



FIELDWORK MANUAL

Department of Occupational Therapy
2020-2021

FIELDWORK MANUAL

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Introduction to Fieldwork:

Welcome to the clinical application / fieldwork (FW) component of your occupational therapy education. Fieldwork is an integral component of occupational therapy education. These experiences provide the student with the opportunity to participate in professional responsibilities under the supervision of a qualified occupational therapy practitioner and other healthcare professionals. Acting as a mentor and a role model, the Fieldwork educator provides the student with opportunities to gradually become independent practitioners and to achieve entry-level competency.

As defined in the Accreditation Council of Occupational Therapy Education (ACOTE) Standards, each student is required to complete a combination of Level I Fieldwork experiences (observation) and Level II Fieldwork experiences (performance based) integrated into the curriculum.

Level I FW experiences are woven throughout the curriculum. The AOTA Standards describe the goal of Level I Fieldwork is “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.”

Citation: <http://www.aota.org/education-careers/fieldwork/leveli.aspx#sthash.PTf6R3T3.dpuf>

Level II FW experiences consist of at least two 12-week (full time or equivalent) experiences upon successful completion of the didactic portion of the program for a total of 24 weeks. The goal of Level II FW is to “develop competent, entry-level, generalist occupational therapists. These fieldwork experiences are integral to the program’s curriculum design and include in-depth experiences in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration and management of occupational therapy services.”

Citation: ACOTE 2012

Academic Fieldwork Coordinator (AFWC) and Fieldwork Educator (FWEd) Responsibilities:

“The AFWC is an individual employed by educational institutions to implement the fieldwork education program. This individual is responsible for the program’s compliance with Accreditation Council for Occupational Therapy Education (ACOTE®) standards related to fieldwork education. An FWEd is a practitioner who agrees to supervise students’ fieldwork experiences. AFWCs collaborate with FWEds to develop fieldwork education objectives and experiences and to make sure that student supervision is effective and ensures the safety and well-being of all stakeholders.”

Citation: The American Occupational Therapy Association An Advisory Opinion for the AOTA Ethics Commission Promoting Ethically Sound Practices in Occupational Therapy Fieldwork Education. AOTA 2014.

In order to be retained as a FW site, each site must provide a quality educational experience for the students and meet *Commission of Education requirements for Level I and Level II sites* and have a signed contract with the Byrdine F. Lewis School of Nursing and Health Professions. The availability of fieldwork sites include traditional settings in pediatrics, geriatrics, adult physical disabilities, and mental health as well as non-traditional and emerging practice in community health.

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

Laws Related to Fieldwork

- **The Federal Family Educational Rights and Privacy Act:** (known as the Buckley amendment) (Relates to privacy of student records)
Fieldwork is a continuation of the educational experience thus an extension of the academic program. Faculty cannot release information regarding student grades to a FW site without the student's written consent. The student would need to sign a release form if he/she wishes the AFWC to discuss academic performance with the FWE. This issue may arise when a student is being reassigned after failing a Level II FW experience. The AFWC will meet with the student to discuss the issue prior to reassigning the FW placement. The student can then make the decision to disclose information, not to disclose information, or to sign a statement allowing the AFWC to discuss the issue with the FWE.
- **The Rehabilitation Act of 1973: (Section 504)**
This act provides protection for individuals with disabilities from being excluded from participation in, denied the benefits of, or be discriminated by any program or activity that receives federal funding.
- **Americans with Disabilities Act (ADA): 1990**
This law was passed to protect individuals with disabilities from discrimination in the areas of employment, public services, public accommodations and telecommunications services.
Because FW is a mandated component of the education required to become an occupational therapist, FW is considered pre-employment. Under the ADA FW sites must use the same standards for students as they do for their employees.

Disclosure of a Disability

Georgia State University is committed to providing a quality and equal education to all students. Self-disclosure of a disability is entirely voluntary. However, disclosure and submission of current documentation verifying a disability is required to determine eligibility and identify reasonable accommodations. If a student is diagnosed with a disability and would like to request academic accommodations, please contact the Office of Disability Services at 230 Student Center, phone number 404-413-1560. The information the student provides is confidential and is only disclosed to University personnel responsible for coordinating disability services for the University.

The student has the right to choose whether to disclose or not to disclose a diagnosed disability to the FW site. Under the ADA, institutions (including fieldwork sites) are obligated to make reasonable accommodations only for the known limitation of an otherwise qualified student with a disability. Notification of the need for accommodation must occur if the student desires accommodations during FW. Students who wish to disclose a disability for the purpose of accommodations need to have gone through the Office of Disability Services. The AFWC does not have the right to disclose a student's disability to a FW site without written permission from the student. Students with disabilities who want accommodations on their FW placements are encouraged to disclose their disability as early as possible to the FW site or to give permission to the AFWC, in writing, to disclose this information to the site **after** the placement has been made.

Students Rights and Responsibilities

The occupational therapy student is responsible for following the requirements of the contract. The student also has an opportunity to provide feedback to the OT program regarding the quality of the experience and level of supervision. Students are responsible for keeping the following records current and accessible for use during fieldwork rotation. Some FW sites require additional certifications or immunizations along with the requirements below. It is the responsibility of the student to comply with all fieldwork site health requirements. Information regarding site requirements may be obtained from the fieldwork office and should be confirmed with the site during the student's initial contact with the FWE.

Before starting at any fieldwork site each student must have:

- Satisfactory completion of all required courses in the occupational therapy curriculum.
- **CPR / First Aid Certification**
Combined Cardiopulmonary resuscitation (CPR) and First Aid certification is required for all OT students prior to clinical internships. The certification must be the Basic Life Support for Healthcare Providers, American Heart Association. Each student shall provide a copy of their certification to the Department Secretary prior to the first Level 1 FW experience.
- **Hepatitis B Vaccine or Waiver**
Students will receive training regarding the OSHA Standard on Blood-borne Pathogens regarding universal precautions and risk factors for contracting Hepatitis B as healthcare workers, after which students must pass a test demonstrating understanding of the information. The student must provide evidence that the HepB vaccination has been started, completed or declined. A declination form will be provided.
- **TB Skin Test**
Students must update their TB skin test annually. Many facilities require a two-step Mantoux TB skin test. This test will be updated at least 3 months prior to the clinical internship. A copy of the negative skin test must be submitted to the OT Department Administrative Assistant. The occupational therapy department will retain a copy of the negative test or proof of a clear chest x-ray and FW sites will be informed of the student's status.
- **Physical Exam**
Students are required by the GSU OT department to have a physical exam completed before starting the OT/M program. A copy of this should be given to the OT Department Administrative Assistant.
- **Immunizations**
Some FW sites require immunization records. A copy of these should be given to the OT Department Administrative Assistant and the student is responsible for providing proof of completion to the FW site.
 - The following immunizations are required for the protection of students and patients: Measles, Mumps, Rubella (MMR) titer.
 - Tuberculin skin test (PPD)
 - Hepatitis B titer
 - Diphtheria Tetanus (DT)
 - Chicken Pox titer
 - If a titer for MMR, Hepatitis B, or Chicken Pox does not confirm immunity the student will begin the vaccination process and will provide a titer once complete to show immunity.
 - The PPD must be taken within 1 month of beginning the program, and some clinical assignments will require a PPD every 6 months or within 1-2 months of starting a clinical rotation during the program. Otherwise the PPD or chest x-ray is required once a year. The Hepatitis B sequence must be started by the August entry, and the series must be completed by the second semester of the year (spring semester). The Diphtheria Tetanus vaccination must be within 10 years of entry into the program. Failure to complete the physical exam prior to the beginning of FW, or provide documentation of all immunizations, will result in the student being withheld from clinical attendance and the student being dismissed from the program.
- **Criminal Background Check**
Many FW sites require the student to submit a criminal background check. The student is responsible for providing the results to the facility and proof that it was done to the AFWC. The fee for the background check is the responsibility of the student. Students will use **Advantage Students** (an on-line company) at advantagestudents.com for the criminal background check: (There is a cost for the on-line service and it varies from year-to-year.)

PLEASE NOTE: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and may preclude attainment of state licensure.

- **Drug Testing**
Drug testing is commonly required by employers of healthcare facilities. The student will use “Advantage Students” for the drug screen in addition to the criminal background check. The student is responsible for providing the results to the facility and proof that this requirement has been completed to the AFWC. Any fee associated with a drug test is the student’s responsibility. If a student tests positive after a drug test, the facility will immediately discontinue the student’s FW experience and the AFWC will follow GSU guidelines outlined in the University graduate catalog.
- **Records for Clinical Education**
Students are responsible for providing documentation of each of the above requirements to the OT Department Administrative Assistant or AFWC. Due dates for providing documentation will be provided and those dates are FIRM. It is necessary for students to keep the original of these health records with them and take them to the FW site in the event the facility needs to view them.
- **OSHA Blood Borne Pathogens and Universal Precautions Training**
Students will complete training on OSHA blood borne pathogens transmission and universal precautions. Upon completion students will take a quiz, which they must pass at an 80% or better. The student is responsible for printing and turning in to the department Secretary a certificate of successful completion. The training will be required prior to the first FW experience and annually thereafter.
- **HIPAA Training / Patient Confidentiality**
Students will complete training on HIPAA guidelines and requirements related to protected health information. Upon completion students will take a quiz, which they must pass at an 80% or better. They will receive the training prior to the first FW experience and annually thereafter
- **Liability insurance**
GSU offers a blanket professional liability student policy that covers each student during all FW experiences and each student is required to purchase coverage to attend FW. Proof of the student’s purchase of the insurance (email copy of the receipt) is to be submitted to the OT Department Administrative Assistant. Proof of the policy can be provided to FW sites upon request. Professional liability does not include personal health/medical coverage. There is a small fee for the liability insurance. The GSU liability insurance yearly cycle runs from August 1 through July 31 and must be renewed each year of the OT/M program. On occasion a FW site may require students to purchase additional liability insurance.
- Personal or family **medical insurance** which provides coverage in the geographic area to which the student will be going, is required and a copy of the insurance card is to be submitted to the OT Department Administrative Assistant.

Onboarding

Prior to beginning a fieldwork placement with some facilities, students may be required to complete an onboarding process. This is site-specific, and each facility has a different process and requirements. Students will need to make sure that all of their paperwork is updated annually, including liability insurance, CPR Certification, vaccinations, background check, flu shot, and TB skin test. Many sites, including many of the larger hospital systems, use a program called ACEMAPP. If you receive a fieldwork rotation with a fieldwork site that is affiliated with ACEMAPP, you will be required to pay a one-time fee of \$50.00 to create an account. This account will allow you to complete your required paperwork through an online portal. If you have any difficulties with the ACEMAPP system, please contact their help desk at 844-223-4292.

Dress Code Policy

Students are expected to present a professional appearance at all fieldwork facilities. Because dress codes at facilities vary widely, this information should be obtained from each site prior to starting the fieldwork. Good personal hygiene is also important.

- Be sure to wear your name tag.
- Closed toe shoes (no sandals or flip/flops or shoes with high heels) will be worn at all times unless

engaging in an activity in which shoes are not normally worn.

- Clothing will be clean and neat.
- The GSU OT Department polo shirt can be purchased and worn for fieldwork experiences.
- The following are **not** appropriate attire:
 - See-through clothes. Tops with spaghetti straps
 - Shorts
 - Midriff or halter tops / tops that expose skin when bending
 - Women's cleavage should not be showing
 - No hats or caps unless outdoors (or unless culturally/religiously appropriate)
 - Excessive jewelry or long nails that would interfere with treatment
 - Noticeable perfumes that could bother others due to allergies, sensitivities to strong smell

Attendance Policy

Students are expected to demonstrate professional behaviors with regard to attendance and punctuality during all fieldwork experiences. If a student is absent due to illness or an emergency, it is that student's responsibility to notifying the FWEEd as soon as possible.

During Level II FW a student may be absent due to illness or an emergency for a maximum of three days. The three days may not be taken as vacation days. For special circumstances, such as a family wedding, the student may request limited time off. It is up to the FWEEd to grant or deny the request. For this situation, the missed time should be made up by working extra days, such as Saturdays, or extending the length of the fieldwork. It is expected that you will take the same holidays as the staff at your assigned facility. University student holidays do not apply to you during your affiliation. Holidays taken during fieldwork are not a part of the three-day limit of days off due to illness or emergency. The FWEEd will determine whether the student needs to make up the missed day due to a holiday. ***Planned absences of more than one day must first be approved by the Academic Fieldwork Coordinator prior to requesting approval of the FWEEd.***

Professional Ethics

Students are expected to incorporate AOTA standards and ethics policies while participating in their FW experiences and take responsibility for their professional development. Students are expected to become familiar with and comply with the rules and regulations of the assigned facility. Students should request that this information be provided to them during facility orientation if the facility does not volunteer this information.

Financial Responsibilities

Students are responsible for all costs associated with the Level II fieldwork experiences and should plan accordingly. Expenses include, but are not limited to their housing, transportation, tuition to the university, medical and liability insurance, and food.

Students' Rights

In Addition to your responsibilities as a FW student, you are also entitled to your rights which include:

- Being appropriately supervised by experienced therapists and fieldwork educators
- Receiving feedback and evaluation in a timely manner and on a regular basis
- Contacting the AFWC or FWEEd at any time to discuss performance standards, clinical procedures, documentation, and patient treatment practices that the student feels are discriminatory, capricious, or unethical.
- Being treated fairly and not being discriminated against in the selection of fieldwork facilities or by any representative of the academic or fieldwork facility. See the Georgia State University Policy on Non-Discrimination.

LEVEL I FIELDWORK

Level I fieldwork experiences are completed throughout the didactic portion of the occupational therapy program based on the coursework being taught each semester.

The AOTA does not require a specific number of hours for Level I FW experiences but allows each program to set the time requirements for its for students.

Purposes of Level I FW experiences include:

1. Exposing the student to individuals with deficits in occupational performance and observing how these deficits affect their function and quality of life.
2. To expose the student to a variety of settings and client populations and observe how the knowledge and skills they are developing in class is applied to our clients in the clinics.
3. To provide the student with clinical models using a variety of frames of reference in the delivery of occupational therapy services.

According to the AOTA Standards “Level I 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 observed in Level I experiences may include disabled or well populations, as well as age-specific or diagnosis-specific clients.

Supervision:

During the Level I FW experiences, the students will usually, but not always, have an occupational therapist or occupational therapy assistant as their supervisor. Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and understand the goals and objectives of the Level I Fieldwork experience.

All occupational therapy practitioners who supervise our Level I students will be qualified, have a current license in the state in which they practice, and have a minimum of 1 year experience and expertise in their area of practice. This information will be gathered by the AFWC through questionnaires to the facilities, updated as needed and retained by the AFWC.

For Level I FW educators who are not occupational therapy practitioners, evidence of appropriate documented qualifications (including but not limited to professional license, certification, evidence of professional degree and appropriate work experience) will be collected and retained by the AFWC.

For Level I Fieldwork experiences in most practice settings the ratio of FWed to student will be 1:1 or 1:2. There are several mental health and community based sites that will work well having small groups of students (3-4) working together with 1 supervisor. An individual plan for this type of group supervision will be developed on a case-by case basis by the AFWC and the FWed. In all cases the supervision ratio must be sufficient to ensure adequate time for feedback and assessment.

The OT Practice Framework: Domain and Process (4th edition) can assist the student in gaining patient and clinical observation skills in each of the four practice areas of Level I FW experience. The areas include mental health, physical rehabilitation, geriatrics, and pediatrics.

Students should be aware that Level I Fieldwork cannot be used as a substitute for Level II Fieldwork, or any part

of a Level II FW. Level I fieldwork is graded on a pass/fail basis.

Citation: *AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC)*
Amended and Approved by FWIC 11/99 and COE 12/99

Level I Fieldwork Goals and Objectives developed in collaboration with Fieldwork Educators

- *Demonstrate professional and reliable and work behaviors:*
 - Adheres to facility dress code
 - Demonstrates good use of time
 - Takes initiative and assumes responsibility for learning
 - Accepts and responds appropriately to feedback and supervision
 - Conducts self ethically with appropriate consideration and attitude
- *Demonstrate effective communication within the clinical setting:*
 - Establishes positive working relationship with interdisciplinary team members
 - Establish meaningful and therapeutic relationships with clients and caregivers
 - Produce clear, concise, and professional documentation
 - Demonstrates ability to collaborate/consult with client/family regarding treatment plan /goals
- *Develop ability to use accurate observation skills of clients and to perform introductory client interaction and assessment skills:*
 - Observe the client interview process
 - Observe the administration of screening and/or assessment tools
 - Develop ability to make astute observations of clients interacting in their environment
 - Formulate general therapeutic goals and objectives
- *Observe and describe the characteristics of various occupational dysfunctions and various theoretical frames of reference and/or treatment techniques for working with these clients:*
 - Complete Level I Fieldwork assignments as provided by AFWC and/or fieldwork educator
 - Demonstrates the ability to communicate with clients/families regarding the perspective and value of occupational therapy
 - Be familiar with appropriate selection and application of a variety of therapy evaluations and therapeutic activities commonly used with clients of varying occupational dysfunctions across the age continuum

FW I Seminars

In each of the didactic semesters of the program, the FW Seminar course will be the conduit that connects and strengthens the didactic coursework with the Level I Fieldwork experiences. The AFWC, in collaboration with the other faculty, will design guiding questions, assignments and other learning experiences to be used to facilitate clinical reasoning processes and enhance client-centered, occupation-based reflective practice. The students will also have the opportunity in the Level I FW Seminars to analyze and discuss their experiences in fieldwork and relate them to what they have learned in the didactic courses. ***Level I FW cannot be substituted for any part of a Level II FW.***

Assignments / Grading

The Level I FW experience and the Fieldwork Seminar are combined to give the student a single grade. The AFWC will establish assignments that are unique for the particular semester and type of Fieldwork experience the student is having. **The AFWC will be responsible for grading the assignments and for assigning the final grade at the end of the semester. The FW Ed will be responsible for completing a Level I Fieldwork Professional Development Form to assess the student's overall progress and performance during the Fieldwork experience. The student is responsible for ensuring that the AFWC receives the Fieldwork Form at the end of the Level I FW experience. The student's grade for the FW Seminar/Fieldwork experience will not be submitted to the university until the Fieldwork Feedback form is received by the AFWC.**

LEVEL II FIELDWORK

The ACOTE Standards describe fieldwork as “a crucial part of professional preparation.” Level II FW placements are designed as the final step in the integration of academia and professional practice. The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists (AOTA, 2012).

A minimum of 24 weeks of Fieldwork Level II experience is required by ACOTE. Georgia State University's Occupational Therapy Program requires successful completion of two 12 week FW experiences in 2 different practice settings. However, a student can complete Level II Fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different practice areas.

Level II FW experiences are typically completed on a full-time basis, but a student can petition to complete it on a part-time basis (at least 50% of an FTE) for special situations. The student must complete all required FW experiences within 2 years of completing the didactic portion of the program. Students can appeal this requirement based on specific individual circumstances.

The student must pass both Fieldwork II rotations to graduate from Georgia State University. It should be noted that most employers require graduation from an accredited school, including completion of Level II fieldwork, and completion of the NBCOT certification examination prior to hiring a newly graduated occupational therapist. Many states will issue a provisional license to practice as long as the student has applied to take the NBCOT exam. For further detail please refer to **Commission on Education Guidelines for Level II Fieldwork** in the appendices.

<http://www.aota.org/education>

Supervision:

All students will be supervised by a licensed Occupational therapist with a minimum of 1 year of experience. For Level II Fieldwork, the ratio of FWed to student will be 1:1. When necessary due to FWed work schedules a 2:1 can be worked out. Prior to accepting a student, the FW site facility and FWed will agree to the supervisory ratio based on their schedule and availability to supervise and give feedback to students.

Description and Purpose:

The Level II Fieldwork experiences are designed to promote clinical reasoning and reflective practice, to support ethical practice, and to encourage professional communication through expert modeling. Throughout the fieldwork experiences, students learn to apply theoretical and scientific principles introduced in the academic program to address actual client needs and to develop a professional identity as an occupational therapy practitioner within an interdisciplinary context.

- Level II fieldwork experience should include in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.
- The student shall have the opportunity to develop increased knowledge and skills in administration, research and professional relationships.
- The student shall be evaluated and informed of his/her performance status on an ongoing basis.
 - The AOTA Fieldwork Performance Evaluation (FWE) will be used as a rating tool. The student will be evaluated using this form at both midterm and end of the fieldwork experience. Performance is to be reviewed by the fieldwork educator and the student, signed and sent to the AFWC. Other structured forms of feedback that promote educator/student communication on the student's progress will also be used on an ongoing basis.

- The fieldwork experience will be evaluated by the student, using the AOTA Student Evaluation for Fieldwork Experience (SEFWE) form, and should be reviewed by the fieldwork educator and the student at the conclusion of the fieldwork experience. The completed SEFWE is then to be sent to the AFWC.
- If the student's performance is not satisfactory at mid-term or at any point in the fieldwork experience, both the student and AFWC must be notified immediately and documentation concerning the student's progress and outcomes of interventions should be maintained.

Level II Fieldwork Overall Goals, Objectives, and Competencies

Fieldwork II is intended to provide students with an in-depth experience in the delivery of occupational therapy services to clients and to assist students in fully integrating academic knowledge with clinical practice. During fieldwork experiences, students gradually assume responsibility for the delivery of occupational therapy services, and develop competence as entry-level client-centered practitioners. General goals and objectives for Level II Fieldwork include:

1. Demonstrate appropriate, professional collaboration with the client, family, FWE and other interdisciplinary team members
2. Be able to demonstrate and articulate the values, standards, and ethics of the profession
3. Understand and demonstrate adherence to facility policies and procedures including professional dress code
4. Use current evidence in research findings and other resources as a basis for assessment and intervention decisions
5. Demonstrate a sense of personal responsibility by accepting feedback, assuming responsibility for own learning, and effective use of time-management
6. Demonstrate ability to effectively choose, perform and document relevant screening and assessment methods
7. Develop accurate and appropriate intervention plan including client-centered goals, objectives and treatment activities based on multiple factors such as client factors, contexts, theories / frames of reference, and current research evidence
8. Demonstrate use of relevant interventions that are that are client-centered and occupation based
9. Analyze the environment and make appropriate adaptations /modifications for clients/families
10. Determine sequence, frequency and duration of occupational therapy services
11. Demonstrate clear and effective verbal, non-verbal and written communication
12. Evaluate the effectiveness of services through re-evaluation of clients and participation in the quality improvement process
13. Demonstrate commitment to lifelong learning through independent research efforts and willingness to present to occupational therapy peers
14. Appropriately advocate for your clients' needs
15. Maintain work area, equipment and supplies according to facility policies and safety standards
16. Demonstrate the use of sound judgment and adherence to safety regulations
17. Demonstrate respect of diversity factors of clients and other professionals including, but not limited to, socio-cultural, socio-economic, spiritual and lifestyle choices
18. Understand model of service delivery as well as costs and funding for the facility

Fieldwork Level II Placement Policy and Procedures

Student fieldwork assignments are chosen based on: (a) the quality of educational experience available at the site, (b) the educational needs of the occupational therapy student, and (c) availability of sites. Fieldwork sites are a valuable resource of the Byrdine F. Lewis School of Nursing and Health Professions and the Occupational Therapy Program. The College has established fieldwork policies (i.e. Appeals, Assignment Process) designed to serve the

largest good in the fairest possible manner. Students are reminded that they have been informed, since admission, that they are responsible for completing a minimum of six (6) months of Level II fieldwork. Students have been informed that they are responsible for the financial responsibility of this part of their training, that this training may take place anywhere in the United States, and that the student is responsible for planning and preparing for this part of their education.

Students will not be placed in a fieldwork site outside of the assignment process, unless the student goes through the formal process to initiate a new fieldwork site or an appeals process. *Students may NOT contact any fieldwork site (scheduled or potential) without AFWC approval.*

Students have the privilege and responsibility to research Fieldwork sites for their Level II FW experiences. Sources of Fieldwork Site Information include: Master List, Clinical Site Information Form, and Facility website. In order to take student preferences into consideration, all students will be given a *Fieldwork Type Request Form* prior to the first Level II experience. This form will indicate a student's preference for type of fieldwork placements (physical disabilities, pediatrics, geriatrics, mental health). Prior to site selection, students are given a list of sites that have an existing memorandum of understanding. This list is distributed to the students in advance so that they may research the sites using the above sources.

The students will set up a time to meet with the AFWC to discuss Level II FW placement options. Prior to the meeting, the students should prepare a list of their top 10 preferences. Students will rank the preferences 1 through 10, with 1 being the most preferred selection and 8 the least preferred selection. The AFWC will review all selections and make the assignments. The student's preference will be strongly considered in the process, but it cannot be guaranteed that the student will get one of their top 10 choices.

All selections made by the AFWC are final, unless a site has cancelled the scheduled FW rotation. The students will be notified of the assignments after the process has been completed. If a student fails to submit their preferences by the established deadline, then the AFWC will make a student assignment without their input.

Contacting the Fieldwork Site

Once a student is assigned to a FW site, he/she may contact the FWEd or designated housing person to secure housing if available. The student *must contact the FW site at least two months prior* to the scheduled start date of the FW experience. At this time, the student will discuss arrangements for the first day, holidays, dress code, lunch arrangements, or any other questions about the affiliation. Upon arrival, the FWEd will orient the student to the facility and its policies and procedures. It is the student's responsibility to ensure that he/she is oriented to the facility. A policy for supervision is provided to FWEd and student prior to the internship and is part of the FW agreement.

If a student has special accommodations which have been approved by GSU's Department of Disability Services, the student is responsible for notifying the clinical site at least 3 months in advance. This will allow the clinic ample time to prepare for the accommodations. ***Students should NOT contact clinical education sites prior to being assigned without approval of the AFWC***

Cancellation or Changes by the Fieldwork Site

Students must understand that many of the fieldworks are arranged well in advance of student placement. Occasionally, facilities will cancel contracts without much notice to the University. In the event this occurs, the AFWC will do his or her best to find another suitable and timely placement. While attempts will be made to accommodate student preferences, this may not be possible with short notice in arranging alternative placements. The Occupational Therapy Program cannot assume responsibility for delays in completion of the program or eligibility for certification, if the student fails to accept or complete a scheduled fieldwork assignment, or if the fieldwork site cancels a scheduled placement.

A student will not be allowed to change his/her FW site assignment. A student wishing to appeal this policy must prepare a written Special Request and submit it to the AFWC. The decision on the special request will be based on all the information provided. Situations like weddings, employment opportunities, and circumstances that existed prior to site selection usually do not warrant a change of assignment. However, special family situations, medical issues, and other unavoidable situations are considered.

Things to Remember about setting up FW Sites:

- Students **may not** affiliate at a facility in which he/she currently is employed or where an employment arrangement has existed in the previous twelve months prior to entering the OT program
- A student **may not** contact a facility prior to being assigned to that facility without prior approval of the AFWC. If a student is found to have contacted a facility in an effort to develop a FW internship for that site, the student will not be allowed to participate in a FW experience at that site for the entire time the student is in the OT program.
- **After** a facility has been notified of the student assignment, the assignment is considered final and there will be no changes made unless the facility cancels the assignment. At this point the student will assign an agreement to participate in a FW II Experience with the site.

Policy for Establishing a New Fieldwork Site

A new site is defined as an occupational therapy department or facility that GSU currently does not have a FW contract with and is not on the Master List. Please be aware that establishing a contract with a new fieldwork site can take up to a year and it is not guaranteed that the site would qualify under GSU's guidelines for acceptable FW sites. In order to complete a new contract in a timely manner and insure a safe and appropriate FW experience for our students, the following policies have been developed.

- Requests should be made a full year prior to scheduled FW date; for example, if the FW is scheduled to take place June –August of 2021, then a New Fieldwork Request needs to be made by June 2020.
- It is important to submit all requests in the time-frame set by the AFWC. No late requests will be accepted. A student submitting a request for a new site should use the **Level II Fieldwork Request Form** and put the appropriate information in the **New Site Request Chart** and submit it in to the AFWC. Please request no more than 2 new sites per student.
- Again, students are not to contact the any of the sites on the OT department lists that we have contracts with. If a student contacts a clinical site prior to direct permission from the AFWC, then the student will not be allowed to participate with that FW placement during any rotation.

Housing Accommodations

The student should research the availability of housing at a clinical site prior to assignment. The student may request for the AFWC to call a FW site prior to site assignment to see if housing is still available if the information on the site indicates that housing is/has been offered for that site. A facility may indicate that housing is available, but situations arise that the AFWC may not be notified about. Housing availability can be a first come, first serve basis as well and it would be appropriate for the student to request the AFWC check for availability. Requests should be submitted to the AFWC. Housing provided by facilities is not guaranteed to be free of charge. Therefore, students must budget for appropriate housing costs. If a facility does not indicate housing, then the student should budget for appropriate housing costs.

After student assignment, the AFWC will give permission for the student to contact the clinical site about securing housing. It is the student's responsibility to make housing arrangements with the facility if housing is offered.

Housing Problems: If the student arrives to find that housing provided is substandard, such as unsanitary, hazardous, etc., then the student should discuss his/her concerns with the CI or housing coordinator. If the

problem is not resolved, then the student should contact the AFWC.

Level II Fieldwork Assignment Appeals Process

The appeal process is designed to meet the occasional need of students for whom the assignment process to any facility in the United States would prove disruptive to their family responsibilities and would result in the student's probable discontinuation of their schooling. Petitions for appeals are not to be made lightly. Students should consider the gravity of their appeal and submit an appeal only if they feel they could not continue in the program and complete their training if the appeal were denied. Appeals for special consideration in placement are based on demonstrated need for one of the following reasons: dependent care, extreme personal issues, and students with disabilities who have identified themselves to University Disability Services. Appeals cannot be made for financial or marital status reasons. Appeals found to be made on false claims will be overturned and denied, and students may be removed from the program for this highly unethical behavior. Students will be informed of the dates of the appeal process. Appeal decisions are made subject to the availability of fieldwork sites. All decisions of the faculty will be final.

Attendance Policy

The general attendance policy can be found on page 30 of this manual.

Students are expected to demonstrate professional behaviors with regard to attendance and punctuality during all fieldwork experiences. If a student is absent due to illness or an emergency, it is that student's responsibility to notifying the FWED as soon as possible.

- Level II Fieldwork students are required to notify their FWEd of an absence at least 30 minutes prior to reporting time. The student is allowed up to three excused absences due to illness ONLY during Level II FW. If a student misses more than 3 days, the student must schedule make-up time and inform the AFWC.
- If a student is called for jury duty or has some other legal obligations, they are to contact the AFWC and fieldwork educator for further instructions.
- Students are expected to make up any hours that are missed to receive credit for the fieldwork experience. If arrangements cannot be made for making up fieldwork hours, the AFWC may require additional fieldwork at another site or require an additional assignment from the student for successful completion of that course for which the fieldwork was required.

During Level II FW a student may be absent due to illness or an emergency for a maximum of three days. The three days may not be taken as vacation days. For special circumstances, such as a family wedding, the student may request limited time off. It is up to the FWEd to grant or deny the request. For this situation, the missed time should be made up by working extra days, such as Saturdays, or extending the length of the fieldwork. It is expected that you will take the same holidays as the staff at your assigned facility. University student holidays do not apply to you during your affiliation. Holidays taken during fieldwork are not a part of the three-day limit of days off due to illness or emergency. The FWEd will determine whether the student needs to make up the missed day due to a holiday. ***Planned absences of more than one day must first be approved by the Academic Fieldwork Coordinator prior to requesting approval of the FWEd.***

Forms used by Level II Fieldwork Students

Forms will be used for each FW experience and during the fieldwork orientation process prior to the initiation of each FW experience. Samples of many of the forms discussed in this manual are provided in the Appendix section of this manual including the AOTA Fieldwork Performance Evaluation (FWPE) and the Student evaluation of the Fieldwork Experience (SEFWE).

Evaluation of Level II Fieldwork Experience

Level II Fieldwork is graded on a pass/fail basis using the AOTA Fieldwork Performance Evaluation (FWPE). The FWPE is used for both midterm and final grading of the fieldwork experience. Not receiving a passing score of 90 or above at midterm may result in termination of the fieldwork experience. Students must obtain 122 points or above and a minimum score of 3 for questions 1, 2, 3 (Fundamentals of practice section) at the final evaluation to pass the Fieldwork experience. Students must also have successfully completed all other assignments and course paperwork in order to be eligible to pass Fieldwork. A copy of the FWPE and the SEFWE can be found in the Appendix.

Students may only repeat one Level II FW experience. Students withdrawing from Level II FW without the permission of the program director and the AFWC will be placed on academic probation. Refer to the student handbook for further rules regarding “**academic progression**”.

Progression and Graduation Requirements

- In order to graduate from the Department of Occupational Therapy program, the student must:
 - Have a 3.0 Cumulative GPA.
 - Must successfully complete (S) all courses graded by S/U.
 - Have no grades lower than C (2.0).
 - **Apply for graduation one year (three semesters) prior to anticipated graduation date. Students who fail to apply for graduation on time will not be allowed to graduate regardless of having completed their coursework.**
- To continue the following semester, all prior courses in the curriculum must be successfully completed (C or better or S where applicable) or permission granted by the Department Head under any circumstances of a grade designation of I or IP issued.
- A grade of D, F or U in any one course will result in the student being terminated from the program.
- Academic standing:
 - Good academic standing is defined as having a Cumulative GPA of 3.0 or better.
 - If Semester GPA falls below 3.0, regardless of course load, the student is placed on scholastic warning. A letter stating this will be sent from the College Director of Academic Assistance and the Department Head. Upon completion of subsequent semesters of relevant graduate course work, performance of the student on warning is evaluated in one of the following ways:
 - If Semester GPA is at least 3.0 and Cumulative GPA is at least 3.0, the student returns to good academic standing.
 - If Semester GPA is less than 3.0 and Cumulative GPA is less than 3.0, student is terminated from the program.
 - If Semester GPA is less than 3.0 but Cumulative GPA is at least 3.0, student may continue to enroll, but will continue to be on scholastic warning until Semester GPA of at least 3.0 is achieved (at which time he/she will be returned to -good standing) or until subsequent Semester GPAs bring Cumulative GPA to less than 3.0 (at which time he/she is terminated from the program).
 - If Semester GPA is at least 3.0, but Cumulative GPA is less than 3.0, student is on scholastic probation. The student may continue to enroll on probation, provided the Semester GPAs are at least 3.0, until Cumulative GPA is brought back to at least 3.0. At this time the student will return to good standing. If any Semester GPA is less than 3.0 before Cumulative GPA is brought back to at least 3.0, the student is terminated from the program.
 - A student may only be on warning twice. A third scholastic warning will result in termination from the program.
 - After termination from the program for academic coursework reasons, the student may reapply for admission through the Department of Occupational Therapy. The program may choose not to admit, or to admit with conditions.

- No course in which a grade of B (3.0) or greater has been earned may be repeated for credit.
- If a student is terminated from the program for a second time, he or she may not apply for readmission to the program.

NBCOT and Temporary License

Most states, the District of Columbia, and Puerto Rico require occupational therapists and occupational therapy assistants to be licensed (a few states have certification or registration by a state agency). States have similar, but not identical, requirements and procedures for obtaining a license. For specific state licensure requirements always consult the state occupational therapy regulatory agency. Get the contact information for all state boards: <http://state.aota.org/reglist.aspx>

To obtain a license you will need to:

- Graduate from an accredited OT or OTA educational program.
- Complete your fieldwork requirements.
- Apply for and Pass the NBCOT® Certification Examination. For additional information regarding the examination, including ordering Score Transfers and/or State Confirmation Notices, refer to the NBCOT Web site: <http://www.nbcot.org>
- Apply for a license and pay a fee for each state/jurisdiction in which you wish to practice or hold a license.

Many, but not all states allow practitioners to practice on a **temporary license** or **limited permit** while waiting to take or receive the results of the certification exam. If you fail the exam, you may not be able to continue to practice. Each state OT regulatory agency should be consulted for specific requirements.

You may also see the State OT Statutes and Regulations resources: <http://www.aota.org/Advocacy-Policy/State-Policy/Licensure/StateRegs.aspx>

See more at: <http://www.aota.org/practice/manage/howto.aspx#sthash.iDbSHn1X.dpuf>

PERSONAL DATA FORM
FOR STUDENT FIELDWORK EXPERIENCE

PERSONAL INFORMATION

Name: _____

Permanent Home Address: _____

Phone number (s) during fieldwork and dates that you will be available at each number

Phone number (s): _____ and _____

Dates: _____ and _____

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 Baccalaureate Masters Doctorate Certificate

OT:

Baccalaureate Masters Doctorate Certificate

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: _____
 a. _____

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, please list them below. To promote your successful accommodation, it should be discussed and documented before each fieldwork experience. (if applicable per your fieldwork setting) Please provide your C.I. with any paperwork describing your necessary accommodations that you have received from the GSU Accommodations and Accessibility office.**

FIELDWORK EXPERIENCE SCHEDULE

FW I A-D	Name of Facility	TYPE OF SETTING	LENGTH OF EXPERIENCE
	A		
	B		
	C		
	D		
<p>Comments:</p>			
Summer FW II A Exp.			
Spring FW II B Exp.			

ADDITIONAL COMMENTS

AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC)

Amended and Approved by FWIC 11/99 and COE 12/99
fieldworkmiscell/persdatausheet.1299



GSU Occupational Therapy: Important Phone Numbers and Addresses

Dr. Shana Finks, Academic Fieldwork Coordinator:

- Office Phone: 404-413-1262
- Email: sfinks@gsu.edu
- Office: 1252 Urban Life

Professor Carolyn Podolski, Fieldwork Team Support:

- Office Phone: 404-413-1457
- Email: cpodolski@gsu.edu
- Office: 1244 Urban Life

Letitia Carelock, Administrative Assistant:

- Office Phone: 404-413-1446
- [Email: lcarelock@gsu.edu](mailto:lcarelock@gsu.edu)
- Office : 1247 Urban Life

GSU Occupational Therapy Department:

- Phone: 404-413-1446
- Email: occuptherapy@gsu.edu



Level II Fieldwork Placement Request Form

Name on all official program records (if married after entering program, please list maiden name):

Phone#:

Address (es):

List all available addresses for summer and spring placements applicable for 2022.
It is your responsibility to notify Letitia Carelock immediately of any updates.

1.
2.
3.

Level II Requests: Please put 10 choices **in order of preference**. Be sure to select a variety of FW experiences and practice areas. Please *include at least 2 out-of- state options in your top 10.*

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Please note that when placements are secured, you will be asked to sign a separate commitment form indicating that you will complete your fieldwork at the secured site.

Can you travel out of state? Yes or No

If No, please explain any extenuating circumstances such as caring for a relative or small children.

If Yes, Would you prefer to travel out of state for 2A (spring), 2B (summer), or both?

If you have specific fieldwork placement requests at locations we do not currently have a fieldwork agreement with, please provide the following information, and we will contact the facility. Please add these to the *New Site Request List* below.

How? Research the facility’s website, then contact the facility to receive contact information only. You may not talk with anyone at the facility about taking you as a student. Please say something like:

Script:
“I am a student in an OT Master’s program at Georgia State University in Atlanta Georgia and I would like to know who my Academic Fieldwork Coordinator should contact to talk about student clinical placements.”

New Site Request List (up to 5 sites not found on lists we have provided)

Facility Name	Facility Address	OT Contact person’s name	Phone; email	Notes
1.				
2.				
3.				
4.				
5.				

Briefly describe your career interests and specific populations you would like to work with in your level II placements:

Department of Occupational Therapy
LEVEL I FIELDWORK PROFESSIONAL DEVELOPMENT FEEDBACK FORM
To be completed by Fieldwork Educator and reviewed with Student

STUDENT (Please print): _____

RATER (Please print with credentials): _____

Name of Facility: _____ Practice Setting: _____

Semester: _____

The purpose of this form is to provide the student and AFWC with feedback regarding his or her performance in professional behavior development.

Please use the following scale to rate the student's performance in this fieldwork experience: 1, 2, 3, 4.

1 = Unsatisfactory: The student does not demonstrate the required level of professional skill.

2 = Needs Improvement: The student has a beginning level of professional skill, but needs improvement in quality or quantity.

3 = Satisfactory: The student demonstrates the appropriate level of professionalism.

4 = Exceeds Expectations: The student demonstrates refinement of additional qualities beyond that required by the curriculum

Time Management Skills & Organization Prompt, arrives on time; Completes assignments and documentation on time; Manages time and materials to meet program requirements; Flexibility in coping with change in routine; Sets priorities; Follows through with responsibilities.	1 2 3 4
Comments:	
Engagement in the Fieldwork Experience Demonstrates active participation, positive attitude and motivation to learn; Investment in individuals and treatment outcomes; Ability to anticipate potential challenges and act proactively to address it.	1 2 3 4
Comments:	
Professionalism Assumes professional role with confidence; Manages personal & professional boundaries, responsibilities and frustrations; Respects confidentiality; Takes responsibility for personal choices; Dresses appropriately for context.	1 2 3 4
Comments:	
Initiation & Self-Directed Learning Independently seeks and acquires information from a variety of sources; Asks relevant questions; Takes responsibility for own behavior and learning.	1 2 3 4
Comments:	
Cultural Sensitivity Demonstrates sensitivity to diverse views and opinions; Open to individual and cultural differences; Respects dignity, values and beliefs of each individual.	1 2 3 4

Comments:	
Interpersonal Communication Interacts cooperatively and effectively with clients, families and professionals; Establishes rapport; Responsive to social cues including body language and non-verbal communication; Handles conflict constructively; Demonstrates empathy and support of others.	1 2 3 4
Comments:	
Professional Reasoning/Problem solving Uses self-reflection; Analyzes, synthesizes and interprets information; Understands the occupational therapy process; Uses appropriate judgment and safety awareness.	1 2 3 4
Comments:	
Participation in the Supervisory Process Seeks and provides feedback using it to modify actions and behavior; Seeks guidance when necessary; Follows proper channels for line of authority.	1 2 3 4
Comments:	
Written Communication Attention to grammar, spelling, and legibility in written assignments and documentation; Applies professional terminology (such as the Occupational Therapy Practice Framework, acronyms, abbreviations, etc.) in written and oral communication.	1 2 3 4
Comments:	

Number of FW days completed: _____ **Days Missed:** _____ **Days Rescheduled:** _____

Additional Comments:

Student Comments:

Prepared by:

Signature: _____ Date: _____

Title of rater: _____

Reviewed with:

Student signature: _____ Date: _____

***** EDUCATORS, PLEASE EMAIL THIS COMPLETED FORM AS A PDF DOCUMENT TO cpodolski@gsu.edu*****

Georgia State University Department of Occupational Therapy
Student Feedback on Level I Experience

STUDENT: _____

SEMESTER AND YEAR:

Fall 20____ Spring 20____ Fall 20____

FACILITY: _____

SUPERVISOR: _____

OTR/L _____ OTA _____ OTHER _____

1. Did you feel you were prepared for this experience?
Yes _____ No _____ Comments:

2. Were you given an orientation to the facility? Yes____ No____

3. What type of supervision did you receive and did it meet your learning needs?

4. What opportunities for “hands on experience” were offered?

5. What were some of the theoretical approaches and frames of reference used at your facility?

6. What were some of the assessments and interventions used at your facility?

7. What types of diagnoses were seen at your facility?

8. What was the age range and functional limitations of the clients seen at your facility?

9. Please list 2 strengths and 2 limitations of your fieldwork experience at this facility.

10. Any other comments you would like to share.

11. What could have been done differently in the fieldwork seminar part of the course to improve your overall experience?

Structuring the Level II Fieldwork Experience Development Worksheet

When structuring weekly expectations and setting site-specific objectives, reflect on the Student Fieldwork Performance Evaluation (SFPE) tool to ensure that all expectations are aligned with formal evaluation criteria.

Supervision Guideline: *To help to ensure consumer protection, supervision of the level II student should initially be direct. Based on the discretion of the fieldwork educator, competency level of the student, nature of the setting, and complexity of the client's condition, supervision should gradually decrease to less direct in order to prepare the student for entry-level practice.*

Week 1	<p>PATH TO ENTRY-LEVEL PRACTITIONER</p> <p>FW Ed.:</p> <ul style="list-style-type: none"> • Provide specific and clear student expectations • Provide facility/department tour and orientation • Introduce student to members of the department/interdisciplinary team • Orient student to facility documentation, billing protocol: therapy codes/insurance authorization etc. • Review the fieldwork evaluation tool with the student • Provide overview of patient population; identify common diagnoses treated and any site-specific treatment protocol with which the student should become familiar • Provide weekly productivity/caseload expectations (include specific treatment protocol expectations as appropriate) • Provide weekly documentation expectations <p>FW Ed. and Student:</p> <ul style="list-style-type: none"> • Determine a specific schedule for feedback sessions (weekly at minimum, daily if appropriate for site) • Schedule a due date for the student fieldwork project <p>Student:</p> <ul style="list-style-type: none"> • Observe FW Ed. performing daily activities such as intake of new clients, chart reviews, assessments, interventions, documentation
Week 2	<p>Student: Should be responsible for managing treatments for between 2 and 4 clients; Begin evaluation process for 1 client if possible</p> <ul style="list-style-type: none"> • Assist FW Ed in performing daily activities such as chart reviews, assessments, interventions, documentation • Attend client conferences with FW Ed. to see how the different disciplines work together to help the clients achieve their goals. • Weekly Student / Supervisor review to monitor progress
Week 3	<p>Should be managing 25% of FW Ed.'s caseload/workload</p> <ul style="list-style-type: none"> • Perform daily activities such as chart reviews, assessments, interventions, documentation with supervision and time set aside for FW Ed. to provide feedback on performance • Attend client conferences with FW Ed. to see how the different disciplines work together to help the clients achieve their goals. • Weekly Student / Supervisor review to monitor progress • Complete additional assignments as set-up with FW Ed.
Week 4	<p>Should be managing 30-40% of FW Ed.'s caseload/workload</p> <ul style="list-style-type: none"> • Continue to perform daily activities such as chart reviews, assessments, interventions, discharge planning, client and family education, and appropriate documentation with supervision and time set aside for FW Ed. to provide feedback. • Attend client conferences with FW Ed. and report on client's progress in OT (meet first with FW Ed. and discuss client's progress) • Weekly Student / Supervisor review to monitor progress • Complete additional assignments as set-up with FW Ed. •
Week 5	<p>Should be managing 50% of FW Ed.'s caseload/workload</p> <ul style="list-style-type: none"> • Continue to perform daily activities such as chart reviews, assessments, interventions, discharge planning, client and family education, and appropriate documentation with supervision and time set aside for FW Ed. to provide feedback. • Attend client conferences with FW Ed and report on client's progress in OT (meet first with FW Ed. and discuss client's progress) • Weekly Student / Supervisor review to monitor progress • Complete additional assignments as set-up with FW Ed. •
Week 6	<p>Should be managing 60% of FW Ed.'s caseload/workload</p> <ul style="list-style-type: none"> • Perform daily activities such as chart reviews, assessments, interventions, discharge planning, and documentation with decreasing supervision while • Meeting time set aside for FW Ed. to provide feedback on performance • Complete additional assignments as set-up with FW Ed.

	FW Ed. :Complete the midterm evaluation and review with the student
Week 7	<p>Should be managing 70% of FW Ed.'s caseload/workload</p> <ul style="list-style-type: none"> • Continue to perform daily activities such as chart reviews, assessments, interventions, discharge planning, client and family education, and appropriate documentation with supervision and time set aside for FW Ed. to provide feedback. • Attend client conferences with FW Ed and report on client's progress in OT (meet first with FW Ed. and discuss client's progress) • Weekly Student / Supervisor review to monitor progress • Complete additional assignments as set-up with FW Ed. •
Week 8	<p>Should be managing 70-75% of FW Ed.'s caseload/workload</p> <ul style="list-style-type: none"> • Continue to perform daily activities such as chart reviews, assessments, interventions, discharge planning, client and family education, and appropriate documentation with decreasing supervision. Time set aside for FW Ed. to provide feedback. • Attend client conferences with FW Ed. and report on client's progress in OT (meet first with FW Ed. and discuss client's progress) • Weekly Student / Supervisor review to monitor progress • Complete additional assignments as set-up with FW Ed.
Week 9	<p>Should be managing 75-85% of FW Ed.'s caseload/workload</p> <ul style="list-style-type: none"> • Carry out all assessment, intervention planning, discharge planning, client meetings, and documentation for caseload with less direct supervision, and time set aside for FW Ed. to provide feedback on performance. • Weekly Student / Supervisor review to monitor progress • Complete additional assignments as set-up with FW Ed.
Week 10	<p>Should be managing 75-85% of FW Ed.'s caseload/workload</p> <ul style="list-style-type: none"> • Carry out all assessment, intervention planning, discharge planning, client meetings, and documentation with limited direct supervision, and time set aside for FW Ed to provide feedback on performance. • Weekly Student / Supervisor review to monitor progress • Complete additional assignments as set-up with FW Ed.
Week 11	<p>Should be managing 75-85% of FW Ed.'s caseload/workload</p> <ul style="list-style-type: none"> • Carry out all assessment, intervention planning, discharge planning, client meetings, and documentation with limited direct supervision nearing independence; time set aside for FW Ed. to provide feedback on performance. • Weekly Student / Supervisor review to monitor progress • Complete additional assignments as set-up with FW Ed. •
Week 12	<p>ENTRY-LEVEL PRACTITIONER</p> <p>Should be managing 75-85% of FW Ed.'s caseload/workload independently</p> <ul style="list-style-type: none"> • Student should independently carry out all assessment, intervention planning, discharge planning and documentation for a full caseload with less direct supervision; feedback should be provided as needed • Complete additional assignments as set-up with FW Ed. <p>FW Ed. : Complete the final evaluation and review with the student</p>

Adopted From: D.M. Costa, *The Essential Guide to Occupational Therapy Fieldwork Education* (AOTA Press, 2015)
Updated by Dr. S. Finks Jan. 2020

Student's Name: _____ Sheet ___ of 3

Site Name: _____

CI's Name: _____

***See example**

Date	Time in/out	# of Hours	Student Initials	CI Initials
*1/31/22	8am-6pm	10	SM	CF
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
*Totals this sheet:	# of Weeks: 4	# of Hours: 200	SM	CF
Days left to make up:	Unexcused Days missed:	Excused Days Missed:		

Signatures: Upload this signed page to iCollege each month of fieldwork.

Student: _____ Date: _____

CI: _____ Date: _____

Department of Occupational Therapy
Weekly Fieldwork II A and B Student/Supervisor Review
 (Please print all comments and instructions clearly)

Student (print): _____ Week #: _____

Facility: _____

Clinical Instructor (print): _____

How to use this form: Each week your student’s progress should be evaluated based on your expectations for his or her performance in relation to your setting and your weekly expectations.

Please refer to the Weekly Timeline Guide to move your student from direct supervision to independent or minimal supervision by Week 12.

Weekly or Bi-weekly ratings: Please rate the student on the quality of the following clinical skills, then provide instructions and relevant feedback to guide your student towards mastery of deficient skills when appropriate:

- 0= Performing below standards per current week’s expectations for competency in this skill area.
- 1= Meeting standards for competency per current week’s expectations with minimal cueing and reminders in this skill area.
- 2=Exceeding standards for competency in this area as student is independent.

Skills Checklist	0	1	2	Instructions and feedback to student for improvement
Time Management & Organization Skills				
Self-directed Learning & Initiative				
Written Communication				
Verbal Communication & Interpersonal Skills				
Responsiveness to Constructive Feedback				
Clinical Problem Solving				
Safety Awareness/Following Regulations				
Evaluation Skills				
Treatment Planning & Implementation Skills				

Strengths:

Areas of weakness requiring development:

- 1.
- 2.
- 3.

Goals met:

- 1.
- 2.
- 3.

Goals for next week (3 goals each week):

- 1.
- 2.
- 3.

Student Complete this Section:

1. What I think I did WELL this week (my strengths):

1.
2.

2. What I think I did NOT DO WELL this week (My areas of weakness requiring improvement):

1.
Why?
What will I do to change this so this area is stronger one week from now?
2.
Why?
What will I do to change this so that this area is stronger one week from now?

3. What can I do now that I could not do before fieldwork this week?

1.
2.

Fieldwork Educator Signature Date

Student Signature Date

MID-TERM
FIELDWORK EXPERIENCE ASSESSMENT TOOL (FEAT)
OPTIONAL

PLEASE COMPLETE UPON REQUEST OF THE AFWC OR YOUR SITE FIELDWORK EDUCATION DIRECTOR

Student's name:	Supervisor(s) names:	
Facility name:		
Type of fieldwork experience (setting, population, level):	Date:	Week #:

Context:

The Fieldwork Experience Assessment Tool (FEAT) is the result of an American Occupational Therapy Foundation qualitative study completed by six occupational therapy programs across the United States and Puerto Rico. Data was collected from fieldwork students and fieldwork educators. In their interviews, students and fieldwork educators described fieldwork education in terms of a dynamic triad of interaction among the environment, the fieldwork educator and the student. Interviewees indicated that a positive educational experience occurred when a balance existed among these three key components.

Purpose:

The FEAT identifies essential characteristics of the three key components (*interaction among the environment, the fieldwork educator and the student*). By providing a framework to explore the fieldwork experience, the FEAT can help students and fieldwork educators consider how to promote the best possible learning experience.

The purpose of the FEAT is to contribute to student and fieldwork educator discussions, so that reflection and problem solving can occur to enhance the fieldwork experience. The tool is designed to both assess the balance of the three key components, and to facilitate discussion about student and fieldwork educator behaviors and attitudes, and environmental resources and challenges. By mutually identifying issues present during fieldwork, the fieldwork educator and student can use the FEAT as a tool to promote dialogue and foster the identification of strategies to facilitate the just-right challenge. The FEAT may be used early in fieldwork as a tool to promote dialogue, or at anytime throughout fieldwork as the need for problem solving emerges.

Directions:

In the Assessment Section, the FEAT is organized according to the three key components: environment, fieldwork educator, and student. Under each component, essential characteristics and examples are listed. These examples are not all-inclusive; new descriptors may be added to individualize the tool for different settings.

Who completes this? *The fieldwork educator and student, either individually or together*, should complete the FEAT by describing each component using the continuum provided at the top of each section (limited → just right challenge → excessive).

Following the assessment portion of the FEAT, questions are provided to guide student and fieldwork educator discussion and problem solving. Collaboratively reflect upon the student and fieldwork educator descriptions on the FEAT to identify commonalities and differences between the two perspectives, and identify patterns across the key components. Based on these discussions, develop strategies for a more balanced fieldwork experience. Consider environmental experiences and resources; fieldwork educator attitudes, behaviors and professional attributes; and/or student attitudes and behaviors that could enhance the experience. The examples listed within each section are intended to guide discussion between the fieldwork educator and student in an effort to create a successful fieldwork experience. Additional elements may be identified and included according to the nature of the setting or the fieldwork process.

Use of the FEAT at the end of the fieldwork experience is different than at midterm. At the end of the fieldwork the FEAT is completed exclusively by the student to provide "student-to-student" feedback based upon what characteristics the ideal student in this setting should possess to make the most of this fieldwork experience. This final FEAT is sent directly to CSU by the student.

A. Assessment Section

ENVIRONMENT	
I. VARIETY OF EXPERIENCES	Descriptions (Limited → Just right challenge → Excessive)
A. Patients/Clients/Diagnoses -Different diagnoses -Range of abilities for given diagnosis (complexity, function-dysfunction) -Diversity of clients, including socioeconomic & lifestyle	
B. Therapy approaches -Engage in the entire therapy process (evaluation, planning, intervention, documentation) -Learn about different roles of therapist (direct service, consultation, education and administration) -Use variety of activities with clients -Observe and use different frames of reference/theoretical approaches -Use occupation vs. exercise	
C. Setting characteristics -Pace (setting demands; caseload quantity) -Delivery system	
II. RESOURCES	Descriptions (Limited → Just right challenge → Excessive)
A. OT Staff -See others' strengths and styles -Have multiple role models, resources and support	
B. Professional Staff -Observe and hear a different perspective on clients -See/experience co-treatments and team work to get whole person perspective -Have others to share ideas and frustrations	
C. OT Students -Able to compare observations & experiences -Exchange ideas	
FIELDWORK EDUCATOR	
I. ATTITUDE	Descriptions (Limited → Just right challenge → Excessive)
A. Likes Teaching/Supervising Students -Devote time, invests in students -Enjoy mental workout, student enthusiasm	
B. Available/Accessible -Take time	

FIELDWORK EDUCATOR (continued)	
C. Supportive -Patient -Positive and caring -Encourages questions -Encourages development of individual style	
D. Open -Accepting -Alternative methods -To student requests -Communication	
E. Mutual Respect	
II. TEACHING STRATEGIES	Descriptions (Limited → Just right challenge → Excessive)
A. Structure -Organize information (set learning objectives, regular meetings) -Introduce treatment (dialogue, observation, treatment, dialogue) -Base structure on student need -Identify strategies for adjusting to treatment environment	
B. Graded Learning -Expose to practice (observe, model) -Challenge student gradually (reduce direction, probing questions, independence) -Base approach on student learning style -Individualize based on student's needs -Promote independence (trial & error)	
C. Feedback/ Processing -Timely, confirming -Positive & constructive (balance) -Guide thinking -Promote clinical reasoning	
D. Teaching -Share resources and knowledge	
E. Team Skills -Include student as part of team	
III. PROFESSIONAL ATTRIBUTES	Descriptions (Limited → Just right challenge → Excessive)
A. Role Model -Set good example -Enthusiasm for OT -Real person -Life long learning	

B. Teacher -Able to share resources and knowledge	
FIELDWORK STUDENT	
I. ATTITUDE	Descriptions (Limited → Just right challenge → Excessive)
A. Responsible for Learning -Active learner (ask questions, consult) -Prepare (review, read and research materials) -Self-direct (show initiative, is assertive) -Learns from mistakes (self-correct and grow)	
B. Open/Flexible -Sensitive to diversity (non-judgmental) -Responsive to client/consumer needs -Flexible in thinking (make adjustments, try alternate approaches)	
C. Confident -Comfort in knowledge and abilities -Comfort with making and learning from mistakes (take risks, branch out) -Comfort with independent practice (take responsibility) -Comfort in receiving feedback	
D. Responsive to Supervision -Receptive to feedback (open-minded, accept criticism) -Open communication (two-way)	
II. LEARNING BEHAVIORS	Descriptions (Limited → Just right challenge → Excessive)
A. Independent -Have and use knowledge and skills -Assume responsibility of OT without needing direction -Incorporate feedback into behavioral changes -Use “down time” productively -Become part of team	
B. Reflection -Self (processes feelings, actions and feedback) -With others (supervisor, peers, others)	
C. Active in Supervision -Communicate needs to supervisor (seek supervision for guidance and processing; express needs) -Ask questions	

B. Discussion Section: Questions to Facilitate Dialogue and Problem Solving

1. A positive fieldwork experience includes a balance between the environment, fieldwork educator and student components. Collaboratively reflect upon the descriptions outlined by the student and fieldwork educator and identify perceptions below.

Common perspectives between student and fieldwork educator	Different perspectives between student and fieldwork educator
Environment Fieldwork Educator Student	

2. What patterns are emerging across the three key components?

3. What strategies or changes can be implemented to promote a successful fieldwork experience? Describe below:

Components of a Successful Fieldwork	Environment, Fieldwork Educator and/or Student Strategies and Changes to Promote Successful Fieldwork Experience at this Setting
Environment Experiences Resources	
Fieldwork Educator Attitudes Behaviors Professional attributes	
Student Attitudes Behaviors	

© [April 1998] [Revised August 2001] FEAT 13.doc

This Fieldwork Assessment Tool (FEAT) was developed by The Fieldwork Research Team: Karen Atler, Karmen Brown, Lou Ann Griswold, Wendy Krupnick, Luz Muniz de Melendez and Patricia Stutz-Tanenbaum; project funded by The American Occupational Therapy Foundation; Reprinted by permission of the publisher

*Form to be replaced by electronic form in January 2022 updates provided as available

Fieldwork Performance Evaluation For The Occupational Therapy Student

MS./MR. _____
NAME: (LAST) (FIRST) (MIDDLE)

SIGNATURES:
I HAVE READ THIS REPORT.

COLLEGE OR UNIVERSITY _____

SIGNATURE OF STUDENT

FIELDWORK SETTING:

NAME OF ORGANIZATION/FACILITY _____

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

ADDRESS: (STREET OR PO BOX) _____

CITY STATE ZIP _____

SIGNATURE OF RATER #1

TYPE OF FIELDWORK _____

PRINT NAME/CREDENTIALS/POSITION

ORDER OF PLACEMENT: 1 2 3 4 OUT OF 1 2 3 4

FROM: TO: _____
DATES OF PLACEMENT

SIGNATURE OF RATER #2 (IF APPLICABLE)

NUMBER OF HOURS COMPLETED _____

PRINT NAME/CREDENTIALS/POSITION

FINAL SCORE _____

PASS: _____ NO PASS: _____

SUMMARY COMMENTS:
(ADDRESSES STUDENT'S CLINICAL COMPETENCE)

AOTA grants permission to photocopy the *Fieldwork Performance Evaluation for the Occupational Therapy Student* for training purposes only. Training purposes encompass using the FWPE forms in student notebooks and training manuals for clinical fieldwork sites, in training sessions for practitioners on the proper use and scoring of the forms, and for students to complete a self-analysis during their fieldwork training. Permission to use the forms must be submitted to copyright@aota.org

Fieldwork Performance Evaluation For The Occupational Therapy Student

This evaluation is a revision of the 1987 American Occupational Therapy The Fieldwork Educator must contact the Academic Fieldwork Association, Inc. Fieldwork Evaluation Form for the Occupational Coordinator when: (1) a student exhibits unsatisfactory behavior in a Therapist and was produced by a committee of the Commission on substantial number of tasks or (2) a student's potential for achieving Education. entry-level competence by the end of the affiliation is in question.

PURPOSE

The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy¹.

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific experience. If the ratings are below 3, continue to complete the occupational therapy tasks in isolation. This evaluation reflects the 1998 Fieldwork Performance Evaluation to provide feedback to the student Accreditation Council for Occupational Therapy Education Standards² and the National Board for Certification in Occupational Therapy, Inc. Record midterm and final ratings on the Performance Rating Summary Practice Analysis results³. In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. **The midterm and final evaluation scores will reflect development of student competency and growth.** In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

DIRECTIONS FOR RATING STUDENT PERFORMANCE

- There are 42 performance items.
- Every item must be scored, using the one to four point rating scale (see the evaluation designed to differentiate below).
- **The rating scales should be carefully studied prior to using this evaluation.** Definitions of the scales are given at the top of each page.
- Circle the number that corresponds to the description that best describes the student's performance.
- **The ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience.** If the ratings are below 3, continue to complete the occupational therapy tasks in isolation.
- Record midterm and final ratings on the Performance Rating Summary Practice Analysis results³.
- Compare overall midterm and final score to the scale below.

OVERALL MIDTERM SCORE

Satisfactory Performance 90 and above
Unsatisfactory Performance 89 and below

OVERALL FINAL SCORE

Pass 122 points and above
No Pass 121 points and below

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
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- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

I. FUNDAMENTALS OF PRACTICE:

All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

1. **Adheres to ethics:** Adheres consistently to the American Occupational Therapy Association Code of Ethics' and site's policies and procedures including when relevant, those related to human subject research.

Midterm	1	2	3	4
Final	1	2	3	4

2. **Adheres to safety regulations:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.

Midterm	1	2	3	4
Final	1	2	3	4

3. **Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• **Midterm**

• **Final**

II. BASIC TENETS:

4. Clearly and confidently **articulates the values and beliefs** of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4

5. Clearly, confidently, and accurately **articulates the value of occupation** as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4

6. Clearly, confidently, and accurately **communicates the roles of the occupational therapist and occupational therapy assistant** to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4

7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• **Midterm**

• **Final**

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

15. **Interprets evaluation results** to determine client's occupational performance strengths and challenges.

Midterm	1	2	3	4
Final	1	2	3	4

16. **Establishes an accurate and appropriate plan** based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.

Midterm	1	2	3	4
Final	1	2	3	4

17. **Documents the results of the evaluation** process that demonstrates objective measurement of client's occupational performance.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

III. EVALUATION AND SCREENING:

8. **Articulates a clear and logical rationale** for the evaluation process.

Midterm	1	2	3	4
Final	1	2	3	4

9. **Selects relevant screening and assessment methods** while considering such factors as client's priorities, context(s), theories, and evidence-based practice.

Midterm	1	2	3	4
Final	1	2	3	4

10. **Determines client's occupational profile** and performance through appropriate assessment methods.

Midterm	1	2	3	4
Final	1	2	3	4

11. **Assesses client factors and context(s)** that support or hinder occupational performance.

Midterm	1	2	3	4
Final	1	2	3	4

12. **Obtains sufficient and necessary information** from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.

Midterm	1	2	3	4
Final	1	2	3	4

13. **Administers assessments** in a uniform manner to ensure findings

are valid and reliable.

Midterm	1	2	3	4
Final	1	2	3	4

14. **Adjusts/modifies the assessment procedures** based on client's needs, behaviors, and culture.

Midterm	1	2	3	4
Final	1	2	3	4

IV. INTERVENTION:

18. **Articulates a clear and logical rationale** for the intervention process.

Midterm	1	2	3	4
Final	1	2	3	4

19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.

Midterm	1	2	3	4
Final	1	2	3	4

20. **Chooses occupations** that motivate and challenge clients.

Midterm	1	2	3	4
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Final	1	2	3	4
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21. **Selects relevant occupations** to facilitate clients meeting established goals.

Midterm	1	2	3	4
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Final	1	2	3	4
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22. **Implements intervention plans that are client-centered.**

Midterm	1	2	3	4
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Final	1	2	3	4
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23. **Implements intervention plans that are occupation-based.**

Midterm	1	2	3	4
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Final	1	2	3	4
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24. **Modifies task approach, occupations, and the environment** to maximize client performance.

Midterm	1	2	3	4
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Final	1	2	3	4
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25. **Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client's status.

Midterm	1	2	3	4
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Final	1	2	3	4
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26. **Documents client's response** to services in a manner that demonstrates the efficacy of interventions.

Midterm	1	2	3	4
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Final	1	2	3	4
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Comments on strengths and areas for improvement:

• **Midterm**

• **Final**

V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

27. **Demonstrates through practice or discussion the ability to assign** appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.

Midterm	1	2	3	4
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Final	1	2	3	4
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28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.

Midterm	1	2	3	4
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Final	1	2	3	4
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29. **Demonstrates understanding of the costs and funding** related

to occupational therapy services at this site.

Midterm	1	2	3	4
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Final	1	2	3	4
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30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.

Midterm	1	2	3	4
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Final	1	2	3	4
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31. **Produces the volume of work** required in the expected time frame.

Midterm	1	2	3	4
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Final	1	2	3	4
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Comments on strengths and areas for improvement:

• **Midterm**

• **Final**

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

VI. COMMUNICATION:

32. **Clearly and effectively communicates verbally and nonverbally** with clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
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Final	1	2	3	4
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33. **Produces clear and accurate documentation** according to site requirements.

Midterm	1	2	3	4
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Final	1	2	3	4
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34. **All written communication is legible**, using proper spelling, punctuation, and grammar.

Midterm	1	2	3	4
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Final	1	2	3	4
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35. **Uses language appropriate to the recipient** of the information, including but not limited to funding agencies and regulatory agencies.

Midterm	1	2	3	4
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Final	1	2	3	4
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Comments on strengths and areas for improvement:

- Midterm

- Final

VII. PROFESSIONAL BEHAVIORS:

36. **Collaborates with supervisor(s)** to maximize the learning experience.

Midterm	1	2	3	4
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Final	1	2	3	4
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37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with supervisor(s) and others.

Midterm	1	2	3	4
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Final	1	2	3	4
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38. **Responds constructively to feedback.**

Midterm	1	2	3	4
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Final	1	2	3	4
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39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability, and work site maintenance.

Midterm	1	2	3	4
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Final	1	2	3	4
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40. **Demonstrates effective time management.**

Midterm	1	2	3	4
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Final	1	2	3	4
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41. **Demonstrates positive interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.

Midterm	1	2	3	4
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Final	1	2	3	4
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42. **Demonstrates respect for diversity** factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.

Midterm	1	2	3	4
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Final	1	2	3	4
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Comments on strengths and areas for improvement:

- Midterm

- Final

PERFORMANCE RATING SUMMARY SHEET

Performance Items	MidtermRatings	Final Ratings
1. Adheres to ethics		
2. Adheres to safety regulations		
3. Uses judgment in safety		
4. Articulates values and beliefs		
5. Articulates value of occupation		
6. Communicates role of occupational therapist		
7. Collaborates with clients		
III. EVALUATION AND SCREENING		
8. Articulates clear rationale for evaluation		
9. Selects relevant methods		
10. Determines occupational profile		
11. Assesses client and contextual factors		
12. Obtains sufficient and necessary information		
13. Administers assessments		
14. Adjusts/modifies assessment procedures		
15. Interprets evaluation results		
16. Establishes accurate plan		
17. Documents results of evaluation		
18. Articulates clear rationale for intervention		
19. Utilizes evidence to make informed decisions		
20. Chooses occupations that motivate and challenge		
21. Selects relevant occupations		
22. Implements client-centered interventions		
23. Implements occupation-based interventions		
24. Modifies approach, occupation, and environment		
25. Updates, modifies, or terminates intervention plan		
26. Documents client's response		
27. Demonstrates ability to assign through practice or discussion		
28. Demonstrates ability to collaborate through practice or discussion		
29. Understands costs and funding		
30. Accomplishes organizational goals		
31. Produces work in expected time frame		
32. Communicates verbally and nonverbally		
33. Produces clear documentation		
34. Written communication is legible		
35. Uses language appropriate to recipient		
36. Collaborates with supervisor		
37. Takes responsibility for professional competence		
38. Responds constructively to feedback		
39. Demonstrates consistent work behaviors		
40. Demonstrates time management		
41. Demonstrates positive interpersonal skills		
42. Demonstrates respect for diversity		
TOTAL SCORE		

MIDTERM:

Satisfactory Performance 90 and above
 Unsatisfactory Performance 89 and below

FINAL:

Pass 122 points and above
 No Pass 121 points and below

REFERENCES

1. American Occupational Therapy Association. (1998). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 52, 866–869.
2. Accreditation Council for Occupational Therapy Education. (1999). Standards for an accredited educational program for the occupational therapist. *American Journal of Occupational Therapy*, 53, 575–582.
3. National Board for Certification in Occupational Therapy. (1997). *National Study of Occupational Therapy Practice, Executive Summary*.
4. American Occupational Therapy Association. (2000). Occupational therapy code of ethics (2000). *American Journal of Occupational Therapy*, 54, 614–616.
5. American Occupational Therapy Association (2002). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639.

GLOSSARY

Client Factors: Those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures

- body functions (a client factor, including physical, cognitive, psychosocial aspects)—“the physiological function of body systems (including psychological functions)” (WHO, 2001, p. 10)
 - body structures—“anatomical parts of the body such as organs, limbs and their components [that support body function]” (WHO, 2001, p. 10)
- (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639.)⁵

Code of Ethics: Refer to www.aota.org/general/coe.asp

Collaborate: To work together with a mutual sharing of thoughts and ideas (ACOTE Glossary)

Competency: Adequate skills and abilities to practice as an entry-level occupational therapist or occupational therapy assistant

Context: Refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, physical, social, personal, spiritual, temporal and virtual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639)⁵

Efficacy: Having the desired influence or outcome (from Neistadt and Crepeau, eds. *Willard & Spackman's Occupational Therapy*, 9th edition, 1998)

Entry-level practice: Refer to American Occupational Therapy Association (1993). Occupational therapy roles. *American Journal of Occupational Therapy*, 47, 1087–99.

Evidence-based Practice: “Conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based [health care] means integrating individual clinical expertise with the best available external clinical evidence from systematic research.” (Sackett and colleagues, Evidence-based medicine: How to practice and teach EBM, 1997, p. 2) (From the Mary Law article “Evidence-Based Practice: What Can It Mean for ME?”, www.aota.org)

Occupation: Groups of activities and tasks of everyday life, named, organized, and given value and meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p. 181)

Occupational Performance: The result of a dynamic, interwoven relationship between persons, environment, and occupation over a person's lifespan; the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p. 181)

Occupational Profile: A profile that describes the client's occupational history, patterns of daily living, interests, values and needs. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639)⁵

Spiritual: (a context) The fundamental orientation of a person's life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639)⁵

Theory: “An organized way of thinking about given phenomena. In occupational therapy the phenomenon of concern is occupational endeavor. Theory attempts to (1) define and explain the relationships between concepts or ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational therapy theory is concerned with four major concepts related to occupational endeavor: person, environment, health, and occupation.” (Neistadt and Crepeau, eds., *Willard & Spackman's Occupational Therapy*, 9th ed., 1998, p. 521)

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
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: _____

**Collaboration on Site Objectives and Communication on Student Performance:
Taken from OT 7310 Level II FW Syllabus**

1. Site Objectives

If the site has site-specific fieldwork objectives, the student is responsible for acknowledging these. In addition the *student is to come up with 2 additional personal objectives he/she will meet by the end of the 12 weeks. The student is to share these with the FW Ed so they can work together on accomplishing the objectives. The student is to submit a copy of the signed objective sheet to the AFWC through icollege assignments by the end of the workday on Friday by week 2.*

If the site does not have site-specific student objectives, the site must adopt Georgia State University's level II FW Objectives, and acknowledge by signing Objective form. The student must return this completed form to AFWC with the addition of 2 personal objectives (as above). It is also suggested that the student assists in developing site-specific objectives as a student project if the site does not have any. Site objectives are to be submitted to icollege assignments by end of workday Friday of week 6.

2. On-line Reflective FWPE Discussion Board Postings

In addition, the student will be required to participate in an online discussion board on icollege and respond to posted topics during the FW experience. The questions and topics are designed to foster reflection and thought on the fieldwork experience and relate to GSU's curriculum design and courses. Postings are designed to assist students in their learning process and provide useful information in determining student progress prior to the mid-term and final evaluations.

The purpose is to reflect upon your fieldwork experience by sharing with peers, faculty and the fieldwork coordinator in order to make it a more meaningful experience. There will be weekly reflection prompts posted throughout the level II FW, and the student will be required to briefly reflect upon their experience. There is flexibility for the student to write when they have the time to do it.

The student is required to submit a minimum of 8 posts and respond to a minimum of 8 posts with thoughtful, reflective comments to earn full credit for the icollege Discussion Board assignment and earn a satisfactory.

3. Evaluation/Assessment Procedures

Level II Fieldwork is graded as pass/fail. Students are *evaluated* by the fieldwork educator, using the AOTA Fieldwork Performance Evaluation (FWPE). However, the final grade is issued by the AFWC. Students are expected to show progression on the AOTA FWPE from midterm to final evaluation. Grading criteria includes the FWPE, other specified fieldwork education assignments and professionalism. Students must earn a minimum passing score in the final FWPE AND a Satisfactory on all assignments to receive an overall final passing grade for the fieldwork education course(s).

Evaluation Forms

In order to receive a satisfactory grade, students must have a passing score as defined by the Fieldwork Performance Evaluation for the Occupational Therapy Student. Attainment of the minimal passing score at midterm and final on the AOTA Fieldwork Performance Evaluation (Midterm 90 or above Final 122 or above AND the student must receive a 9 or above in Section 1 of the AOTA FWPE.)

Failure to meet this criterion may result in a delayed or unsatisfactory grade. Students must complete all Level II fieldwork at a satisfactory level in order to graduate and be eligible to sit for the occupational therapy certification exam

Assignments given by fieldwork site -Each Level II fieldwork facility has a unique set of requirements and may have assignments directed toward meeting the site specific objectives. These may be listed in student manuals or described on the Fieldwork Data forms in the facility files. All requirements should be made clear to you by the facility during the orientation phase. It is each student's responsibility to clarify requirements of the facility and to follow the established deadlines provided by the site. Please ask the FW Ed at the facility to answer any questions relating to site-specific assignments

The **AOTA Fieldwork Performance Evaluation** is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation scores will reflect development of student competency and growth. Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competency the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence. A copy of the midterm evaluation is required to be sent to AFWC if there are any present or anticipated performance issues.

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 insure that the student will have developed some entry-level competencies in mental health practice even if they do not complete a fieldwork experience in a mental health setting. See link: 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 (FWEd), the on-site coordinator (if identified) and student maintain regular formal and informal communication during the fieldwork experience (AOTA, 2001).

III. Student Engagement in the Learning Process

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. Pro-active 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 2weeks 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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OT Model Curriculum Ad Hoc Committee (2008). Occupational therapy assistant model curriculum. Retrieved from <http://www.aota.org/Educate/EdRes/COE/Other-Education-Documents/OTA-Model-Curriculum.aspx>

Last updated: January 2013

OT/OTA Student Supervision & Medicare Requirements

Historically, OT and OTA students have participated in the delivery of occupational therapy services under the supervision of occupational therapy personnel in a variety of fieldwork sites. The following provides information about the way in which the Centers for Medicare & Medicaid Services (CMS) interprets how and whether the Medicare program should provide payment for services provided by students.

For those settings that serve Medicare patients, it is important to be aware of both new and existing Medicare payment policies. CMS has published specific criteria relating to how and when the program will pay for services when the student participates in service delivery. When developing fieldwork plans for sites that serve Medicare patients, two issues must be considered:

1. Whether Medicare payment rules specifically allow students to participate in the delivery of services to Medicare beneficiaries, and
2. What type and level of supervision are required by the Medicare program.

All relevant Medicare coverage criteria must be reviewed if reimbursement is sought for services when the student participates in service delivery. In addition, many state practice acts and regulations address occupational therapy services provided by students. You can find the regulatory board contact information on the State-by-State OT Law Database located in the [Licensure](#) section of this website. For details regarding AOTA's position on Level II fieldwork, please see the document [Practice Advisory: Services Provided by Students in Fieldwork Level II Settings](#).

The following sets out for each Medicare setting whether Medicare payment rules specifically allow or restrict coverage of services provided by students and what type and level of supervision Medicare requires to raise the services provided by students to the level of covered "skilled" occupational therapy. Practitioners should take care to ensure an appropriate level of supervision, whether or not a specific CMS rule regarding students has been issued.

Medicare Coverage of Services When a Student Participates in Service Delivery

- **Medicare Part A—Hospital and Inpatient Rehabilitation Facility (IRF)**
Type and Level of Supervision of Student Required:
CMS has not issued specific rules, but in the excerpt here referencing skilled nursing facilities (SNFs), CMS mentions other inpatient settings. In the Final SNF PPS Rule for FY 2012 (76 Fed. Reg. 48510-48511), CMS stated: *"We are hereby discontinuing the policy announced in the FY 2000 final rule's preamble requiring line-of-sight supervision of therapy students in SNFs, as set forth in the FY 2012 proposed rule. Instead, effective October 1, 2011, as with other inpatient settings, each SNF/provider will determine for itself the appropriate manner of supervision of therapy students consistent with state and local laws and practice standards."* See relevant state law for further guidance on supervision for the services to be considered occupational therapy.
* CMS recently discussed a different interpretation of the use of students in IRF. See our [Joint Statement on Use of Students in Hospitals](#) for information about ongoing AOTA advocacy on this issue.

Recommended Skilled Nursing Facility Therapy Student Supervision Guidelines
Submitted to CMS by the American Occupational Therapy Association (AOTA)
during the comment period for the FY 2012 SNF PPS Final Rule

Please note, these suggested guidelines would be in addition to the student supervision guidelines outlined in the RAI MDS 3.0 Manual and all relevant Federal Regulations

- The amount and type of supervision as determined by the supervising therapist/assistant must be appropriate to the student's documented level of knowledge, experience, and competence.
- Students who have been approved by the supervising therapist or assistant to practice independently in selected patient/client situations can perform those selected patient/client services without line-of-sight supervision by the supervising therapist/assistant.
- The supervising therapist/assistant must be physically present in the facility and immediately available to provide observation, guidance, and feedback as needed when the student is providing services at all levels of supervision.
- When the supervising therapist/assistant has approved the student to perform medically necessary patient/client services and the student provides the appropriate services, the services will be counted on the MDS as skilled therapy minutes.
- The supervising therapist/assistant is required to review and sign all students' patient/client documentation for all levels of clinical experience and retains full responsibility for the care of the patient/client.
- The supervising therapist/assistant is required to have one year of practice experience prior to supervising any students.
- Students who have not been approved by the supervising therapist/assistant to practice independently require line-of-sight supervision by the qualified therapist/assistant during all services. In addition, under these circumstances the supervising therapist/assistant will have direct contact with the patient/client during each visit.

- **Medicare Part A—Hospice**
Type and Level of Supervision of Student Required:
CMS has not issued specific rules. AOTA is recommending that the approach for Part A inpatient settings be followed for hospice providers. See relevant state law for further guidance on supervision for the services to be considered occupational therapy.

- **Medicare Part A—Home health**
Type and Level of Supervision of Student Required:
Regulations (§484.115) specifically cite definitions for "qualified personnel", which do not include students. However, CMS has not issued specific restrictions regarding students providing services in conjunction with a qualified OT or OTA. Services by students can be provided (as allowed by state law) as part of a home health visit, when the student is supervised by an OT or OTA in the home. AOTA is recommending that the approach for Part A inpatient settings be

followed for home health agencies. See relevant state law for further guidance on supervision for the services to be considered occupational therapy.

- **Medicare Part B—Private Practice, Hospital Outpatient, SNF, CORF, ORF, Rehabilitation agency, and other Part B providers including home health agencies when providing Part B services**

Type and Level of Supervision of Student Required:

Under the Medicare Part B outpatient benefit, the services of students directly assisting a qualified practitioner (OT) are covered when the type and level of supervision requirements are met as follows: Students can participate in the delivery of services when the qualified practitioner (OT) is directing the service, making the skilled judgment, responsible for the assessment and treatment in the same room as the student, and not simultaneously treating another patient. The qualified practitioner is solely responsible and must sign all documentation.

For details about current student supervision guidelines that affect Part B in SNFs in particular, see <http://aota.org/News/AdvocacyNews/SNF-Students.aspx?FT=.pdf>.

Following is guidance to the entities that pay for Medicare benefits contained in the [Medicare Benefit Policy Manual, Chapter 15](#) – see Section 230B:

1. General

Only the services of the therapist can be billed and paid under Medicare Part B. The services performed by a student are not reimbursed even if provided under “line of sight” supervision of the therapist; however, the presence of the student “in the room” does not make the service unbillable. Pay for the direct (one-to-one) patient contact services of the physician or therapist provided to Medicare Part B patients. Group therapy services performed by a therapist or physician may be billed when a student is also present “in the room”.

EXAMPLES:

Therapists may bill and be paid for the provision of services in the following scenarios:

- The qualified practitioner is present and in the room for the entire session. The student participates in the delivery of services when the qualified practitioner is directing the service, making the skilled judgment, and is responsible for the assessment and treatment.
- The qualified practitioner is present in the room guiding the student in service delivery when the therapy student and the therapy assistant student are participating in the provision of services, and the practitioner is not engaged in treating another patient or doing other tasks at the same time.
- The qualified practitioner is responsible for the services and as such, signs all documentation. (A student may, of course, also sign but it is not necessary since the Part B payment is for the clinician’s service, not for the student’s services).

AOTA continues to work with a coalition of practitioner organizations to advocate for additional government support for education of allied health providers and to develop long-term solutions to the problems caused by Medicare’s limitations on reimbursement when students participate in service delivery.



**GSU Occupational Therapy
Professional Remediation Plan for Difficulties with Fieldwork**

Student Name: _____

Student's demonstrated need for remediation:

Clear statement of outcome to be accomplished:

Student's step-by-step remedial action plan:

Date by which action plan/outcome will be accomplished:

How, when, and who will evaluate attainment of professional behavior?

Standard Number	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
SECTION C: FIELDWORK EDUCATION				
C.1.0: FIELDWORK EDUCATION				
<p>Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:</p>				
C.1.1. Fieldwork Program Reflects the Curriculum Design				
C.1.1.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.
C.1.2. Criteria and Process for Selecting Fieldwork Sites				
C.1.2.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.
C.1.3. Fieldwork Objectives				
C.1.3.	Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.	Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.	Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.	Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.
STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
C.1.4. Ratio of Fieldwork Educators to Students				
C.1.4.	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student

	progress in achieving stated fieldwork objectives.			
C.1.5. Sufficient Fieldwork Agreements				
C.1.5.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.
C.1.6. Level I and II Fieldwork MOUs				
C.1.6.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.
<p><i>IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS USED TO COUNT TOWARD PART OF A LEVEL I FIELDWORK, THEN A MEMORANDUM OF UNDERSTANDING IS REQUIRED. IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS NOT USED TO COUNT TOWARD PART OF THE LEVEL I FIELDWORK, THEN NO MEMORANDUM OF UNDERSTANDING IS REQUIRED.</i></p> <p><i>WHEN A MEMORANDUM OF UNDERSTANDING IS ESTABLISHED WITH A MULTISITE SERVICE PROVIDER (E.G., CONTRACT AGENCY, CORPORATE ENTITY), THE ACOTE STANDARDS DO NOT REQUIRE A SEPARATE MEMORANDUM OF UNDERSTANDING WITH EACH PRACTICE SITE.</i></p>				
C.1.7. Fieldwork in Behavioral Health or Psychological and Social Factors				
C.1.7.	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.
STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. The program will:				
C.1.8. Qualified Level I Fieldwork Supervisors				
C.1.8.	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples 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	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples 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	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples 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	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples 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, and physical therapists.			
C.1.9. Level I Fieldwork				
C.1.9.	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that 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.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none"> • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Supervision by a fieldwork educator in a practice environment <p>All Level I fieldwork must be comparable in rigor.</p>	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that 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.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none"> • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Supervision by a fieldwork educator in a practice environment <p>All Level I fieldwork must be comparable in rigor.</p>	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that 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.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none"> • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Supervision by a fieldwork educator in a practice environment <p>All Level I fieldwork must be comparable in rigor.</p>	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that 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.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none"> • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Supervision by a fieldwork educator in a practice environment <p>All Level I fieldwork must be comparable in rigor.</p>
STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
<p>The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:</p>			<p>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 lifespan and to a variety of settings. The program will:</p>	
C.1.10. Length of Level II Fieldwork				
C.1.10.	<p>Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.</p>	<p>Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.</p>	<p>Require a minimum of 16 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.</p>	<p>Require a minimum of 16 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.</p>

	The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.	The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.	The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.	The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.
C.1.11. Qualified Level II Fieldwork Supervisors				
C.1.11.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the onset of the Level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.
C.1.12. Evaluating the Effectiveness of Supervision				
C.1.12.	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision
STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).
C.1.13. Level II Fieldwork Supervision				
C.1.13.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.
C.1.14. Fieldwork Supervision Where No OT Services Exist				
C.1.14.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or

	equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.	equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.	occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.	occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.
C.1.15. Evaluation of Student Performance on Level II Fieldwork				
C.1.15.	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student</i> or equivalent).
STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
C.1.16. Fieldwork Supervision Outside the U.S.				
C.1.16.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.

This concludes the 2019-20 Georgia State University Fieldwork Manual