resources to support performance in the client's natural context.
- provision of relevant education and counseling for recipients and their support network.
- effective communication regarding the provision of OT services in interdisciplinary, facility, and community settings.
- timely production of required documentation to ensure accountability of service provision and to meet reimbursement standards.
- maintaining appropriate treatment responsibilities in case load and support services in the treatment setting.
- completion of the learning activities required by the fieldwork facility in a timely and professional manner.
- displaying professional and ethical behavior and related communication skills.
- ensuring a safe treatment environment.

Additional fieldwork information: AOTA Commission on Education Guidelines for Occupational Therapy Fieldwork Level II: <http://www.aota.org/Educate/EdRes/Fieldwork.aspx>

Adapted from the Missouri Health Professions Consortium (MHPC) OTA Student Handbook 2016