



**UNIVERSITY OF THE
INCARNATE WORD®**

SCHOOL *of*
REHABILITATION SCIENCES

FIELDWORK EDUCATOR'S
HANDBOOK
2024-2025

Entry-Level

Doctor of Occupational Therapy

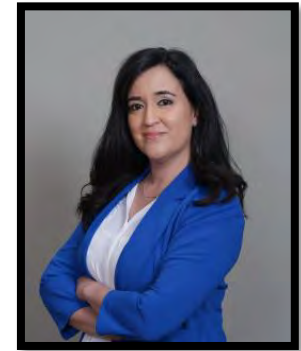
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WELCOME LETTER

Dear Fieldwork Educators,

Welcome to our entry-level Doctor of Occupational Therapy (OTD) Fieldwork Program! We are delighted to have you join us as pivotal partners in shaping the future of our students and the field of occupational therapy. Your role as a fieldwork educator is essential in bridging the gap between academic learning and clinical practice. Through your guidance, our students will develop the skills, knowledge, and professional behaviors necessary to become competent and compassionate occupational therapists. Your expertise, mentorship, and commitment to excellence are invaluable to their educational journey.

This handbook is designed to support you in your role by providing comprehensive information about our fieldwork program, including objectives, expectations, policies, and procedures. We have also included resources and strategies to facilitate effective teaching and supervision, ensuring a rewarding experience for both you and our students. As a fieldwork educator, you are not only a mentor but also a role model. Your influence extends beyond clinical skills, shaping students' professional identities and fostering a commitment to lifelong learning and ethical practice. We encourage you to share your experiences, insights, and passion for occupational therapy, inspiring our students to reach their full potential.

We are committed to supporting you throughout this process. I am available to answer any questions, provide guidance, and assist you in creating a positive and enriching learning environment. We value your feedback and suggestions, as they are instrumental in continuously improving our program. Thank you for your dedication and contribution to the education of our future occupational therapists. Together, we can ensure that our graduates are well-prepared to meet the diverse needs of the communities they will serve.

Thank you for your continued involvement and support of the UIW OTD program.

Warm regards,

Dailen Castillo, OTD, MBA, OTR
Academic Fieldwork Coordinator

Your Journey, Our Mission.

UIW Doctor of Occupational Therapy | Fieldwork Education Handbook



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PURPOSE OF THE FIELDWORK EDUCATOR'S HANDBOOK

The OTD Fieldwork Educator's handbook has been prepared by the UIW Academic Fieldwork Coordinator. The UIW OTD Fieldwork Educator's handbook provides fieldwork educators with information regarding the policies and procedures related to Level I and Level II Fieldwork education. The Department of Occupational Therapy reserves the right to update and amend the UIW Fieldwork Educator's handbook as deemed necessary with revisions applicable to all current enrolled students regardless of date of admission or application. Fieldwork educator's (FWE) are responsible for knowing the information, policies and procedures outlined in this handbook.

Questions regarding the handbook, or clarification of its contents, are welcomed and should be directed to the Academic Fieldwork Coordinator and/or OTD Program Director. Communication is an essential element in successful collaboration between the occupational therapy office and the fieldwork educator for the OTD program at UIW. The updated version can be found at <http://physical-therapy.uiw.edu/index.html> under the Student Life tab.

Accreditation and Compliance

University of the Incarnate Word is accredited by the **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)** to award associate, baccalaureate, masters, doctoral and professional degrees. Questions about the accreditation of University of the Incarnate Word may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the **Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)**, located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number (301) 652-6611 and its web address is www.acoteonline.org. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The UIW OTD program requires the student to complete all graduation, fieldwork, and doctoral capstone requirements. Students must complete 24 weeks of Level II fieldwork, as well as, an individual 14-week capstone experience within 24 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II Fieldwork, as well as completion of preparatory activities defined in 2023 ACOTE OTD Standard D.1.3.

Non-Discrimination Policy

The University of the Incarnate Word complies with all applicable federal and state nondiscrimination laws and does not engage in prohibited discrimination based on race, color, sex, gender, sexual orientation, citizenship status, ethnicity, national origin, age, marital status, or disability, genetic information, gender identity or expression, veteran status, or pregnancy in either employment or the provision of services. As a Catholic institution of higher education sponsored by the Sisters of Charity of the Incarnate Word, the University of the Incarnate Word is, however, exempt from compliance with some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972. The University of the Incarnate Word is exempt from the prohibition against religious discrimination of the Civil Rights Act of 1964. In accordance with 41 CFR Chapter 60-1.5, it shall not be a violation of the equal opportunity clause required by Executive Order 11246 for the University of the Incarnate Word to establish a hiring preference for applicants of the Catholic faith. The university reserves the right to exercise this hiring preference as required to maintain its Catholic identity.

FERPA

Protecting Student Confidentiality (FERPA)

Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Simply put, FERPA is "student HIPAA." Students are entitled to confidentiality as it pertains to their involvement in any academic experience, to include fieldwork education. Fieldwork Educators must comply with FERPA by maintaining confidentiality of students completing fieldwork at their agency and by protecting each student's right to privacy.

Occasionally, students may have unique circumstances that may impact performance in the classroom or while on fieldwork. When students have learning differences, University of the Incarnate Word and OTD faculty work with the student to accommodate those differences during the didactic portions of the curriculum. For instances when these differences may impact student performance of fieldwork duties, students must abide by the University of the Incarnate Word Accommodation Policy and will be advised how/if to disclose their learning differences and how to request accommodations from the fieldwork agency.

Please note, students are responsible for disclosure of their learning differences and requests for accommodations. *Under no circumstances is the Academic Fieldwork Director permitted to*

share confidential student information as defined by FERPA. Students may request that this confidential information be disclosed to the fieldwork agency by the Academic Fieldwork Coordinator, but only upon written permission given to the Academic Fieldwork Coordinator by the student.

Should this occur, the Academic Fieldwork Coordinator and UIW OTD faculty will work together with the fieldwork site to create and/or modify fieldwork learning experiences that are within reason for the fieldwork agency to provide, per The American with Disabilities Act 1990 and Revised ADA Regulations Implementing Title II and Title III.

Please contact the Academic Fieldwork Coordinator with questions about FERPA or the ADA and how it applies to fieldwork learning experiences.

Accommodation

OTD Students at the University of the Incarnate Word must be able to perform the clinical and academic requirements established to meet the accreditation and professional demands of a future occupational therapist. Competency must be demonstrated across the lifespan for both mental and physical disabilities. Reasonable accommodation will be established by the **Office of Student Disability Services** in collaboration with the **Assistant Dean (or designee) of the School of Rehabilitation Sciences** and it is the responsibility of the student to initiate. The student will need to request and provide medical documentation defining the specific needs for accommodation. Fieldwork sites may or may not be able to provide the same level of accommodation. If accommodation is needed, it is highly recommended to seek it at the beginning of each semester to assist with academic achievement; however, accommodation may be requested at any time.

Counseling & Mental Health of Students

Fieldwork educators are requested to seek advice from the Academic Fieldwork Coordinator should students' performance or behavior problems arise. The fieldwork educator must use professional judgement in distinguishing between advising, recommending, and/or suggesting, in order to improve weaknesses in student performance, and recommending professional counseling resources when a student has problems that are disrupting the ability to function.

The University has counseling staff on call for student emergencies and provides professional Outpatient services for impaired students. Fieldwork educators are encouraged to take immediate action by contacting the Academic Fieldwork Coordinator, University OTD faculty and UIW's Behavioral Health Services to provide or assist in reporting a concern regarding a student if the need arises.

Behavioral Health Services (210) 832-5656

Your Journey, Our Mission.



Email: BehavioralHealthServices@uiwtx.edu

CURRICULUM DESIGN, THEMES, AND TREADS

University Vision

We will work to help every student graduate with the lowest possible debt and secure a career that lifts their lives, their families, and their communities. We will inspire our students to live life to its fullest sense, with the genuine abundance of God's love and grace. Additionally, we will commit to facilitate and support the work of the faculty and staff.

University Mission

The university is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God. It promotes lifelong learning and fosters the development of the whole person. The faculty and students support one another in the search for and the communication of truth. The university is open to thoughtful innovation that serves ever more effectively the spiritual and material needs of people. The curriculum offers students an integrated program of liberal arts and professional studies that includes a global perspective and an emphasis on social justice and community service.

The University of the Incarnate Word is a Catholic institution that welcomes to its community persons of diverse backgrounds, in the belief that their respectful interaction advances the discovery of truth, mutual understanding, self-realization, and the common good.

UIW OTD Vision

UIW OTD Program embraces creating a just world with cultural humility, to eliminate health disparities of multicultural communities through equitable engagement in meaningful areas of occupation. We will educate the diverse OTD student population as future health care practitioners guided by God's love and grace.

UIW OTD Mission

UIW OTD mission is to inspire and transform the lives of the OTD student population by developing the whole person and enabling them to grow in education, truth, faith, service, and innovation. *Your Journey, Our Mission*

UIW Core Values

Education: The University educates men and women who will become concerned and enlightened citizens.

Your Journey, Our Mission.

Truth: The faculty and students support one another in the search for the communication of truth.

Faith: The university is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God.

Service: The curriculum includes a global perspective and an emphasis on social justice and community service.

Innovation: The university is open to thoughtful innovation that serves the spiritual and material needs of people.

OTD Central Themes

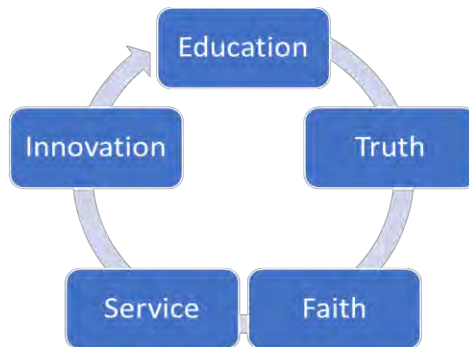


Figure 1: Central Themes Diagram

OTD Central Themes Related to *Curricular Threads*

Education: *Scholarship, lifelong learning activities, evidence-based practice, professional reasoning, occupation-based intervention, education, interprofessional and intraprofessional education, state and federal regulatory guidelines, competence, and research through advocacy on behalf of the occupational therapy profession, and the public*

Truth: *Truth in communication and research, honesty, reliability, and ethical practices in serving the needs of others*

Faith: *Mutual understanding, empathy, self-realization, and the common good*

Service: *Global perspective, social justice/occupational justice, cultural humility, equity, diversity, inclusion, and accessibility- maximizes health, well-being, and quality of life for all people, populations, and communities*

Innovation: *Educational technology, current and emerging practices, spiritual, physical, mental and behavioral health, psychosocial aspects, and material needs of people*

Student Outcomes

The OTD students will

1. Demonstrate competence in scholarship, lifelong learning, evidence-based practice, occupation-based intervention, education, and research through advocating for the OT profession, care partners, and consumers of occupational therapy services.
2. Discover and define truth in communication and research, mutual understanding with cultural humility, self-realization, empathy, and the common good through provision as a health and wellness provider within state and federal regulatory guidelines.
3. Incorporate a global perspective for justice with cultural humility through diversity, inclusion, equity, and accessibility to maximize health, well-being, and quality of life for all people, populations, and communities.
4. Innovate using advanced, evidenced-based, occupation-based clinical skills, educational technology, and expertise to serve the spiritual, physical, mental & behavioral health, psychosocial aspects, and material needs of a diverse population.
5. Engage in intraprofessional and interprofessional education and practice that addresses evidence-based, occupation-based, client-centered, complementary health and integrative health, and cost-effective health care and demonstrates influence in changing health and public policies, environments, and complex systems.

PHILOSOPHY OF TEACHING AND LEARNING

Education and Scholarship

The teaching-learning process has taken on new meaning with transitions of learning and teaching approaches triggered by new educational technologies and the COVID pandemic. Optimizing a varied learning style from auditory, visual, kinesthetic, synchronous, and asynchronous learning platforms provides opportunities for blended learning. Engaging students in prior reading, discovery, and processing through eLearning provides a diverse approach to mastering content. Transition to greater social distancing secondary to COVID and increased use of educational technology provides greater tools for the faculty to disseminate information. Face-to-face time is replaced with prerecorded lectures, the use of case studies (Symptom Media for mental health and SimuCase for mental and physical conditions). Research has shown that combining face-to-face learning with eLearning is preferable for (a) flexibility, (b) accessibility, and (c) interactivity. However, face-to-face time is essential to engage in the student-faculty

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relationship and timeliness in feedback in learning. Peer or social engagement was also enriched by the face-to-face encounters in classroom and lab experiences. The ability to share knowledge and experiences is also valued through knowledge translation. Lab experiences are essential to the skill-building and communication aspect (Ng et al., 2021). Blended learning with face-to-face minimizes the contraindications to full eLearning experiences such as (a) reduced motivation, (b) perceived increased workload, and (c) excessive screen time. Students' mental health factors are negatively impacted by COVID dependency on excessive eLearning. Therefore, the blended model with a balance of face-to-face with eLearning will optimize learning for the OTD student.

Occupational Science (OS) is defined as “the study of the human as an occupational being including the need for and capacity to engage in and orchestrate daily occupations in the environment over the lifespan” (Yerxa, 1990, p. 6). OS is a basic science which supports the practice of occupational therapy. OS applies occupation-related concepts in clinical practice and is interdisciplinary. Occupations are daily pursuits that are self-initiated, goal-directed, and socially sanctioned. Clients take an active role exploring occupations, achieving skills, and building competence. Occupational therapy promotes quality of life by increasing occupational engagement through added freedoms and choices. Occupational therapy practitioners provide the “just right challenges” from the environment to allow greater independence and satisfaction in occupations that have meaning (Yerxa et al, 1990). Occupation-based practice is a key element of the curriculum that is expressed in three of the five student outcomes. Backman et al, (2021) identified 11 key elements in occupation-based practice: (a) occupation and wellness, health, and well-being; (b) social, cultural, and institutional context of occupation; (c) occupation as core to OS and OT; (d) occupational justice; (e) occupational meaning; (f) occupation and identity; (g) experience of doing occupation; (h) habits, routines, and patterns; and (i) temporal nature of occupation.

OT education develops the student's ability to effectively use therapeutic use of self for use in one-to-one interactions, groups, and clinical practice. Professional skills include a dynamic interchange with others that requires “a high level of interpersonal self-awareness, self-reflection, and flexibility” (Popova & Taylor, 2020, p. 2). Popova and Taylor identified therapeutic use of self could be categorized into (a) advocating, (b) collaborating, (c) empathizing, (d) encouraging, (e) instructing, and (f) problem-solving.

Mental health in occupational therapy is a foundation of the profession from early 1917 when the OT profession was founded. Mental health and psychosocial issues services address

...task/activity/occupational analyses; task equivalencies; functional cognition embedded in occupational performance; a strength-based focus; meeting people where they are; working with clients (individuals, groups, communities) on their goals (and being satisfied with their measure of success); occupation-focused, -based, and -centered therapy; therapeutic use of self, and creativity (Gee et. al., 2022).

Behavioral health refers to mental health and substance use disorders, life-stressors, crises, and stress-related physical symptoms (American Medical Association, 2022). Occupational therapy can address behavior health through prevention methods and treatment of associated conditions (American Medical Association 2022). Addressing contemporary issues in mental health includes a variety of clinical settings ranging from in-patient psychiatric hospitals, outpatient, community-based and public or private facilities.

Trauma informed care (TIC) is an emerging area of practice to address contemporary mental health services. The trauma-informed framework includes screening, assessment, and evidence-based practice for building individual and population services to address childhood trauma and long-term adverse outcomes across the lifespan. OTD students build an awareness of the impact of trauma experiences that are expressed through the individual's symptoms and behaviors. Trauma-informed care leads to the OTD students increased effectiveness in clinical practice (Palfrey et al., 2017).

Competence in practice is developed through graded learning experiences offered developmentally over the eight (8) semesters of the curriculum and through the Fieldwork Is to Fieldwork IIs. Students are tested at semester intervals with chunking higher levels of expectations from semester one (1) up to semester five (5). Active learning through laboratory and competence testing assessments assures mastery of content.

The distinct value of occupational therapy and the advancement of OT practice, advocating for the consumer, gaining education, mastering competence, and performing research are threaded throughout the didactic education. Value-based care through OT services requires foundational knowledge, skills, and attitudes. Students need to develop the ability to translate knowledge for intraprofessional and interprofessional education and practice that addresses evidence-based, occupation-based, client-centered goals, improved outcomes, and cost-effective health care. The student's responsibility is to impact policy decisions, modify environmental changes, and influence complex systems within healthcare and community settings (Juckett et al., 2021).

Students gain an appreciation and investment in lifelong learning. Life-long learning embraces building reading, writing, and research skills plus networking with other intraprofessional and interprofessional members.

Truth and Faith Integration

Students are exposed to personal discovery of their faith and an appreciation of spirituality as expressed by clients. Students practice truth in communication, mutual understanding, self-realization, empathy, and the common good through provision as a health and wellness provider. Your Journey, Our Mission is the motto of the University to help build morale character of the student and ethical practice as defined by AOTA.

Service: Diversity, Equity, Inclusion, Justice, and Accessibility

Marginalized populations are defined as “a group of people who because of personal attributes such as clinical diagnosis, socioeconomic status, age, race-ethnicity, religious beliefs, or gender orientation-have been excluded by society from typical community participation” (Gutman, 2021, p. 1). Dr. Gutman in the 2021 Eleanor Clarke Slagle Lecture described how mental illness, homelessness, domestic abuse, amongst other conditions lead to a lack of diversity, equity, inclusion, justice, and accessibility for certain individuals and groups of our society. The University of the Incarnate Word and the Doctor of Occupational Therapy program's mission and vision is to create educational and service opportunities to serve marginalized populations with cultural humility through the didactic coursework, ethics and advocacy class, grants (trauma-informed care, mental health community services) and the advocacy project. Research and capstone projects can embrace programming ideas to implement through occupational therapy services. Improving the lives of others is a mainstay of the history, present, and future initiatives of the University and the OTD program.

OT Innovation and Competencies

Educational technology and innovation are promoted through classroom, laboratory, and community resources to advance evidenced-based and occupation-based clinical skills and expertise to serve the spiritual, physical, mental, and behavioral health, psychosocial aspects, and material needs of a diverse population. Specialized laboratories include over 5,600 square feet of designated OTD lab space with a wide range of tools, electronics, and equipment to stimulate ideas for research and capstone projects. Blended course work from on-campus and hybrid (blended) have been shown to be beneficial with newer technology that supports learning. Web based course delivery with CAMPUS learning management system facilitates student learning. (Mu et al, 2014). Competencies are embedded throughout the curriculum with a comprehensive competence in the last didactic semester five (5). The OTD curriculum prepares the student for fieldwork and clinical practice at a higher, in-depth learning experience.

OTD CURRICULUM DESCRIPTION

The entry-level Doctor of Occupational Therapy (OTD) program is an 8 semester, 114 semester credit program. The curriculum builds on the mission and vision of the University with central themes of *Education, Truth, Faith, Service, and Innovation*. There are 31 classes which include 3 Professional Standards courses, 6 Occupations courses, 4 research courses, 4 Foundational Science courses, 3 fieldwork seminar course, 2 fieldwork clinical placements, 2 Innovations and 3 Competency courses and a capstone series for graduation requirements. This is a full-time,



cohort-based curriculum with majority of coursework delivered face-to-face at the School of Rehabilitation Sciences (9160 Guilbeau, San Antonio, TX 78250). Online content will be supported through Canvas – Learning Management System (LMS), Teams, and other technology supported by the University.

UIW OTD CURRICULUM

Course Number		Course Name	Credits
Fall Semester – Year 1			
OTD	6310	Professional Development in Occupational Therapy	3
OTD	6215	Theoretical Foundations in Occupational Therapy	2
OTD	6513	Functional Kinesiology and Anatomy	5
OTD	6311	Occupations 1: Foundations	3
OTD	6210	Ethics and Occupational Justice	2
OTD	6312	Research I: Foundation of Scholarship	3
Total Credits			18
Spring Semester – Year 1			
OTD	6423	Neuroscience Principles for OT	4
OTD	6323	Clinical Health Conditions I	3
OTD	6321	Occupations II: Mental Health	3
OTD	6224	Fieldwork I Seminar: Mental Health	2
OTD	6521	Occupations III: Adult	5
OTD	6322	Research II: Quantitative and Qualitative Methods	3
Total Credits			20
Summer Semester Year 1 – Hybrid Classes			
OTD	7435	Administration and Policy Development	4
OTD	7335	Instructional Design	3
OTD	7331	Occupations IV: Lifespan Development	3
Total Credits			10
Fall Semester - Year 2			
OTD	7541	Occupations V: Children and Youth	5
OTD	7244	Fieldwork I Seminar: Children and Youth	2
OTD	7345	Capstone Project I: Development	3
OTD	7446	Innovation	4
OTD	7342	Research III: Proposal	3
OTD	7145	Advocacy Project	1
Total Credits			18
Spring Semester – Year 2			
OTD	7551	Occupations VI: Adult and Older Adult	5
OTD	7254	Fieldwork I Seminar: Adult and Older Adult	2
OTD	7355	Capstone Project II: Design	3
OTD	7356	Competency	3
OTD	7352	Research IV: Data Collection and Analysis	3
OTD	7253	Clinical Health Conditions II: Pharmacology and Comorbidities	2
Total Credits			18
Summer Semester – Year 2			
OTD	8964	Fieldwork IIA	9
Total Credits			9
Fall Semester – Year 3			
OTD	8974	Fieldwork IIB	9
Total Credits			9
Spring Semester – Year 3			

Your Journey, Our Mission.

OTD	8985	Doctoral Capstone Experience	9
OTD	8385	Transition to Practice	3
Total Credit			12
Grand Total Semester Hours			114
Total Semesters			8

OVERVIEW OF FIELDWORK EDUCATION CURRICULUM DESIGN

The fieldwork program at UIW is synchronous with the curriculum’s design. The fieldwork curriculum occurs at two distinct levels of increasing complexity and responsibility. There are a series of three Level I Fieldwork seminar experiences strategically placed throughout semesters. The first Level I Fieldwork seminar on mental health is completed in the Spring (second) semester of the first year. The second Level I Fieldwork on children and youth is completed in the Fall (fourth) semester of the second year. Lastly, the third Level I Fieldwork on adults and older adults is completed in the Spring (fifth) semester of year two.

Level I Fieldwork experience will have a minimum of 40 hours dedicated to a practice setting. Students typically participate in this experience on a once-a-week basis for approximately eight weeks to include course-related interactions with different populations using simulated environments, standardize patients, faculty practice, faculty-led site visits, supervision by a FWE in a practice environment and/or community fieldtrips near the university or in surrounding city. Level II Fieldwork consists of two 12-week clinical experiences that occur during semester six and seven. Level II Fieldwork experience is completed in a fieldwork setting selected by the OTD student and the student is in a supervised environment linked to the academic program.

Fieldwork Education Courses

OTD 6224 FIELDWORK I SEMINAR: MENTAL HEALTH (2)

Fieldwork level I experiences develop professional knowledge, attitudes, and skills through intraprofessional and interprofessional practice areas in the community and mental health agencies. Fieldwork I seminars enrich the classroom learning in simulated environments, standardized patients, faculty practice, faculty-led site visits, field trips, and/or supervision by a fieldwork educator in a practice environment.

Prerequisites: Successful completion of year 1, semester 1 OTD coursework

OTD 7244 FIELDWORK I SEMINAR: CHILDREN AND YOUTH (2)

Fieldwork level I experiences develop professional knowledge, attitudes, and skills through intraprofessional and interprofessional practice areas in clinical settings, out-patient clinics,



school-based programs working with children and youth. Fieldwork I seminars enrich the classroom learning in simulated environments, standardized patients, faculty practice, faculty-led site visits, field trips, and/or supervision by a fieldwork educator in a practice environment.

Prerequisites: Successful completion of year 1, semester 3 OTD coursework

OTD 7254 FIELDWORK I SEMINAR: ADULT AND OLDER ADULT (2)

Fieldwork level I experiences develop professional knowledge, attitudes, and skills through intraprofessional and interprofessional practice areas in hospitals, long-term care facilities, community and mental health agencies for adults and older adults. Fieldwork I enrich the classroom learning in simulated environments, standardized patients, faculty practice, faculty-led site visits, field trips, and/or supervision by a fieldwork educator in a practice environment.

Prerequisites: Successful completion of year 2, semester 4 OTD coursework

OTD 8964 FIELDWORK IIA (9)

Fieldwork II is a 12-week, full-time (part-time option) opportunity to develop clinical reasoning and reflective practice in administering professional responsibilities under the supervision of a qualified occupational therapy practitioner serving as a role model. Students apply occupational therapy theory, research, assessments, treatment interventions, and evidence-based practice in traditional, nontraditional, and emerging clinical or community setting(s).

Prerequisites: Successful completion of all OTD coursework, competencies, and Fieldwork I.

OTD 8974 FIELDWORK IIB (9)

Fieldwork II is a 12-week, full-time (part-time option) opportunity to develop clinical reasoning and reflective practice in administering professional responsibilities under the supervision of a qualified occupational therapy practitioner serving as a role model. Students apply occupational therapy theory, research, assessments, treatment interventions, and evidence-based practice, occupation-based practice in traditional, nontraditional, and emerging clinical or community setting(s).

Prerequisites: Successful completion of all OTD coursework, competencies, and Fieldwork I.

Overview of Level I Fieldwork

AOTA describes the goal of Level I Fieldwork "to introduce students to the fieldwork experience and develop a basic comfort level with an understanding of the needs of clients." Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process." The role of the Level I fieldwork student is observer and participant in the delivery of healthcare services for developing beginning level competency of becoming an occupational therapist. The level of participation varies across settings. Level I Fieldwork is evaluated as Pass/Fail based on the collaboration between the AFWC, FWE, and the student.

Level I Fieldwork requires the student to reflect upon their early curriculum experiences and foundational knowledge in didactic courses about the profession of occupational therapy, the roles of occupational therapy practitioners, occupation through the lifespan, safety, and physical/mental health, and wellness. The UIW OTD program ensures that Level I Fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. For example, the first fieldwork experience exposes the student to simulated and/or community-based programs, inpatient/outpatient environments that are considered by the program to be in traditional and/or non-traditional areas of practice with populations along the lifespan continuum.

In addition, Level I Fieldwork experience will have a minimum of 40 hours dedicated to a practice setting. Students typically participate in this experience on a once-a-week basis for approximately eight weeks to include course-related interactions with different populations using simulated environments, standardize patients, faculty practice, faculty-led site visits, supervision by a FWE in a practice environment and/or community fieldtrips near the university or in surrounding city. Students will be provided with supervision from qualified Level I fieldwork educators. Fieldwork educators for Level I experiences may be licensed Occupational Therapists as well as other qualified personnel like certified occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech-language pathologists, nurses, and physical therapists.

Level I Fieldwork services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Level I Fieldwork sites may include both traditional environments i.e., an acute hospital or skilled nursing facility and emerging practice areas such as adult care centers, assisted living environments, group homes and wellness programs. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental

health centers, and therapeutic activity or work centers are among the many possible non-traditional sites and emerging settings. Level I Fieldwork may also include management of services and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. The Level I Fieldwork experience is not substituted for any part of the Level II Fieldwork.

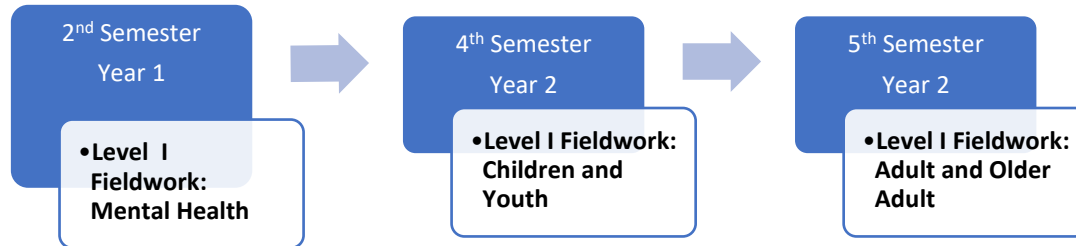


Figure 2: Fieldwork Level I Diagram

Overview of Level II Fieldwork

Level II Fieldwork experiences occur in the later phases of the curriculum during semesters six and seven. Fieldwork IIA is completed in the summer semester of the second year and Fieldwork IIB is completed in the Fall semester of the third year. The fieldwork varies from site to site and students are evaluated by the AFWC and/or designated faculty. To complete Fieldwork II requirements, the student will have completed 24 weeks of clinical education, not counting course-related interactions with different populations during community fieldtrips near the university or where students reside.

Level II Fieldwork can take place in a variety of traditional and/or emerging areas of practice. To provide a diverse learning experience, it is recommended that students select from the categories listed below. If you have special considerations regarding your Level II selections, it is mandatory that you discuss this with the AFWC prior to placement. Level II A & B Fieldwork requires the OTD student to complete their experiences in any of the following areas to facilitate development of entry-level skills as an OT generalist and appreciation of psychological and social factors that influence occupation across the lifespan:

The categorizations for Level II Fieldwork Placements are:

1. **Older Adult:** Skilled Nursing Facilities, Assisted Living Facilities, Dementia Treatment Units, Home Health
2. **Physical Disabilities:** Inpatient Rehab, Outpatient, or Acute Care environments, Hand Therapy, Day Rehab, Transitional Care

3. **Pediatrics:** School System (public and private schools), Pediatric Outpatient Facilities, Pediatric Hospitals, Pediatric Nursing Facilities, Pediatric Home Health
4. **Mental Health:** Inpatient, Outpatient, Drop-in Centers, Day Treatment Centers, or other Community Based Programs.
5. **Non-traditional:** Homeless Shelters, Domestic Violence Centers, Sheltered Workshops, Correctional Facilities, Hippotherapy, Ergonomics Consulting, Low Vision Services, Technology/Assistive Device, Drive Rehabilitation, Design & Accessibility, Wellness

Each Level II Fieldwork is designed collaboratively between the Academic Fieldwork Coordinator and the fieldwork educator at the site. Level II Fieldwork assumes that the student is prepared to practice the skills of an entry-level occupational therapist. Level II Fieldwork A & B takes place off university campus and involves students being away from the university campus for extended periods of time. Students will adhere to the facility schedule regarding the number of hours to be performed on-site each week. The typical average is 32 to 40 hours per week; anything above or below this average requires AFWC approval. This 24-week period represents the two-12-week Level II Fieldwork experiences (A&B) for the UIW OTD program. In Level II Fieldwork, students are evaluated on both professional and clinical skills using the AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student.

Evaluation and Grading of Student Performance

Evaluation of student performance during fieldwork experiences is an ongoing process which occurs during supervisory sessions, both formal and informal, as well as during the processing of fieldwork in the academic course work. All Level I and II Fieldwork experiences are graded on a pass/fail basis. The AFWC, OTD faculty and/or adjunct will assign the grade for Level I and Level II Fieldwork experiences based on input from the fieldwork educator, which includes the *Evaluation of Level I Fieldwork Forms* and Level II AOTA's *Fieldwork Performance Evaluation (FWPE)* for a midterm and final grade. It is the student's responsibility to review these evaluation forms and raise any questions regarding the expectations with the FWE prior to beginning the fieldwork placement. Additional requirements for completing fieldwork requirements can be found on individual course syllabi.

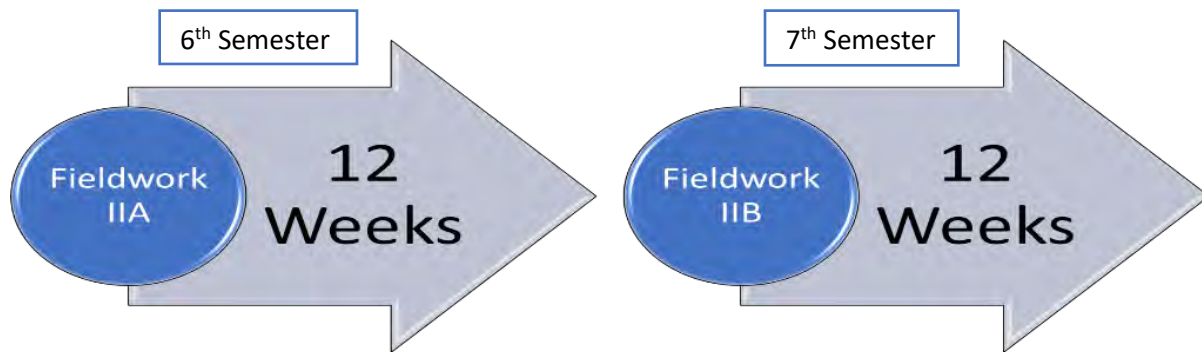


Figure 2: Fieldwork Level II Diagram

Fieldwork Site Selection Guidelines

Level I and Level II Fieldwork sites are carefully screened and selected to thread central themes related to the program's curricular design of *education, truth, faith, service, and innovation*. Level I Fieldwork sites are located locally in San Antonio, Texas and in surrounding areas. Level II Fieldwork sites are located locally as well as other areas of the United States. Every attempt is made to collaborate with each student to provide fieldwork experiences that meet his/her personal and professional needs. The AFWC and OTD faculty will make the final determination of Level I and Level II Fieldwork placements in order to maintain the quality of the fieldwork experiences.

In Level I and Level II experiences, academic and clinical faculty work collaboratively to maintain the scholarly rigor of the course curriculum. If a site meets the objectives and needs of the OTD Program, a formal agreement will be made. Students will be placed only in those sites which have a written *Clinical Affiliation Agreement* (Memoranda of Understanding) with UIW specifying the responsibilities of both programs. Students are required to read and understand the Clinical Affiliation Agreement [See *Clinical Affiliation Agreement Appendix F*]. At times, agreements other than the standard UIW Academic Affiliation Agreement are used. If an agreement other than the standard agreement is used, the student will be required to sign off that they have read and understand the agreement prior to participating in fieldwork at that setting. *Clinical Affiliation Agreements* are used in both Level I, Level II Fieldwork settings and Capstone Experiences.

Prerequisite Policies

The University of the Incarnate Word requires OTD students to have health insurance, criminal background checks and immunizations for fieldwork. An affiliated facility may require other requirements, which may include, but are not limited to, fingerprinting, criminal background check, urinalysis for drug and alcohol, COVID vaccinations, and proof of immunizations. If a

student does not meet all requirements held by the affiliated facility prior to the first day of the scheduled placement, the student's placement will be cancelled, or if the placement has begun, the student will be asked to leave. The OTD student is responsible for all costs related to health insurance, criminal background checks, and immunizations prior to the fieldwork experience.

As a prerequisite for all fieldwork experience, all students must:

- Read a copy of the contractual agreement between the University and the affiliated facility.
- Submit a current personal data sheet on the fieldwork software system Exxat Prism.
- Meet additional requirements as described in the course syllabuses for fieldwork.
- Maintain their own records and other site-specific requirements.
- Review material if available, call the facility after the AFWC has sent acceptance email to the OTD student.
- Have access to a computer with a modem for participation in the online component of the fieldwork experience.
- Contact their site via email before the start date. The recommended time frame is at least 3 weeks before the beginning of a Level I rotation and for Level II rotation, 3 months prior, as well as a follow-up 4-6 weeks before the start date. The purpose of the introductory email is to ensure placement at the site and to determine the needs of the facility, i.e., dress code, orientation time, parking, immunizations, background check.

FIELDWORK POLICIES, GUIDELINES, AND PROCEDURES

Dress Code

During all fieldwork experiences, students must comply with UIW's OTD Student Handbook dress code policy unless the affiliating facility has different specific dress requirements.

Students are required to present themselves in a neat, clean, and well-groomed manner as a healthcare professional and in the clinic at all times. Clothing should be tasteful, clean, and appropriate for the setting where the student will be performing his/her fieldwork. Students should wear professional dress (as stated for OT Dept) unless the affiliating facility has different specific dress requirements. Safety of students and patients is imperative.

Footwear is mandatory and flip-flops are not acceptable. Students are expected to use good judgment in selecting their attire for fieldwork. Jewelry should be conservative, and heavy perfumes and/or aftershaves should be avoided. Distracting body art such as facial/body piercings or easily visible tattoos may be required to be camouflaged, covered, or removed. Nails will be kept short and not to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient/client. Fingernails should not extend beyond the length of fingertips and artificial

nails are not allowed. No torn, ragged clothes, halter tops, bare midriffs, or symbols or words that are inappropriate (obscene, offensive, or controversial) are allowed. Skirts at a minimum should be no more than two inches above the knee. Hats for either men or women are not to be worn unless required by the fieldwork site. Students may be required to purchase specific items of clothing to meet a clinical site's requirements. Denim is not permitted while on fieldwork unless the fieldwork educator explicitly requests that the student wear such garment.

Hair/beards are to be neat, clean, and appropriate. Some fieldwork sites require facial hair to be shaved or kept short for mandatory masking at facility. Hair styles and color should be appropriate for setting. Jewelry is limited to rings, a watch, and lobe earrings. Dangling earrings and body piercing are not allowed. Tattoos should be covered at all times and no strong perfumes or colognes should be worn. Uniforms, scrubs, or lab coats may be required at some facilities. Students are responsible for all costs associated with appropriate dress with the exception of the lab coats. Some facilities require the student to wear a lab coat in addition to professional dress. Lab coats will be provided to all OTD students by the university during the UIW OTD White Coat Ceremony. Lab coats can be used during Level II Fieldwork placement if the site requests a lab coat in their dress code.

It is a legal requirement that each student wear a name badge at all times during fieldwork. If a facility requires a facility-specific badge, the student may wear that name badge instead of the UIW name badge for that AFWC. Name badges are to be seen above the waist. Students who violate the dress code will be asked to leave the fieldwork site. This will count as an unexcused absence.

This list is not exhaustive, and it is impossible to continually update with every change in contemporary fashion. Therefore, if in doubt, err on the conservative side. Students who are in violation of the dress code will be sent home and an unexcused absence will be given.

Professional Behavior

Students are expected to adhere to the AOTA Code of Ethics and expected to practice in a legal, ethical, and professional manner. Failure to demonstrate professional behavior will result in failure of the fieldwork experience. Documentation on the lack of professional behavior by a student will be completed by the fieldwork educator (FWE) using the AOTA Fieldwork Performance Evaluation (FWPE) form or other form if deemed appropriate. Inappropriate behavior may result in removal of a student from the assigned clinical facility at the discretion of the fieldwork educator and the Academic Fieldwork Coordinator (AFWC) at any time.

Professional behavior assessment is also at the discretion of the AFWC who may remove a student at any time for any infractions of professional behavior, which include, but are not limited to:

- Not following the FWE work schedule or attempting to alter their schedule in any way without advance approval by the AFWC and FWE
- Not answering any and all communications from the university staff or faculty while completing their clinical education experience
- Contacting any other site to try to arrange alternative placement for self
- Any pattern of behavior (more than one instance of a specific behavior) deemed unprofessional by either AFWC or FWE
- Violation of patients' rights and rights of others
- Unsafe practice
- Substance abuse that affects performance
- Failure to complete any of the specified requirements, and
- Continued unsatisfactory performance

Attendance/Tardiness

Class and fieldwork attendance is required at ALL times. Absences will be excused for illness or personal emergency with PRIOR approval of the AFWC and/OTD faculty on a day-to-day basis. Absences for illness over two (2) days will require a physician's note submitted to the instructor or faculty within a 24-hour return to class or clinic.

During fieldwork, repeated unexcused absences or **tardiness** may result in a professional behavior citation and/or removal from the clinic ensuing in an Unsatisfactory (U) grade and dismissal from the program. Persistent **tardiness** may jeopardize the student's successful completion of the Level II Fieldwork education experience. Students with a pattern of absences or tardiness will be referred to their academic advisor for further actions. It is the student's responsibility to initiate discussion about modifying the daily schedule if there are reasons other than personal convenience, which are resulting in tardiness. Students are expected to adhere to the fieldwork site policies and procedures and attend all assigned clinical days. Students must be prepared to begin clinic duty at the designated, agreed upon times and days. During fieldwork, students will follow the hours and patterns of operation of the site and FE. The fieldwork site schedule supersedes the University's academic schedule. In addition, Level I and Level II Fieldwork may be scheduled during time frames that extend beyond the traditional academic calendar (e.g.- during Spring Break, on holidays, on weekends, between semesters/terms, etc.) of the University.

An **unexcused absence** during Level II Fieldwork rotation places the student in severe jeopardy of not fulfilling course requirements. The need for make-up days is determined on an individual basis by mutual agreement between the AFWC and FWE. Make-up time can occur at the end of the fieldwork experience or during the rotation but cannot be guaranteed. Make-up time will be offered to students only for extreme, unforeseen circumstances. Students must make travel

arrangements for departures after the end of the workday, and may not be excused for personal, business, or to attend continuing education courses.

Adherence to Privacy

Students will refrain from discussing any information pertaining patient personal health information (PHI) or health care organization in an area where unauthorized individuals may hear such information, in hallways, on elevators, in the cafeteria, on public transportation, at restaurants, on social media, and at social events. It is not acceptable to discuss any PHI or confidential information in public areas even if specifics such as patient's name are not used. In addition, students should not use social media (i.e., Facebook, Twitter, etc.) to discuss or identify fieldwork placements discuss patient/clients or post pictures of patient/clients. Students should always maintain the privacy and confidentiality of each patient/client. Consequences for violating a patient's rights to privacy and confidentiality may warrant termination of fieldwork and/or expulsion from the OTD Program for failure to comply with this policy.

- You should not share any specific patient information on Facebook, Twitter, etc.
- It is a HIPAA violation if you mention a client/patient with enough information that the person might be identified, even if you avoid PHI.
- Names of supervisors, comments, and/or criticism about sites or information about what is happening at sites are not appropriate on social network sites.
- Students should not put posts or photos on social networks about fieldwork experiences (including location, clients, diagnosis, treatment, fieldwork educators and staff etc.)
- Use your official UIW e-mail address for all professional correspondence needed for all fieldwork related issues.
- Do not ask your supervisor to "friend" you while on fieldwork. This puts your supervisor and yourself in an awkward situation where personal information about each other can be accessed. If you mutually decide to do this after the fieldwork experience, this is your personal choice.
- If there are any questions or you are unsure of something regarding social networking, contact your FWE or Academic Fieldwork Coordinator for advice.

Cell Phone Policy

Faculty expect that students will use their cell phones in a way that is not disruptive to others in common areas, computer labs and classrooms. Students must turn off their cell phones or put the phone on "silent" mode during fieldwork. Students are not permitted to use their cell phones during fieldwork, except as approved by their fieldwork educator and/or AFWC.

Liability Insurance

The University of the Incarnate Word maintains a professional liability insurance policy for students and faculty with limits of \$1,000,000 for each individual occurrence and with a total liability for all damages to which this insurance applies shall not exceed \$3,000,000. Certificate of Insurance documentation is on file with UIW, and the university can provide the student and FW site with evidence of the same upon request.

Health Insurance

All full-time Main Campus students (undergraduate 12 or more hours, graduate 6 or more hours, all professional programs, PhD programs 6 hours or more, 3 hours in dissertation) are automatically billed for health insurance through the university health insurance plan. If a student has his/her own private insurance, an Insurance **WAIVER FORM** must be submitted on-line to the Insurance Carrier prior to the last day to receive a 100% refund for the semester as established by the Academic Calendar. All OTD students must provide a copy of their health insurance card to the OTD faculty and/or AFWC. For further information, visit the UIW website online at: <https://my.uiw.edu/health/health-insurance.html>

CPR Certification

Students will take the CPR course for both infants and adults during the second semester of year 1 of the OTD program or when requested by OTD faculty. Students will be responsible for taking the CPR renewal course and will be responsible for keeping the CPR Certification active throughout the OTD program. The student must also keep a copy of the CPR certification, upload it to Exxat Prism, and provide it for the specific fieldwork sites. There will be not out of pocket cost for CPR certification.

Criminal Background Check/Prior Felonies

Criminal record checks will be conducted on all students accepted for admission to the UIW OTD Program, as well as each year enrolled in the program, at the student's expense. It is the student's responsibility to keep a copy of the background check, upload to Exxat Prism, and provide it for the specific fieldwork sites. The purpose of conducting criminal background checks would be as follows:

- To assure compliance with various fieldwork sites and regulatory or accrediting agencies that require such checks.
- To identify students engaged in training at The University of the Incarnate Word who have a criminal history that may preclude them from participating in the clinical training programs, including but not limited to, care of patients in vulnerable populations.

- To advise students with a criminal history to consult with respective National Board for Certification of Occupational Therapy (NBCOT) and state licensing boards regarding the impact of the criminal history on their ability to obtain professional licensure.

Drug Screens

There has been a significant increase in the number of sites requiring drug screens. Drug screening is site specific so students will need to check with each fieldwork site individually to inquire if there is a drug screen requirement. Some sites want the drug screen completed within a week of the start date, whereas others do not have a required time frame. Some sites require a 5-panel screen, while others require a 10-panel. All students are responsible for determining the additional requirements of each site and completing those requirements in a timely manner so that fieldwork placement is not delayed. The student may be required to cover the cost of the drug screening. The student must also upload to Exxat Prism and provide it for the specific fieldwork sites.

HIPAA, Infection Control and Standard Precautions

Students will receive training for HIPAA, infection control and standard precautions in fieldwork preparation class. Students must demonstrate knowledge of these areas before beginning fieldwork. Documentation of training will be included and sent in the student packet if requested by the fieldwork sites. The student must also upload to Exxat Prism and provide it for the specific fieldwork sites.

ILLNESS AND INJURY

Should a student experience a short-term illness or injury that could potentially prevent the student from performing required assignments and/or assessments as regularly scheduled and in the prescribed manner as all other students, the student is expected to immediately inform the AFWC and/or OTD faculty and FWE to determine an appropriate course of action. The AFWC or OTD faculty will meet with other year team faculty members to determine available options for the student.

Options include, but are not limited to, the following:

1. Reschedule assignment or assessment to a later date within the same semester.
2. Develop temporary accommodation to allow the student to proceed without delay. Student must still be able to demonstrate competency in assignment or assessment. Any agreed upon accommodation would be considered temporary and for the duration of the short-term illness or injury.

3. Assign a grade of I (incomplete) and plan for the student to complete course requirements during the next semester. This may delay the student’s graduation date.

The student may be required to provide documentation related to the illness or injury. Students experiencing a lengthier illness or injury may be counseled to take a leave of absence from the program, to meet with the Office of Student Disability Services for consideration of long-term accommodations, or to consider withdrawal from the program.

In the event of illness or an emergency during fieldwork, the student should inform the FWE and AFWC no later than the appointed starting time for that day.

Should an injury occur while the student is engaged in fieldwork activities, an Occurrence Report should be completed by the student and FWE where the incident occurred. The Occurrence Report can be found listed below and a PDF file will be uploaded onto Canvas for Level I and Level II Fieldwork courses. A copy of this report will be kept in the student’s records and on the fieldwork site.

Occurrence Reports

Should the student be involved in any accident with potential injury to self or others during clinical practice, they must comply with the facility’s policies and procedures for reporting on the appropriate documents. The student must also notify the Academic Fieldwork Coordinator when an incident occurs. If the facility has its own incident report, the University would like a copy of this document, if permitted. The purpose of this reporting is to have a record of the incident should any future legal action be taken. Students are also required to provide the university with a summary report including the following information:

Student Name:	
Academic Program:	
Date:	
Time of occurrence:	
Names of individuals involved:	
Brief description of the occurrence:	

Name of Facility:	
FWE Name:	FWE Signature:
Student Name:	Student Signature:

The purpose of this reporting is to have a record of the incident should any future legal action be taken. Students are advised to complete the summary when they complete the occurrence report within 24 hours.

BENEFITS, RIGHTS, AND PRIVILEGES FOR FIELDWORK EDUCATORS

The following are benefits, rights and privileges offered to our fieldwork educators:

- Obtain Professional Development Units
- Participation in University Functions
- Participation in Fieldwork Education Workshops
- Utilization of the University Library
- Ability to contribute as a member of the UIW OTD Advisory Board
- Ownership of the Fieldwork Educator’s Handbook
- Communicate with AFWC regarding student progress
- Opportunity to contribute to UIW OTD student research projects

Online Electronic Library

The University of the Incarnate Word library sponsors a program to allow access to the extensive online electronic library to individuals who serve as the fieldwork educators for a student. Individuals must have their own service provider to access the electronic library. An application must be completed and returned to the UIW OTD program to obtain access. Information required from the educator includes name, DOB, email address, phone number, site location name, and site location address. Privileges are good for one year from the effective date (when you get an email from the library stating you have access).

PROFESSIONAL DEVELOPMENT UNITS

Level I Fieldwork Supervision

Each FWE will receive a letter of verification or certificate from the UIW Academic Fieldwork Coordinator. NBCOT recognizes the mentoring process provided to students as the fulfillment of OT professional development, and the aforementioned certificate complies with the NBCOT format. The letter of verification or certificate includes hours of supervision to include dates of fieldwork and the name of fieldwork student. The FWE will receive 1 unit per student with a maximum of 6 units per 3-year period. The certificate of appreciation serves as a record for the FWE which provides 1 Professional Development Unit for a Level I rotation.

Level II Fieldwork Supervision

At the end of a Level II Fieldwork experience, each FWE will receive a certificate of appreciation from the UIW Academic Fieldwork Coordinator. NBCOT recognizes the mentoring process provided to students as the fulfillment of OT professional development, and the aforementioned certificate complies with the NBCOT format. The letter of verification or certificate includes hours of supervision to include dates of fieldwork and the name of fieldwork student. The certificate of appreciation serves as a record for the FWE which provides 12 Professional Development Units for a 12-week rotation (PDUs can be split between multiple FWEs).

THE ROLE OF THE FIELDWORK EDUCATOR

The fieldwork educator is an invaluable component of the OT education process. The fieldwork educator's responsibilities include:

1. Coordinating appropriate orientation of facility to the student.
2. Creating an environment which encourages learning and allows for questions.
3. Acting as a professional role model for students.
4. Determine the standards and competencies of OT student practice at their site.
5. Review objectives and learning experiences with AFWC to assure that they address the objectives of the program.
6. Instructing and giving feedback in the use of client evaluation, service intervention, treatment planning, discharge planning and documentation for their site.
7. Communicating expectations, objectives, and assignments required for successful completion of fieldwork prior to the onset of the fieldwork experience.
8. Supervising the provision of occupational therapy services, documentation, and oral reporting of the student.
9. Providing protection of consumers and opportunities for appropriate role modeling of occupational therapy practice.

10. Providing frequent assessment of student progress in achieving stated fieldwork objectives.
11. Ensuring that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as is appropriate for the setting, the severity of the client's condition, and the ability of the student.
12. Providing feedback and evaluation of student performance. The primary supervisor is responsible for spending sufficient time with the student to determine the student's competency and to score the fieldwork evaluation forms. In the case of Level II Fieldwork, the primary supervisor recommends, through the evaluation, whether the student passes or fails.
13. Informing AFWC regarding any problem situations in regard to student performance.
14. Providing verification of qualifications and preparedness to serve as a fieldwork educator when requested by the AFWC for Level I and Level II Fieldwork experience.
15. Exploration of and guidance in professional judgment and ethical issues.

PROVISION OF A STUDENT ORIENTATION AT THE FACILITY

A formal, structured orientation to the facility and department as early as possible in the clinical rotation relieves many student concerns and often forestalls potential problems that are a result of "no one told me "Or "I don't know."

It is strongly recommended that each facility have a departmental Clinical Education Manual or have students review appropriate sections of the Department's Policy and Procedure Manual. Time needed for orientation is primarily dependent on the size of the facility and the student's prior experience in that type of setting. A typical orientation, in any order, may include the following topics:

1. Introduction to key personnel, chain of command
2. Tour of the facility
3. Location of equipment and supplies
4. Desk space, office supplies, library, and other resources
5. Introduction to documentation, the medical record, filing procedure
6. Introduction to patient scheduling
7. Introduction to billing
8. Observation of OT patient care
9. Emergency procedures, evacuation routes, safety rules
10. Calendar of events for department
11. Confirm schedule to accomplish all orientation-related requirements
12. Review of confidentiality and patient/employee/student rights policies

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13. Review of student credentials
14. Hours of operation
15. Discussion of the student's strengths, weaknesses, and goals
16. Discuss HIPAA guidelines as they apply to the facility
17. Review dress code and/or uniforms
18. Student to review the AOTA Fieldwork Site Data Form
19. Student to review the site-specific goals/objectives and assignments
20. Review all Level II fieldwork forms

STUDENT SUPERVISION

Suggested Guidelines for Student Supervision

Fieldwork experiences are where students feel motivated to apply skills learned in the didactic portion of the curriculum. FWE's can enhance the students' experiences in the following ways:

1. Introducing, explaining, demonstrating, or allowing them time to obtain information.
2. Confirm learning by providing feedback and recapping.
3. Provide hands on experiences appropriate to students' knowledge, skills, and comfort.
4. Challenge students by questioning, discussing possibilities, and providing time for reflection.
5. Respect students, value their input, and allow them an appropriate level of independence.
6. Demonstrate professional behavior related to communication, evidence-based practice, and continuing education.

The behaviors and skills taught by the fieldwork educator impacts the future behavior of the student for the rest of that student's professional career.

ACOTE Guidelines for Student Supervision

The ACOTE (Accreditation Council for Occupational Therapy Education) standards state that qualified personnel for supervised Level I Fieldwork include, but are not limited to, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

For Level II, ACOTE requires that the "student be supervised by an occupational therapy practitioner that meets state regulations and has a minimum of one year of practice experience, subsequent to the requisite initial certification." For a site with no occupational therapy practitioner, ACOTE requires that the Level II "student receive a minimum of eight hours of

occupational therapy supervision per week, including direct observation of client interaction. Additionally, the occupational therapy supervisor must be readily available for communication and consultation during working hours. Such fieldwork shall not exceed 12 weeks”.

Commission on Education: Guidelines for Level II Fieldwork Experience (Copied from the AOTA Website <https://www.aota.org/education/fieldwork/-/media/7f01a105e1eb4e7b80d379ab42e3b6f4.ashx>)

STUDENT SUPERVISION ON FIELDWORK

Fieldwork Level I

Qualified fieldwork educators who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. The fieldwork educators will be notified about the curriculum, fieldwork program design, and affirm their ability to support the fieldwork experience prior to the onset of the Level I fieldwork. Examples of qualified fieldwork educators 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.

Fieldwork Level II

For Level II Fieldwork, an occupational therapist can supervise occupational therapy students if They are adequately prepared to serve as a fieldwork educator, currently a licensed or otherwise regulated occupational therapist, 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, and may be engaged by the fieldwork site or by the educational program.

Fieldwork Level II Supervision Where No OT Services Exist

UIW does not typically provide Level II experiences without an occupational therapist supervisor. In the rare case that this occurs, the AFWC will assess the site and will place a student on a case-by-case basis and will require approval from the OTD department. Supervision provided in a setting where no occupational therapy services exist will include an OTD faculty member or the AFWC to supervise the student for at least 8 hours per week and be available for supervision during all working hours. All currently licensed or otherwise regulated occupational therapists supervising the student will have at least 3 years’ full-time or its equivalent of professional experience prior to Level II fieldwork. The AFWC maintains documentation of the supervision plans for settings where no occupational therapy services exist by using the *Level II Fieldwork Supervision Plan Form*. This form collects information on how occupational therapy

services will be provided and supervised, including the qualifications of the supervising occupational therapist, the frequency and duration of supervision sessions, the availability of the supervisor to the student during working hours, and includes an onsite supervisor designee of another profession while the occupational therapy supervisor is off site.

Criteria for student approval

Any student who seeks a non-traditional level II Fieldwork must obtain full faculty approval. Such approval will be based on the following criteria:

- a) Exceptional academic performance
- b) Self-directed and independent in learning style
- c) Demonstrated understanding of the role of OT in non-traditional settings.

Procedure for student approval:

1. Any student seeking a non-traditional placement will submit a letter of request to the AFWC.
2. The AFWC will review the letter with the student, identifying the possibility of a potential placement setting.
3. The AFWC will bring the letter to a faculty meeting, at which time the faculty will approve/disapprove the student for the non-traditional placement.
4. If approved an OTD faculty member will be identified to serve as supervisor. This individual must be an occupational therapist (initially certified) and available to **serve as a supervisor no less than 8 hours per week.**

The criteria for this individual are:

- a. Occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to Level II Fieldwork.
 - b. The occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours.
 - c. An onsite supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.
5. This decision will be communicated to the OTD student by the AFWC. If the decision is positive, the AFWC will seek out an appropriate placement following for the OTD student.

Fieldwork Level II Outside the United States

UIW's occupational therapy program currently does not have students completing Level II fieldwork outside of the United States. However, the AFWC will ensure that any student wishing to pursue a Level II fieldwork experience outside the United States are supervised by an occupational therapist (regardless of title) who graduated from a program approved by the World Federation of Occupational Therapists (WFOT) and has one year of experience in practice prior to the onset of the Level II FW prior to the onset of Level II fieldwork.

MODELS OF SUPERVISION

Although many models of student supervision can be successful, for Level II Fieldwork experience, it is recommended a student have no more than two supervisors. The number of supervisors can be determined in Level II Fieldwork experiences by practically looking at what the therapist's schedules are and what the student can manage without detracting from a quality learning experience. If there is more than one supervisor, it is particularly important that excellent communication occurs between the supervisors. All supervisors contribute feedback and evaluation. The supervisors can collaborate on one evaluation form and complete their fieldwork evaluation form and submit it to UIW.

As the OT environment changes, we too have changed what we expect for fieldwork supervision and hopefully can address these concerns with alternative models of supervision. The following models have been used successfully in fieldwork experiences with our students and across the country. Consider if one of these models might help you meet your productivity and time management needs as well as afford you the opportunity to supervise a student as we educate and grow our profession.

1:1

This is the typical model of supervision in which one student is paired with one fieldwork educator for the entire experience. The student consults with this one fieldwork educator for guidance, direction, and feedback throughout the time in the setting. Advantages: The student and fieldwork educator become partners in education and there is more opportunity for a closer working relationship with reflection and discussion.

1:2

This model is one student assigned to two different fieldwork educators for the experience. The student divides his/her time between two fieldwork educators who work in either the same or different areas of practice. The student may be simultaneously assigned to two fieldwork educators for the entire fieldwork placement or may spend half the placement with one educator and then be transferred to another educator for the second half. Key factors to remember are to have excellent communication between the two fieldwork and the student, and the consistency of performance expectations. Advantages: Students may get to experience a variety of practice areas; provides more therapists the opportunity to serve as educators regardless of part-time/full-time/PRN status; fewer demands on therapist's time and workload.

2:1 or 3:1 (Collaborative Model)

This model of supervision, 2 or 3 students to one fieldwork educator in a specific area or setting, is called the Collaborative Model, and is gaining in popularity. Typically, these students are at the same level in their academic classes. The model promotes learning from each other as well as

the Models of Supervision educator and improves peer teaching, critical thinking and problem solving. Students have the opportunity to share knowledge and ideas with each other and to reflect on experiences together. The fieldwork educator is the expert who oversees and ensures excellent quality therapy. Advantages: Students take more responsibility for learning and peer support; students can share travel expenses; emphasizes teamwork, communication, and interactions between students and with staff.

Full-time Student: Part-time Educator

This model is also being used more often as facilities and therapy departments utilize more part-time or PRN therapists. The student is paired with a fieldwork educator who works part-time or works in two different settings where only part of the caseload may be suitable for educating a student. The student consults with this educator for skill learning, reflection on practice, and guidance in that particular setting. When the educator is not on-site, the student can continue with the caseload with other staff responsible for consultation, participates in learning opportunities with other facility staff (non-OT), or spends time on projects, program planning, or research while maintaining a backup plan that provides for contact with the therapist for urgent situations. Advantages: Allows part-time or split site therapists the opportunity to supervise a student. The student gains from more independent learning and problem solving due to part-time supervision.

The Group Model

This model of supervision involves a group of 2-6 students supervised by one or more fieldwork educators for the same experience. The students work together to plan their learning experience rather than depending solely on the fieldwork educator(s). Each student is assigned clients who he/she is responsible for individually and shared clients who are the responsibility of the student group. Students are expected to consult with one another when questions arise. Students share knowledge and ideas with each other and reflect on experiences together. The fieldwork educator(s), however, are the expert who oversee and ensure good quality therapy and expert intervention. Advantages: Allows part-time or several therapists the opportunity to supervise students; students take responsibility for learning, provide peer support, and companionship.

Part-Time Fieldwork

The student completes the fieldwork on a part-time basis over a longer period of time. Some students want to complete fieldwork on a part-time basis due to family issues or the need to continue outside employment and a fieldwork educator wants a student on a part-time basis due to limited hours or days available in the clinic. Fieldwork can be completed for part-time hours per day or fewer days per week, depending on the situation. Advantages: The part-time therapist can have the opportunity to supervise a student and a student can choose to do part-time hours if

it fits their personal life situation better; provides more flexibility to both and gives the therapist down-time from student education.

Resource: Occupational Therapy Outreach Development Team School of Medical Rehabilitation,
University of Manitoba September 2004

ENHANCE YOUR SUPERVISION SKILLS

AOTA Fieldwork Resources

Information on these websites is provided for you to help you mentor occupational therapy students from UIW. Supervising students for fieldwork is a rewarding task but can be challenging. The UIW Academic Fieldwork Coordinator and faculty hope that this information will be helpful for you. If you have any questions about the resources provided or need clarification on any of the information, please contact us.

[AOTA Level I fieldwork resources](#)

[AOTA Level II fieldwork resources](#)

[AOTA Supervision & Medicare requirements](#)

Communication Strategies

Here are ideas that may be helpful when providing written and spoken words to promote healthy communication between all fieldwork stakeholders. Some of the ideas are common sense, but some are also specific to this program. Please use any and every strategy that works for you and the fieldwork student, and if you have an idea that could be added to this link, please pass it along to me, and you will be given credit for the great idea!

Written Communication Strategies

Create a log to document regularly scheduled meetings for discussing and summarizing student progress and opportunities for improvement. UIW OTD students are required to complete a meeting form that is reviewed with the fieldwork educator and then submit as an assignment during weeks 1, 3, & 9 Level II Fieldwork.

Provide written (or typed) feedback on documentation or assignments to supplement verbal feedback for the student to reference as needed. The OTD student is encouraged to be the note-taker for verbal discussions. Share email addresses to communicate ideas, questions, concerns, scheduling, etc. as a supplement verbal dialogue. Recommend use of professional email

addresses. Agree on how and when to use email. Always practice strict HIPAA compliance and patient confidentiality.

Verbal Communication Strategies

Be mindful about the timing and location of verbal communication to ensure suitability for public versus private student feedback.

Use discretion about topics of conversation to facilitate a professional working relationship between the FWE and the student.

FEEDBACK

Giving the Gift of Feedback

One of the most important aspects of being a fieldwork educator is knowing when and how to provide the fieldwork student with feedback on his/her performance. Feedback may include **praise** for a job well done or for big learning moments, **confirmation/affirmation** that the student is "on the right track," **coaching** on how to improve performance of essential skills of the trade, or a **crucial conversation** about performance related to a sensitive topic.

****In the end - quoting a very important leader in my past - "*assume good intent.*"** By assuming the fieldwork student has good intentions behind whatever s/he did or did not do, this assumption usually helps to diffuse a fieldwork educator's potential negative or defensive thoughts/feelings that may lead to giving the student emotionally fueled feedback resulting in unintended side-effects.**

Positive Feedback

For many individuals, giving praise (**positive feedback**) or confirmation of student progression is a natural part of communication. *Productive* positive feedback may include a complement about a *specific* task the student completed or a *specific* behavior the student exhibited. Positive feedback may also come in the form of nonverbal communication through attentive body language or smiles from the targeted audience.

Occasionally, individuals struggle with providing positive feedback in a way that is perceived as such by the student. Sometimes individuals may practice the "no feedback is good feedback" method. While this approach may be received well by some students, other students may need to hear or see positive feedback through verbal or written praise. To assist fieldwork educators with providing positive feedback, try using the following formula for phrasing verbal or written praise:

- **You did a great job when you _____ because _____.** (Example: "You did a great job when you transferred your client because you made sure the wheelchair brakes

were locked and the client was ready before moving her.") The idea is that the student will be more likely to repeat the behavior if he/she knows what was done correctly.

Coaching

Sometimes students may need **coaching** on how to improve performance in a certain area. Usually, coaching is a preferred strategy when the student may not be aware that performance is (or at risk of being) deficient, and the fieldwork educator offers advice on how to remedy the issue. Coaching is an effective strategy if the feedback is phrased in a positive and respectful way. Try using the formula below if you find coaching may be a beneficial strategy for providing feedback:

- **I noticed you _____ . Next time, try _____ because _____ .** (Example: "I noticed you cut the picture out of the magazine for the client in the last activity. Next time, try providing her with self-opening scissors because it will allow her to engage in the activity with greater independence and sense of accomplishment.") An added statement about acknowledging the student's effort is also recommended if it is obvious to you the student was trying to do well during the task.
- As a follow up to the coaching moment, a strategy for ensuring the student understands your feedback is to simply ask. (Example: "What questions do you have about my feedback to you?")

Crucial Conversations

The use of the phrase, "**crucial conversations**," is borrowed from the book, *Crucial Conversations*. Having a crucial conversation in this context means providing feedback about a very difficult topic related to student performance and/or progression. While some individuals are crafty, artful wordsmiths who are able to provide verbal or written feedback that is direct, respectful, and effective, others may feel that having crucial conversations is very challenging thus making it one of their least desirable aspects of being a fieldwork educator. *When* you find yourself needing to have a crucial conversation with a fieldwork student, the formula below may be a helpful way to phrase your feedback. (This formula is not borrowed from the book, *Crucial Conversations*, but it may mirror themes as described in the book.)

- **State the behavior**
 - I observed you _____
 - It was reported to me by ____ that you _____
 - On (date), you _____
- **Inquire about his/her perspective**
 - Help me understand the circumstances surrounding this event.

- Help me understand what happened.
- **Explain the effects of the student's performance/behavior**
 - When you demonstrate these behaviors (cause), (then describe the effect)
 - When you perform this way (cause), (effect)
- **Explain why the behavior or performance needs modifying**
 - This behavior/your performance needs to be modified because _____
- **Explain potential consequences or outcomes if behavior/performance is not modified.**
 - By not modifying your behavior/performance, the outcome may be _____
- **The student creates an action plan**
 - What is your plan to address this issue?
 - How may I and/or this agency support your plan?
- **Example:** "Yesterday, you arrived late for the 3rd time in 2 weeks. Help me understand the circumstances surrounding this event. (student explains) When you are late, this impacts the daily schedule and inconveniences other therapists. Your tardiness needs to stop because it is against this agency's employee policy to tolerate repeated tardiness, it impacts patient care, and it impacts your overall learning. By not modifying this behavior, the outcome could be a meeting with the OT program's Academic Fieldwork Coordinator or even dismissal from this agency. What is your plan to address this issue? How may I support you?"

Below is another tool to consider when giving the gift of feedback:

1. **Address behaviors:** Use facts to describe the behavior that is problematic, rather than focusing on personal traits.

Do: "Jane, I have noticed that you have been late for the past three mornings. Please help me understand why." **Don't:** "Why aren't you able to arrive on time?"

2. **Describe specifically what you have observed:** By telling the student what you have seen and not what you *think* you have seen; you provide observations that are more factual and less judgmental.

Do: "Dan, I noticed and highlighted several factual and grammatical errors in the progress note you submitted." **Do not:** "Dan, all these mistakes make me wonder if you were doing this report at the last minute."

3. **Use "I" language:** Employing "I" statements rather than "you" statements will help reduce the defensiveness of the person you are addressing.

Do: "Joe, because our office space are so close together, I have a hard time concentrating when you play music on your computer." **Do not:** "It's really inconsiderate of you to play music when other people are trying to work."

4. **Give the feedback in calm, unemotional language:** Avoid "need to" phrases ("you need to improve this...") or using a tone that implies anger, frustration, or disappointment.

Do: "I'm sure you will be much faster now that you understand how to use this documentation software." **Do not:** "If you'd just learn the software, you'd do a better job."

5. **Check to ensure clear communication has occurred:** Solicit feedback from the student to ensure he/she understands what you have been trying to communicate to him/her.

Do: "Ann, can you go over the procedure we discussed to make sure I covered everything?" **Don't:** "Ann, you got all that, didn't you?"

Northouse, P. G. (2015). Establishing a constructive climate. *Introduction to leadership*, 182. Thousand Oaks, CA: Sage Publications, Inc.



Level I Fieldwork Experience

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UIW Doctor of Occupational Therapy | Fieldwork Education Handbook

LEVEL I FIELDWORK EXPERIENCE

Student performance on Level I Fieldwork is dependent upon the student's ability to meet the course requirements as defined by the course syllabus. There are three seminar classes for Level I Fieldwork I, which may occur while students are on/off campus. Each of the three seminar classes are unique and have distinctly different objectives and assignments. These experiences may be in a facility that may or may not have occupational therapy services to expose students to other areas of the professional community in non-traditional and/or emerging areas of practice where occupational therapy practitioners could work or have consultation. Therefore, students can gain knowledge of community resources and other professional personnel in the community.

In addition, the use of case studies (Symptom Media for mental health and Simucase for physical conditions) may be used as an instructional method in a simulated environment. Students typically participate in this experience on a once-a-week basis for approximately eight weeks. Level I Fieldwork experience will have a minimum of 40 hours dedicated to a practice setting. Students typically participate in this experience on a once-a-week basis for approximately eight weeks to include course-related interactions with different populations using simulated environments, standardize patients, faculty practice, faculty-led site visits, supervision by a FWE in a practice environment and/or community fieldtrips near the university or in surrounding city. If another pandemic and facility restrictions were to occur again, simulated experiences may take place virtually on a weekly basis for approximately eight weeks and supervised by UIW OTD faculty.

The fieldwork varies from site to site and is evaluated by the AFWC and/or designated faculty. Level I Fieldwork is not substituted for any part of Level II Fieldwork. FW I supervisors can be an OTR, COTA, psychologist, physician assistant, teacher, social worker, physician, speech language pathologist, nurse, and physical therapist.

Level I Fieldwork may be met through one or more of the following instructional methods:

- Simulated environments
- Standardized patients
- Faculty practice
- Faculty-led site visits
- Field trips
- Supervision by a fieldwork educator

in a practice environment

When students are assigned to a Level I fieldwork sites, they are placed by the Academic Fieldwork Coordinator. Level I fieldwork placements are based on the student's learning needs, interests, and career goals. Other factors considered include the student's geographic location, client population served, and specific areas of practice interest when making Level I fieldwork placement decisions.

Level I fieldwork sites should also align with the learning objectives and competencies outlined for Level I fieldwork experiences in the UIW occupational therapy program. In addition, Level I fieldwork sites should offer meaningful learning opportunities for students to observe and participate in occupational therapy interventions, assessments, and activities. Lastly, Level I fieldwork sites should provide a supportive and welcoming environment for students, with opportunities for growth, feedback, and professional development.

Level I Fieldwork Structure

Typical start times for Level I fieldwork are between 7:30-9:00am, and typical stop times are between 3:30-5:30pm. Fieldwork educators will inform their students of specific start/stop times based on their sites' operations. Students must arrange their personal schedules on fieldwork days so they may arrive early at their site to avoid being late and to stay as late as needed when learning opportunities present themselves, if outside the typical work day schedule.

On occasion, unique schedules for fieldwork experiences may be arranged to best meet the operational needs of the fieldwork site, to accommodate the curricular design, and/or to provide students with rich clinical experiences. When this occurs, students will be matched with the fieldwork site on a volunteer basis. When these unique fieldwork learning experiences occur, communication between all parties will occur to agree on alternate arrangements/ dates for Level I Fieldwork experiences so as to provide adequate time for planning and implementation.

Additionally, students will engage in seminar discussions during the Level I Fieldwork experience to share learning experiences with peers. Seminars will occur via in-class and on-line delivery methods. In support of current methodologies of student learning and instructor teaching, the on-line learning platform, Canvas, will be utilized as a means for seminar delivery at identified intervals during the session. The purpose of using Canvas as a part of Level I Fieldwork experiences is to continue seminar discussions in a way that facilitates learning using technology. This method supports the current use of technology at UIW, and it also provides another means for course participation that will help meet the needs and comfort level of all students.

Student/Fieldwork Agency Matching Process

The selection of settings for Level I Fieldwork will be varied, reflecting the numerous service delivery models within the practice community and service provision for clients across the lifespan continuum. Students will be placed in settings by the UIW Academic Fieldwork Director. Students may not request sites for Level I Fieldwork experiences. On occasion, the AFWC will request volunteers for unique learning experiences; the student selected will typically be on a first come, first serve basis, per the discretion of the AFWC based on a student's individual learning needs.

Level I Orientation:

For each Level I Fieldwork course, an orientation session will include in-depth review of the purpose, objectives, syllabus, learning assignments, and evaluation methods. This orientation session is held prior to beginning each Level I Fieldwork during seminar class time. *Attendance of all fieldwork orientation sessions is mandatory.*

Level I Fieldwork Objectives

The Level I fieldwork course objectives are designed to provide practice experiences for enabling the student to establish the developmental foundation for acquiring professional skills in preparation for Level II fieldwork and beyond. The OTD program encourages collaboration between AFWC, students, and the fieldwork educators **prior** to the fieldwork experience. The AFWC will provide fieldwork objectives, established by the OTD program faculty and/or fieldwork site to ensure consistency with the curriculum and each fieldwork site. The fieldwork educator will review UIW's fieldwork objectives (including a psychosocial objective) and collaboratively work with them to add to or revise objectives as necessary to accurately reflect the site's learning environment. These objectives will be documented and made known to the student. The objectives for the Level I Fieldwork experience for the University of the Incarnate Word Doctor Program in Occupational Therapy student are listed below.

The objectives for the Level I Fieldwork experience for the University of the Incarnate Word Doctor Program in Occupational Therapy student are listed below. If you feel that these objectives are currently being met in your program, and that to best of your knowledge, your program design is consistent with the education philosophy of the UIW OTD program, please indicate your agreement with your signature and date below. Thank you again for your work with our students.

Level I Objectives

Upon completion of the fieldwork experience, the student will be able to:

1. Demonstrate knowledge of the client population and the application of occupational therapy principles to specific client problems.
2. Demonstrate professional behaviors as evidenced by following UIWs or site’s policies and procedures for dress code, safety, punctuality and attendance, and clinical activities of the site.
3. Demonstrate professional behaviors as evidenced by adherence to established ethics and values of the profession of occupational therapy, and positive student attitudes toward clients, supervisors, and other program personnel.
4. Develop and maintain therapeutic relationships with clients that reflect knowledge of diagnostic categories, prevention aspects, therapeutic use of self, treatment strategies, client-centered care principles, and interpersonal strategies, as well as previously gained skills from the course for effecting change.
5. Analyze the needs/problems of the population using assessment tools learned in class and design, adapt, and modify appropriate occupation-based intervention strategies, based on frames of reference and models appropriate for application.
6. Design and implement appropriate occupation-based intervention strategies based on frames of reference, theoretical models, and evidence-based practice literature.
7. Demonstrate effective verbal and written communication, including program evaluation results in accordance with professional standards and agency procedures.
8. Students will describe how to address the psychosocial aspects of client engagement in occupation by implementing client-centered interventions that promote emotional well-being, social participation, and meaningful occupational engagement.

Fieldwork Educator Print Name	Fieldwork Educator Signature	Date
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Student Print Name	Student Signature	Date
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Level I Fieldwork Educator Agreement

The verification of the FWE’s qualifications to supervise an OTD student from UIW will be gathered **prior** to the Level I and Level II Fieldwork placements. In addition, verification is required stating that UIW and the fieldwork educator agree on established fieldwork objectives prior to the start of the fieldwork experience. Lastly, verification is also required documenting that the fieldwork educator will communicate with the student and AFWC about the student’s progress and performance throughout the fieldwork experience.

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Procedure

One of those requirements is a completed *Fieldwork Educator Agreement* (see below) that lists the qualifications of the fieldwork educator for either Level I or Level II Fieldwork Experience to ensure eligibility to serve as a fieldwork educator, as well as other information.

- Each OTD student will be responsible for gathering the information for completion of the *Fieldwork Educator Agreement* at least 1-3 weeks prior to the beginning of Fieldwork Level I and Level II placements. The OTD student will find the Fieldwork Educator's Agreement on Exxat Prism and will upload the completed form as part of an assignment back onto Exxat Prism.
- The student can also begin this process of obtaining the information after receiving email confirmation of the fieldwork placement from the AFWC.
- The AFWC will document verification of the receipt of the *Level I Fieldwork Educator Agreement* prior to the OTD student arriving at the assigned fieldwork site.

After receiving the *Fieldwork Educator Agreement* from the OTD students, the Academic Fieldwork Coordinator will ensure that the intended supervisor:

- **For Level I Fieldwork experiences** – is currently licensed or otherwise regulated occupational therapist and occupational therapy assistant, psychologist physician assistants, teacher, social worker, physicians, speech language pathologist, nurse, and/or physical therapist.

For those sites in which the supervisor does not meet these criteria, the site coordinator will be contacted and the student either reassigned to a qualified supervisor or the placement cancelled.

LEVEL I FIELDWORK EDUCATOR AGREEMENT FORM

2023 ACOTE Standards: C.1.3, C.1.7., C.1.10

ACOTE Standards require that **prior to** a student arriving at a fieldwork site that we agree that communication will occur throughout the fieldwork experience, fieldwork educators agree on established objectives, and the fieldwork educators are qualified and informed about the program curriculum.

Fieldwork educator (FWE) is the individual providing direct student supervision. This is the individual who will provide day to day feedback to the student and complete the student evaluation for Level I Fieldwork.

Level I Fieldwork

For verification purposes, please complete the following:

Name of FWE as it appears on state license **State License Number:** **State:**
(if applicable) (if applicable) (if applicable)

Email Address: _____ **Phone number:** _____

The Level I fieldwork educator will agree to the following items:

- I affirm that I have the ability to support the Level I Fieldwork Experience.
- I agree to remain in communication with the school throughout the fieldwork experience.
- I have received/reviewed a UIW OTD program curriculum and fieldwork program design
- I have received/reviewed the UIW OTD Fieldwork Educator's Handbook
- I have received information about how to access the UIW library.
- I have certified that I have collaborated and agreed to follow the *UIW Fieldwork Site Specific Objectives* or
- I have selected and reviewed objectives from my site with a representative from UIW.
- I will ensure that the ratio of fieldwork educator to student enables proper supervision and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to conduct frequent assessment of student progress in achieving stated objectives.

FWE Print Name Fieldwork Educator Signature Date

Student Print Name Student Signature Date

Level I Fieldwork Grading Policy

Each student must be actively engaged in her/his own learning process. Students must consistently work on the materials for this course on a daily basis outside of class to understand

the material covered in the course. This involves working through the material in the text and integrating it with class discussions and activities.

For all 700 level courses: Objective assignment performance will provide the major basis for student mastery of course objectives. In order for the student to be successful in this course, the student **MUST have a passing grade (a score of 70 or above) on the score of all assignment grades and student evaluation.** The final grade for the associated course is determined by the academic faculty member and/or AFWC. If a student is determined to have failed a Level I Fieldwork experience she/he will be referred to remediation. If the student is not successful in any Level I Fieldwork experience, other arrangements may be made or a student may be required to repeat the course the next time it is offered in the curriculum with the following cohort. All assignments and points are found in each Level I fieldwork course syllabus.

Evaluation of Level I Fieldwork Experience

Each Level I Fieldwork experience will be evaluated by the student and FWE. An *Evaluation of Level I Fieldwork Experience* form is required to be completed by the FWE and/or AFWC of the student's performance as a final evaluation for the following courses:

- OTD 6224 Fieldwork I Seminar: Mental Health
 - OTD 7244 Fieldwork I Seminar: Children and Youth
 - OTD 7254 Fieldwork I Seminar: Adult and Older Adult
- (See below for evaluation forms)

The FWE and/or AFWC should discuss the students' abilities and weaknesses. Feedback should be viewed in context of the expectations from the academic faculty, required assignments, and expectations of the site. All students will benefit from receiving honest feedback with specific strategies to meet the targeted goals. See the following *Evaluation of Level I Fieldwork Experience* form for each Level I Fieldwork Seminar course. These evaluation forms provide a collaborative assessment of the OTD students' progress provided by the FWE and/or AFWC.

Evaluation of Level I Fieldwork Experience Mental Health

UIW Occupational Therapy Department
EVALUATION OF LEVEL I FIELDWORK EXPERIENCE
Spring – OTD 6224 Fieldwork I Seminar: Mental Health

Student Name: _____

Your Journey, Our Mission.

Facility Name: _____

Type of Setting _____ Dates of Assignment: _____

Total Number of Hours: _____

Based on your observation and interaction with the student, please indicate your rating by placing a check in the appropriate column. If the item is not applicable to the student's experience, please mark N/A.

Please comment or cite examples in the comment section

S= Satisfactory NI= Needs Improvement N/A= Not applicable

Fieldwork Educator Feedback:

Professional skill or ability	S	NI	N/A	Comments
1. Did the student communicate appropriately with the fieldwork educator (both verbal and nonverbal)?				
2. Did the student communicate appropriately with other employees and staff (both verbal and nonverbal)?				
3. Did the student communicate appropriately with clients and/or caregivers (both verbal and nonverbal)?				
4. Did the student participate in the fieldwork experience with enthusiasm?				
5. Was the student punctual and prepared for fieldwork sessions?				
6. Was the student dressed/groomed appropriately?				
7. Did the student manage his/her emotions and behavior professionally?				
8. Did the student apply concepts related to the OTPF-4, occupation, and activity analysis?				
9. Did the student identify how occupational therapy practitioners address psychosocial aspects of the client's engagement in occupation?				

Student Preparation by UIW for the experience: (assessed by Fieldwork Educator):

1. Skills Most Useful _____

2. Additional Skills Needed _____

3. Relationship to OT Practice _____

Student Feedback:

Item	Appropriate	Inappropriate	Comments
1. Self-Assessment of Performance			
2. Level of Supervision			
3. Timing, Frequency and Appropriateness of Feedback			
4. Caseload (variety, number, etc.)			

Student Feedback: Considering your overall experience, please rate this fieldwork experience

- A. Excellent Comments _____
- B. Good _____
- C. Fair _____
- D. Poor _____

Fieldwork Educator Feedback: _____

Faculty Comments:

_____ No Concerns at this time. Progressing as expected

_____ Follow-up required (describe)

 Student Print Name Date Student Signature Date

 Fieldwork Educator Print Name Date Fieldwork Educator Signature Date

Evaluation of Level I Fieldwork Experience Children and Youth

UIW Occupational Therapy Department

Your Journey, Our Mission.

**Evaluation of Level I Fieldwork Experience
Fall - OTD 7244 Fieldwork I Seminar: Children and Youth**

Student Name: _____
 Facility Name: _____
 Type of Setting: _____ Dates of Assignment: _____
 Total Number of Hours: _____

Based on your observation and interaction with the student, please indicate your rating by placing a check in the appropriate column. If the item is not applicable to the student's experience, please mark N/A. Please comment or cite examples in the comment section
 S= Satisfactory NI= Needs Improvement N/A= Not applicable

Fieldwork Educator Feedback:

Professional skill or ability	S	NI	N/A	Comments
1. Safety				
2. Professional Behaviors				
3. Communication/Interpersonal Skills				
4. Documentation				
5. Client Evaluation				
6. Critical Thinking and Problem Solving				
7. Intervention Planning and Implementation				
8. Client/Family Education				
9. Delegation/Use of Support Personnel				
10. Time Management and Follow Through				
11. Apply concepts related to the OTPF-4, occupation, and activity analysis?				
11. Did the student identify how occupational therapy practitioners address psychosocial aspects of the client's engagement in occupation?				

Student Preparation by UIW for the experience: (assessed by Fieldwork Educator):

4. Skills Most Useful _____
5. Additional Skills Needed _____
6. Relationship to OT Practice _____

Student Feedback:

Item	Appropriate	Inappropriate	Comments
1. Self-Assessment of Performance			
2. Level of Supervision			
3. Timing, Frequency and Appropriateness of Feedback			
4. Caseload (variety, number, etc.)			

Student Feedback: Considering your overall experience, please rate this fieldwork experience

E. Excellent Comments _____

F. Good _____

G. Fair _____

H. Poor _____

Fieldwork Educator Feedback: _____

Faculty Comments:

_____ No Concerns at this time. Progressing as expected

_____ Follow-up required (describe)

Student Print Name Date

Student Signature Date

Fieldwork Educator Date
Print Name

Fieldwork Educator Signature Date

Evaluation of Level I Fieldwork Experience Adult and Older Adult

**UIW Occupational Therapy Department
Evaluation of Level I Fieldwork Experience**

Your Journey, Our Mission.

Spring - OTD 7254 Fieldwork I Seminar: Adult and Older Adult

Student Name: _____
 Facility Name: _____
 Type of Setting: _____ Dates of Assignment: _____
 Total Number of Hours: _____

Based on your observation and interaction with the student, please indicate your rating by placing a check in the appropriate column. If the item is not applicable to the student's experience, please mark N/A.

Please comment or cite examples in the comment section

S= Satisfactory NI= Needs Improvement N/A= Not applicable

Fieldwork Educator Feedback:

Professional skill or ability	S	NI	N/A	Comments
1. Did the student communicate appropriately with the fieldwork supervisor (both verbal and nonverbal)?				
2. Did the student communicate appropriately with other employees and staff (both verbal and nonverbal)?				
3. Did the student communicate appropriately with clients and/or caregivers (both verbal and nonverbal)?				
4. Did the student participate in the supervisory relationship with enthusiasm?				
5. Did the student orally report client data and observations accurately and appropriately?				
6. Did the student provide written documentation that was clear and used appropriate terminology?				
7. Was the student able to identify occupational performance deficits/diagnostic categories?				
8. Did the student recognize the occupational therapy service that could be provided to the client?				
9. Did the student identify appropriate assessments and interventions for the patient population?				
10. Did the student apply concepts related to the OTPF-4, occupation, and activity analysis?				
11. Did the student identify how occupational therapy practitioners address psychosocial aspects of the client's engagement in occupation?				

Student Preparation by UIW for the experience: (assessed by Fieldwork Educator):

- 7. Skills Most Useful _____
- 8. Additional Skills Needed _____
- 9. Relationship to OT Practice _____

Student Feedback:

Item	Appropriate	Inappropriate	Comments
5. Self-Assessment of Performance			
6. Level of Supervision			
7. Timing, Frequency and Appropriateness of Feedback			
8. Caseload (variety, number, etc.)			

Student Feedback: Considering your overall experience, please rate this fieldwork experience

- I. Excellent Comments _____
- J. Good _____
- K. Fair _____
- L. Poor _____

Fieldwork Educator Feedback: _____

Faculty Comments:

- _____ No Concerns at this time. Progressing as expected
- _____ Follow-up required (describe)

Student Print Name Date

Student Signature Date

Fieldwork Educator Date
Print Name

Fieldwork Educator Signature Date

Student Evaluation of the Level I Fieldwork Experience

The student will also have an opportunity to evaluate the fieldwork site and FWE concluding each Level I Fieldwork experience. See the *Student Evaluation of the Level I Fieldwork Site* form listed below for OTD 6224 Fieldwork I Seminar: Mental Health, OTD 7244 Fieldwork I Seminar: Children and Youth, and OTD 7254 Fieldwork I Seminar: Adult and Older Adult.

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Upon the conclusion of each Level I Fieldwork experience, students will evaluate their overall experience. Students are to complete the form at the end of the fieldwork experience at each facility and return to form to the AFWC.

**UIW Occupational Therapy Department
Student Evaluation of the Level I Fieldwork Site**

Student Name: _____
 Facility Name: _____
 Type of Setting: _____ Dates of Assignment: _____
 Total Number of Hours: _____

Level I Fieldwork: please check which Level I FW seminar applies

- _____ **OTD 6224 Fieldwork I Seminar: Mental Health**
 _____ **OTD 7244 Fieldwork I Seminar: Children and Youth**
 _____ **OTD 7254 Fieldwork I Seminar: Adult and Older Adult**

Please provide feedback about your Level I Fieldwork experience and site. This will help us improve the experiences offered. Your information will be kept confidential. Please indicate your rating by placing a check in the appropriate column. If the items are not applicable to your experience, please mark N/A. Please comment or and provide examples in the comments section.

S=Satisfactory NI= Needs Improvement N/A= Not applicable

Characteristics of Fieldwork Educator:	S	NI	N/A	Comments
Was accessible to the student				
Encouraged active participation				
Demonstrated good communication and provided feedback				
Provided structured opportunities to develop clinical skills				
Provided support and encouragement				
Was an effective role model in:				
Building rapport with clients				
Defining client problems				
Performing treatment				
Working with other team members				
Professional behavior and values				

Characteristics of the Setting

1. Were you able to participate at a comfortable pace? Was too much expected? Too little?

2. Did you have an opportunity to observe a variety of OT or other professional roles, types of service delivery, and/or team interaction? List the professionals contacts that you made.
3. Was this experience effective in enhancing classroom learning? Please describe how Level I Fieldwork aligned with classroom and lab learning.
4. From your perspective, what are the strengths of this facility for Level I Fieldwork education?
5. What recommendations do you have to improve the quality of the Level I Fieldwork experience for others?
6. Would you recommend that we place students in this particular Level I Fieldwork setting again? Why or why not?

Student Name

Date

Student Signature

Date

LEVEL I FIELDWORK TIME LOG

The OTD student will be responsible for tracking the time spent at their assigned fieldwork site each day. The OTD student will complete the *Level I Fieldwork Time Log* form during the completion of each Level I Fieldwork experience. The OTD student will log the date, time, and hours at the fieldwork site and have the FWE sign and initial the form for verification of time at the fieldwork site. The student is also required to upload the *Level I Fieldwork Time Log* form onto Canvas and input all fieldwork hours

onto Exxat Prism for a required course grade. This system allows for accountability and documented proof that students completed the reported number of on-site hours at the fieldwork site. Students will be provided with detailed instructions on proper use of the Exxat Prism software for tracking hours.

Level I Fieldwork: please check which Level I FW seminar applies

- OTD 6224 Fieldwork I Seminar: Mental Health
- OTD 7244 Fieldwork I Seminar: Children and Youth
- OTD 7254 Fieldwork I Seminar: Adult and Older Adult

Student Name: _____

Facility: _____

Fieldwork Educator (FWE): _____

Date	Time In	Time Out	Total Hours	Comments	FWE Signature

Submit form to Canvas after completion of the Level I Fieldwork required hours and input all hours into Exxat Prism

COMMUNICATION WITH LEVEL I FIELDWORK CLINICAL SITE

All communication with the clinical site is to be between the student, FWE, AFWC, and/or the academic program. Other individuals (such as family members, friends, significant others, etc.) may not contact the clinical sites at any time.

Communication During Level I Fieldwork

The academic fieldwork coordinator can monitor student communication through weekly communication via email, phone, reminder texts with students, and through consistent communication (email, phone calls, TEAM calls and/or Zoom) with each fieldwork educator. During the Level I Fieldwork experience, the academic fieldwork coordinator will contact the fieldwork educator as needed. The fieldwork educator should feel free to contact the academic fieldwork coordinator at any time. All communication, whether by phone, email, or in person, is documented on a *Level I Fieldwork Communication Form* and/or the students' *UIW Navigate 360* electronic file for professional behavior infractions. The academic fieldwork coordinator also monitors communication with the student and each fieldwork educator by completing a formal or virtual site visit (as needed) by completing a *Level I Fieldwork Site Visit Form*.

Documentation of Communication

When issues arise, academic faculty must document necessary communication with students, FWE's, AFWC and/or Program Director. This information is kept confidential and is stored in the students' **UIW Navigate 360** electronic file.

- All communication, whether by phone, email, or in person, is documented on a *Level I Fieldwork Communication Form* that is maintained in an electronic file in the student's folder (purged one year after graduation). If the student acquires any professional behavior infractions during Level I fieldwork, those incidents will be reported on the *UIW Navigate 360*. Please see the next section for a copy of the *Fieldwork Communication Form*.
- If students are reported, by either themselves or the supervisors, as having difficulty, communication will be more frequent. In such instances, a *Learning Contract* is often developed collaboratively between the student, the AFWCs, and the FWE. Program faculty and/or administrators are informed and often provide input into such contracts. All such learning contracts are uploaded onto the students' *UIW Navigate 360* by the AFWC. Please see the next section for a copy of the *Learning Contract*.



UIW Doctor of Occupational Therapy Program

LEVEL I FIELDWORK COMMUNICATION FORM

Date: _____ Phone: _____ Visit: _____

Site Location: _____

Student Name: _____

FWE Name: _____

Name of the individual initiating the call: _____

Comments concerning student performance:

FWE Concerns: _____

Student concerns:

Action Plan:

Additional Comments:

Follow up:

Student Signature Date

Fieldwork Educator Date

Student Print Name Date

Fieldwork Educator Signature Date

Level I Fieldwork Site Visit Form

Date of Visit:	Begin Time:	End Time:
Site Name:	Supervisor Name:	
Student Name:		
Fieldwork Level I Placement: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>		
Check One: <input type="checkbox"/> On Site Visit <input type="checkbox"/> Phone Conference <input type="checkbox"/> Virtual <input type="checkbox"/> Email (attach physical copy of email)		

Purpose of Visit:

- Initial Site Assessment
- Routine Site Check-In
- Student Progress Evaluation
- Other (Please Specify): _____

Site Environment:

1. Cleanliness and Organization:

- Excellent
- Good
- Fair
- Poor
- Comments: _____

2. Adequacy of Facilities and Resources:

- Excellent
- Good
- Fair
- Poor
- Comments: _____

3. Site Accessibility for Students:

- Excellent
- Good
- Fair
- Poor
- Comments: _____

Supervision:

1. Availability and Accessibility of Supervising OT(s):

- Excellent

Good

Fair

Poor

Comments: _____

2. Direct Supervision Practices:

Excellent

Good

Fair

Poor

Describe the supervision provided to the student: _____

3. Collaboration with Onsite Supervisor Designee:

Excellent

Good

Fair

Poor

Comments: _____

Student Engagement:

1. Variety of Diagnoses:

Excellent

Good

Fair

Poor

Describe present clients (diagnoses, age, ranges, etc.):

2. Activities and Tasks Assigned to Students:

Excellent

Good

Fair

Poor

Comments: _____

3. Interaction with Clients and Staff:

- Excellent
- Good
- Fair
- Poor

Describe interactions with disciplines (intra/inter-professional), caregivers, and other:

4. Use of Clinical Skills and Occupational Therapy Interventions:

- Excellent
- Good
- Fair
- Poor

Comments: _____

Safety and Security:

1. Emergency Procedures and Protocols:

- Excellent
- Good
- Fair
- Poor

Comments: _____

2. Compliance with Health and Security Standards:

- Excellent
- Good
- Fair
- Poor

Comments: _____

3. Client Safety Measures in Place:

- Excellent
- Good
- Fair
- Poor

Comments: _____

Student Support and Resources:

1. Availability of Learning Materials and References:

- Excellent
- Good
- Fair
- Poor

Comments: _____

2. Supportive Environment for Student Learning:

- Excellent
- Good
- Fair
- Poor

Comments: _____

3. Opportunities for Professional Growth and Development:

- Excellent
- Good
- Fair
- Poor

Comments: _____

Overall Rating of Fieldwork Site:

- Excellent
- Good
- Fair
- Poor

Comments Concerning Student Performance: _____

FWE Concerns: _____

Student Concerns: _____

Action Plan:

Comments and Recommendations:

Follow up (as appropriate):

Student Name: _____ Student Signature: _____ Date: _____

FWE Print Name: _____ FWE Signature: _____ Date: _____

AFWC Print Name: _____ AFWC Signature: _____ Date: _____

FIELDWORK LEARNING CONTRACT

Doctor of Occupational Therapy
Level I and Level II Fieldwork Experience
Fieldwork Learning Contract

- Level I Fieldwork Experience Date: _____
- Level II Fieldwork Experience Student Name: _____

Performance Issue/Concern (Be Specific)	Expected Performance Goal (Behavioral Goal-SMART)	Strategies, Actions & Resource(s) required to meet the goal	Plan for Follow-up/Timeline (establish date/time for performance to be re-evaluated)	Consequences if performance is not improved

Providing signatures indicates all parties are acknowledging the above performance issues and agree to participate in the performance improvement plans as outlined above. It is the student's responsibility to access resources, carry out these and/or other strategies to improve their performance and implement feedback in the identified problem areas. Failure to meet expected performance in established timeline may indicate disciplinary action and/or failed fieldwork experience.

Student Signature: _____ Date: _____

Academic Fieldwork Coordinator Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Follow Up Review- Evidence to demonstrate change in performance/outcome:

Student Signature: _____ Date: _____

Academic Fieldwork Coordinator Signature: _____ Date: _____

Program Director Signature: _____ Date: _____



Level II Fieldwork Experience

LEVEL II FIELDWORK EXPERIENCE

The goal and purpose of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork is a culmination of all previous coursework and gives meaning through practical application of the occupational therapy process. Level II fieldwork is designed to promote clinical reasoning and reflective practice; to transmit the values and beliefs that enable the application of ethics related to the profession; to communicate and model professionalism as a developmental process and a career responsibility; and to develop and expand a repertoire of occupational therapy evaluation, assessments, intervention planning, treatment/interventions, and outcomes assessment related to human performance. Professional level skills in communication, critical reasoning, leadership, implementation of the occupational therapy process and professional accountability must be demonstrated to successfully complete the fieldwork assignment.

The role of the Level II fieldwork student is initially observer and participant, but the student will quickly increase performance and competence thus transitioning to an entry level practitioner of occupational therapy (in his/her fieldwork setting) by the end of the experience. During Level II fieldwork, the AFWC will communicate with both the student and the supervising therapist at scheduled intervals and on an "as needed" basis. **Students must maintain ongoing communication with the UIW AFWC.** To this end, each student is responsible for the online learning platform, Canvas, in order to obtain course materials and online assignments. All students are required to maintain a working UIW email address during each Level II Fieldwork.

Level II Fieldwork Structure

A minimum of six months or 12 weeks of Level II Fieldwork will be required. At least three months (24 weeks) of sustained fieldwork is desirable on a full-time basis. A minimum of 940 hours is acceptable to meet this six-month requirement. Flexibility is permitted through stipulation of the minimum number of hours. Time should be appropriate to the setting selected, student needs, and continuity of client services.

Students will adhere to the facility schedule regarding the number of hours to be performed on-site each week. The typical average is 32 to 40 hours per week; anything above or below this average requires AFWC approval. This 24-week period represents the two-12-week Level II Fieldwork experiences (A and B) for the UIW OTD program. Level II Fieldwork A and B takes place off campus and involves the students being away from campus for extended periods of time.

The AFWC recommends that Level II Fieldwork take place in two separate full-time; twelve-week placements arranged by the AFWC in collaboration with the student. Students may take the

option of splitting one of their Level II experiences into two 6-week placements in two unique settings: at the discretion of the AFWC. If the student exercises this option, they must score a passing grade on the *AOTA Fieldwork Performance Evaluation (FWPE)* by the end of the six-week rotation. 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.

Discernment of the practice settings available must occur and be confirmed by the AFWC and the fieldwork site prior to the placement.

Level II Fieldwork experiences occur in the later phases of the curriculum during semesters six and seven. Fieldwork IIA is completed in the summer semester of the second year and Fieldwork IIB is completed in the Fall semester of the third year. The fieldwork varies from site to site and students are evaluated by the AFWC and/or designated faculty. To complete Fieldwork II requirements, the student will have completed 24 weeks of clinical education, not counting course-related interactions with different populations during community fieldtrips near the university or where students reside. **No prior Level I FW can be substituted for any part of Level II FW.**

Level II Fieldwork can take place in a variety of traditional and/or emerging areas of practice. Level II sites are assigned by the AFWC based on quality of clinical experience rather than geographical convenience. Students are encouraged to seek placements that broaden their scope of occupational therapy. If it is felt that a student would not be successful at a specific site for unforeseen reasons, that student will be placed at an alternative site. All students will be guided by the AFWC in their selection process in order to ensure a successful learning environment and opportunity. During the Level II Fieldwork experience, the student will remain registered at UIW and will be monitored and assisted by the AFWC and any other university faculty as needed, however, the experience is completed off campus and will be supervised by the onsite Occupational Therapist (Fieldwork Educator).

Level II Orientation:

Formal Level II Fieldwork orientation is scheduled at the end of the 5th semester of the curriculum. Topics covered during orientation include but are not limited to what to expect during 12 weeks of Level II Fieldwork; tips/strategies for success; understanding one's own temperament/communication styles, learning styles how to meet those needs; professional accountability; syllabus/objectives/assignments; review of the information contained in this student manual. In addition, students will also schedule a mandatory meeting with their faculty advisors to assist with preparation for their Level II Fieldwork experiences. Level II fieldwork orientation sessions are held prior to the beginning of each Level II Fieldwork. *Attendance for Level II fieldwork orientation sessions is mandatory.*

COLLABORATION WITH FIELDWORK SITES ABOUT OBJECTIVES

The OTD program encourages collaboration between AFWC and the fieldwork educators **prior** to the fieldwork experience. The AFWC will provide fieldwork objectives, established by the OTD program faculty and/or fieldwork site to ensure consistency with the curriculum and each fieldwork site. The fieldwork educator will then review UIW's fieldwork objectives (including a psychosocial objective) and collaboratively work with them to add to or revise objectives as necessary to accurately reflect the site's learning environment. A suggested Level II Fieldwork schedule will also be provided to the fieldwork educator by the AFWC to collaboratively determine and ensure that the fieldwork experience is planned to meet those established objectives including a psychosocial objective.

The objectives for the Level II Fieldwork experience for the University of the Incarnate Word Doctor Program in Occupational Therapy student are listed below. If you feel that these objectives are currently being met in your program, and that to best of your knowledge, your program design is consistent with the education philosophy of the UIW OTD program, please indicate your agreement with your signature and date below. Thank you again for your work with our students.

Level II Fieldwork Objectives

Upon completion of the fieldwork experience, the student will be able to:

1. Student will develop entry-level competencies for the Level II fieldwork by the end of the experience (entry-level competence is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Performance Evaluation).
2. Student will assume full client caseload, as defined by fieldwork site, by the end of the experience.
3. Student will submit correct and complete documentation in a timely manner, according to policies and procedures of fieldwork site.
4. Student will consistently report to site on time and participate in full-time hours of total rotation time (approx. 32-40 hours per week for 12 weeks) for each Level II experience. Any discrepancy with the time, please contact the AFWC.

5. Student will attend all meetings as directed by the supervisor.
6. Student will follow all policies and procedures as directed by the fieldwork site and the University of the Incarnate in Occupational Therapy.
7. Student will take initiative when exploring new learning opportunities.
8. Student will actively participate in the supervisory process.
9. Student will utilize resources available to them when planning and performing assigned duties. These resources include but are not limited to other personnel at fieldwork site, reference material, experts outside of those available at the fieldwork site.
10. Student will plan and implement treatment/ intervention plans that address the person, occupation and environment issues presented by the client.
11. Student will be familiar with and utilize treatment/intervention approaches that demonstrate in depth knowledge of the various frames of reference in Occupational Therapy practice.
12. Students will demonstrate professional behaviors as indicated on the *AOTA Fieldwork Performance Evaluation form (FWPE)*. Competence demonstrated by achieving at least the minimum passing score on the FWPE form.
13. Students will follow all policies, procedures, and guidelines established by the fieldwork site. This may include orientation, immunizations, safety protocols, and student weekly goals and objectives.
14. Students will complete all course assignments and participate in the mandatory discussion board
15. Students will articulate and address the psychosocial aspects of client engagement in occupation by implementing client-centered interventions that promote emotional well-being, social participation, and meaningful occupational engagement.

Student Print Name Date

Student Signature

Date

Your Journey, Our Mission.

Fieldwork Educator Date

Fieldwork Educator Signature Date

Level II Fieldwork - Students Responsibilities and Other Duties:

- Completing all required coursework up to date.
- Providing documentation of all department and fieldwork site requirements by deadlines.
- Indicating preferences with consideration for interests and experience in a variety of practice contexts, recognizing that the AFWC determines FW placements.
- Researching potential and actual fieldwork sites.
- Seeking information on sites, asking questions, and using fieldwork files in database.
- Sending a letter, email, or making a phone-call confirming fieldwork experience dates to the fieldwork educator. For Level II, this contact is at least 6 weeks in advance of the starting date.
- Reading and knowing contents of, bringing to fieldwork site, and referring to it with questions about fieldwork.
- Collaborating with the FWE and AFWC prior to the onset of the fieldwork experience to ensure compliance with fieldwork requirements.
- Making their own living arrangements. Check Exxat Prism to see if housing reservations or arrangements may be available.
- Providing transportation to/from their fieldwork site.
- Complying with all policies and procedures of the fieldwork site, and the Department of OT.
- Fulfilling all duties and assignments made by the fieldwork educator and AFWC, unless exempted, within the time limit specified.
- Notifying the fieldwork placement and AFWC of address & phone numbers; and changes.
- Use uiwtx.edu email for all fieldwork correspondence.
- Completing and presenting to the FWE at least one copy of the student's evaluation forms and having available copies of the appropriate performance evaluation forms and student evaluation forms.
- Be an active participant in the supervisory process. This process also includes effective communication, constructive response to feedback, and reflection on performance and learning.
- Follow the chain of command at the fieldwork placement in the event of any problem related to fieldwork evaluation, i.e., discuss the problem with fieldwork educators and/or academic fieldwork coordinator and if the student is not satisfied with a resolution, contact the Academic Program Director.
- Fulfill all other duties and responsibilities identified by the fieldwork educators and AFWC within the designated timelines.

Suggested Weekly Level II Fieldwork Schedule

Week 1:

- Read student manual, if available at site
- Review assignments with supervisor and establish a weekly meeting time
- Review expectations including
 - Philosophy, communication, teaching style
 - Dress code, hours, sick calls, timeliness, etc.
- Student will be orientated to fieldwork site including:
 - The program, the OT team, the interdisciplinary team members
 - Available equipment, treatment areas, and resources
 - Emergency policies/procedures
- Attend any orientation trainings required within the site's system
- Introduce and access EMR or other documentation formats
- Document at least one treatment session with close supervision and feedback
- Review OT evaluation format and assessments
 - Select at least one assessment to review in depth (perhaps one of the performed in upcoming weeks)
- Observe full schedule/assist as needed
- Describe OT/need for OT services to clients or staff
- Student will maintain log of clients seen (without identifying information)
- By the end of week 1, performing chart reviews independently and efficiently including reason for referral, locating therapy and activity orders, present illness/reason for admission, past medical history, precautions
- Perform objectives measures including but not limited to active/passive range of motion, manual muscle testing, neurological testing (finger to nose, rapid alternating movement, and serial opposition, sensation, brief, cognitive.

Week 2:

- Assist your FWE during patient care and begin to perform patient social history interview.
- Discuss performance component deficits and their effect on occupational performance
- Document 1-2 evaluation and/or progress notes a day throughout this week with supervision and assistance as needed. Your FWE will give you feedback during review and co-signing your documentation.

- At weekly meeting, FWE will offer constructive feedback on student's initial performance
- Co-treat with FWE's caseload at FWE's discretion
- Individual caseload of 1-3 low-acuity clients/students per day (or equivalent of 10% caseload)
- Continue specific training sessions with FWE and/or other staff (i.e., transfers, equipment operation, ADL sessions, NDT techniques, feeding precautions, DME, AE, modalities, etc.)
- In order to prepare for new clients/students, prepare intervention plans by Monday of the next week for those clients/students that you will be treating
 - Review with your FWE. Information that may be included: client's name, diagnosis, and date of birth, observations of the client, and a list of noted assets and limitations.
 - For each objective, list one or more methods/media you might use. Try to select clients with differing diagnoses each week
- Demonstrate ability to transfer patient with direct supervision/assistance with proper body mechanics and environmental set-up

Weeks 3-4:

- Individual caseload of 2-3 mixed acuity clients (or equivalent of 30% caseload)
- Daily documentation (not evaluations or progress notes) for your clients/students on caseload with extra time at beginning or end of each day or point of service documentation. This will still require close supervision and feedback.
- Work on final project if there is low census or cancellations
- Shadow a professional from another discipline (speech therapy, psychology, physical therapy, etc.)
- Evaluate 1 client if possible and complete evaluation with less feedback needed from FWE
- Establish competency with your FWE (ADL assessment, ROM, MMT, grip/pinch, screening, checklist, handwriting observation, PDMS-3, VMI, MVPT-4, etc.)
- Weekly discussion/feedback session with supervisors
- Decide on a topic and date for your in-service/case study, project, and/or journal article review.

Weeks 5-6:

- Individual caseload of 6-8 client (50-60% caseload)
- Document on patients with decreased assistance and time. Your FWE will give feedback during review and cosigning of your documentation

- Perform evaluations with decreased assistance and time (about 50% assistance and only 50% extra time)
- Discuss roles and collaboration with OTRs in your setting – if no OTRs, discuss contributing factors and how OTRs could potentially have a role in a similar setting
- During 6th week, complete the mid-term and review with your FWE. Upload midterm into Canvas
- Develop student goals for second half of affiliation

Week 7-8:

- Continue direct observation from your FWE about 50% of the time (based on FWE's discretion) while the other 50% of the time is without direct observation.
- Individual caseload of 75%
- Complete and document evaluations/progress notes/discharges and 5-6 daily therapy treatment sessions a day with decreased corrections made by your FWE.
- Shadow other disciplines and/or other specialty areas affiliated with your site.

Week 9-10:

- Very minimal observation about 25% or less of the time will be spent with your FWE
- Complete 6-7 OT evaluations and/or treatment sessions a day without assistance from your FWE and document all of them in a timely manner. Your FWE will give you feedback during review and cosigning of your documentation.

Week 11 (based on FWE's discretion):

- Continue to evaluate and treat full caseload then document in a timely manner with distant supervision provided by your FWE
- Complete/present final project

Week 12:

- Continue to evaluate/treat full caseload and document in a timely manner with distant supervision.
- Assist in arranging for student's completion of unfulfilled observations
- Complete the *Student Evaluation of Fieldwork Form (SEFWE)*. Your FWE will review your performance using the *AOTA Fieldwork Performance Evaluation (FWPE)*. Review them with your FWE.
- Upload all final documents into Canvas and Formstack
- Complete final project and all assignments in Canvas

FIELDWORK COURSE ASSIGNMENTS

Students will be expected to do additional UIW assignments while they are at their Level II fieldwork sites. It is possible that the student will need to spend supplementary time on these assignments in addition to his/her scheduled fieldwork time. These assignments are intended to integrate current course content, theory, and clinical practice. The assignments are developmental in nature with more complex assignments occurring later in the students' training with the culminating assignment occurring during the students' Level II placements.

Level II Fieldwork Grading Policy

Each student must be actively engaged in her/his own learning process. For all 800 level courses: Objective assignment performance will provide the major basis for student mastery of course objectives. In order for the student to be successful in this course, the student **MUST have a passing grade (a score of 70 or above) on the score of all assignment grades and student evaluation**. If the cumulative score is NOT at a passing level, the student will not be successful in the course. All assignments and points are found in each Level II fieldwork course syllabus.

Level II Fieldwork Evaluation

Students are evaluated on both professional and clinical skills using *AOTA's Fieldwork Performance Evaluation* (FWPE) for the Occupational Therapy Student. The FWPE was designed to measure student competency in areas of fundamentals of practice, basic tenants of the profession, evaluation, screening, intervention, management of occupational therapy services, communication, and professional behavior. The FWPE focuses on the occupational therapy process, clinical reasoning process and the roles and responsibilities of the occupational therapy student. The FWPE is a collaborative exchange between the student and FWE. The tool measures entry-level competence and is set up to differentiate the competent student from the incompetent student. It provides students with an accurate assessment of his or her competence for entry-level practice over time. Growth is expected and monitored at **midterm and final scores**. The Program provides each student/fieldwork educator with this assessment tool prior (via email) to the start of each Level II through AOTA's website and program called Formstack.

At midterm (Week 6 of 12), students do not have a required minimum score to achieve on the FWPE; however, if the FWE feedback is not indicative of the student progressing well, a meeting is required between the student, fieldwork educator, and AFWC. According to AOTA, a minimum FWPE score of 111 out of 148 must be achieved by week twelve in order for a student to successfully complete Level II Fieldwork. Please note that items 1, 2, and 3 on the FWPE in the Fundamentals of Practice section must receive a minimum score of 3 (Meets Standard) in order for the student to be considered "satisfactory" performers at the completion of Level II

fieldwork. Additionally, the UIW OTD student is expected to complete course specific assignments found in the fieldwork course syllabus and CANVAS during these rotations.

If the FWE has concerns about a student's progress, the AFWC should be notified immediately. These communications should prevent a situation where a student unexpectedly receives a poor or failing evaluation. Students who do not score the AOTA designated minimum performance standard on the final score will be considered as failing this experience. In such a circumstance, the AFWC and student will meet to discuss performance areas that were not met and set up an action plan to address these standards in additional fieldwork assignment(s). Students who fail two fieldwork experiences will be dismissed from the program; re-entry is not an option.

COMMUNICATION DURING LEVEL II FIELDWORK

All communication with the clinical site is to be between the student, FWE, AFWC, and/or the academic program. Other individuals (such as family members, friends, significant others, etc.) may not contact the clinical sites at any time. The academic fieldwork coordinator can monitor student communication through weekly communication via email, phone, reminder texts with students, and through consistent communication (email, phone calls, TEAM calls and/or Zoom) with each fieldwork educator. During the Level I Fieldwork experience, the academic fieldwork coordinator will contact the fieldwork educator as needed. The fieldwork educator should feel free to contact the academic fieldwork coordinator at any time. All communication, whether by phone, email, or in person, is documented on a *Level II Fieldwork Communication Form* and/or the students' *UIW Navigate 360* electronic file for professional behavior infractions.

Documentation of Communication During Level II Fieldwork

When issues arise, academic faculty must document necessary communication with students, FWE's, AFWC and/or Program Director. This information is kept confidential and is stored in the students' *UIW Navigate 360* electronic file.

All communication, whether by phone, email, or in person, is documented on a *Level II Fieldwork Communication Form* that is maintained in an electronic file in the student's folder (purged one year after graduation). During the Level II Fieldwork experience, the OTD student is required to complete the *Level II Fieldwork Communication Form* during weeks 1, 3, & 9 with the fieldwork educator and then upload the completed forms onto Canvas. The academic fieldwork coordinator also monitors communication with the student and each fieldwork educator by completing a formal or virtual site visit (as needed) by completing a *Level II Fieldwork Site Visit Form* (see the next section for a copy of the Level II Fieldwork Site Visit Form). The site visit can be scheduled to meet with the student and the fieldwork educator both individually and together to discuss the types of learning experiences, strengths, and weaknesses of the student's performance and the strengths and weaknesses of the student's academic preparation.

- The purpose of the communication and clinical site visit may include but is not limited to the following: student performance, evaluation, clinical site evaluation, clinical instructor evaluation, collaboration for clinical education development, assistance with managing student performance problems, and/or clinical staff education and development.
- If the student acquires any professional behavior infractions during Level II fieldwork, those incidents will be reported on the *UIW Navigate 360* (see the next section for a copy of the Level II *Fieldwork Communication Form*).
- If students are reported, by either themselves or the supervisors, as having difficulty, communication will be more frequent. In such instances, a *Learning Contract* is often developed collaboratively between the student, the AFWCs, and the FWE. Program faculty and/or administrators are informed and often provide input into such contracts. All such learning contracts are uploaded onto the students' *UIW Navigate 360* by the AFWC (see the next section for a copy of the *Learning Contract*).

Level II Fieldwork Communication Form

<p>Level II Fieldwork Communication Form</p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 1 <input type="checkbox"/> Week 3 <input type="checkbox"/> Week 9
Completed by Student – Please answer ALL questions
Name:
Facility name:
FWE name:
Number of days(s) absent:
Makeup Dates(s):
Dates(s) missed:
Dates(s) late:
1. Are you making progress on your goals and objectives?

2. What type of feedback would be beneficial for the rest of the rotation?

3. How are you incorporating psychosocial factors in your assessments and interventions?

4. Do you need to contact your AFWC? If yes, please provide information

Comments:

Completed by Fieldwork Educator – Please answer ALL questions

- | | |
|--|---|
| 1. Is the student prepared academically to meet the demands of the patient? | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 2. Is the student receptive to your feedback and mentorship? | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 3. Does the student demonstrate effective verbal, nonverbal, and written communication skills with patients, families, team members, and you? | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 4. Is the student safe in their clinical application and professional conduct? | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 5. Is the student considering psychosocial factors when assessing and providing interventions to clients? | <input type="checkbox"/> Yes
<input type="checkbox"/> No |

6. Do you need contact with the AFWC? If yes, please provide contact information.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:	

Student Print Name: _____ Student Signature: _____ Date: _____

FWE Print Name: _____ FWE Signature: _____ Date: _____

Level II Fieldwork Site Visit Form

Date of Visit:	Begin Time:	End Time:
Site Name:	Supervisor Name:	
Student Name:		
Fieldwork Level II Placement: IIA <input type="checkbox"/> IIB <input type="checkbox"/>		
Check One: <input type="checkbox"/> On Site Visit <input type="checkbox"/> Phone Conference <input type="checkbox"/> Virtual <input type="checkbox"/> Email (attach physical copy of email)		

Purpose of Visit:

- Initial Site Assessment
- Routine Site Check-In
- Student Progress Evaluation
- Other (Please Specify): _____

Site Environment:

4. Cleanliness and Organization:

- Excellent
- Good
- Fair
- Poor

Comments: _____

5. Adequacy of Facilities and Resources:

- Excellent

Good

Fair

Poor

Comments: _____

6. Site Accessibility for Students:

Excellent

Good

Fair

Poor

Comments: _____

Supervision:

4. Availability and Accessibility of Supervising OT(s):

Excellent

Good

Fair

Poor

Comments: _____

5. Direct Supervision Practices:

Excellent

Good

Fair

Poor

Describe the supervision provided to the student: _____

6. Collaboration with Onsite Supervisor Designee:

Excellent

Good

Fair

Poor

Comments: _____

Student Engagement:

5. Variety of Diagnoses:

Excellent

- Good
- Fair
- Poor

Describe present clients (diagnoses, age, ranges, etc.):

6. Activities and Tasks Assigned to Students:

- Excellent
- Good
- Fair
- Poor

Comments: _____

7. Interaction with Clients and Staff:

- Excellent
- Good
- Fair
- Poor

Describe interactions with disciplines (intra/inter-professional), caregivers, and other:

8. Use of Clinical Skills and Occupational Therapy Interventions:

- Excellent
- Good
- Fair
- Poor

Comments: _____

Safety and Security:

4. Emergency Procedures and Protocols:

- Excellent
- Good
- Fair
- Poor

Comments: _____

5. Compliance with Health and Security Standards:

- Excellent
- Good
- Fair
- Poor

Comments: _____

6. Client Safety Measures in Place:

- Excellent
- Good
- Fair
- Poor

Comments: _____

Student Support and Resources:

4. Availability of Learning Materials and References:

- Excellent
- Good
- Fair
- Poor

Comments: _____

5. Supportive Environment for Student Learning:

- Excellent
- Good
- Fair
- Poor

Comments: _____

6. Opportunities for Professional Growth and Development:

- Excellent
- Good
- Fair
- Poor

Comments: _____

Overall Rating of Fieldwork Site:

- Excellent

- Good
- Fair
- Poor

Comments Concerning Student Performance: _____

FWE Concerns: _____

Student Concerns: _____

Action Plan:

Comments and Recommendations:

Follow up (as appropriate):

Student Name: _____ Student Signature: _____ Date: _____

FWE Print Name: _____ FWE Signature: _____ Date: _____

AFWC Print Name: _____ AFWC Signature: _____ Date: _____

FIELDWORK LEARNING CONTRACT

Doctor of Occupational Therapy
Level I and Level II Fieldwork Experience
Fieldwork Learning Contract

- Level I Fieldwork Experience Date: _____
- Level II Fieldwork Experience Student Name: _____

Performance Issue/Concern (Be Specific)	Expected Performance Goal (Behavioral Goal-SMART)	Strategies, Actions & Resource(s) required to meet the goal	Plan for Follow-up/Timeline (establish date/time for performance to be re-evaluated)	Consequences if performance is not improved

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Providing signatures indicates all parties are acknowledging the above performance issues and agree to participate in the performance improvement plans as outlined above. It is the student’s responsibility to access resources, carry out these and/or other strategies to improve their performance and implement feedback in the identified problem areas. Failure to meet expected performance in established timeline may indicate disciplinary action and/or failed fieldwork experience.

Student Signature: _____ Date: _____

Academic Fieldwork Coordinator Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Follow Up Review- Evidence to demonstrate change in performance/outcome:

Student Signature: _____ Date: _____

Academic Fieldwork Coordinator Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Level II Fieldwork Evaluation

During Level II Fieldwork, a formal conference for the Fieldwork Performance Evaluation (FWPE) mid-term and final student evaluation needs to take place. These discussions between the fieldwork educator and student will take place in person. The purpose of the conference is clarification of goals and determination of student progress towards those goals.

UIW's occupational therapy program complies with ACOTE Standard C.1.15 by implementing a formal mechanism for requiring the evaluation of student performance on Level II fieldwork placements use a standardized evaluation tool and instrument to assess student performance during Level II fieldwork placements. This tool includes the *AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student*. The fieldwork educator completes the AOTA FWPE on the OTD student at mid-term and at the end of each Level II placement. This evaluation captures objective criteria for evaluating student progress, achievement, and student outcomes per AOTA and ACOTE standards. In addition, the student will submit the mid-term and final student evaluation (FWPE) to Exxat Prism and Canvas for successful completion to the course syllabus requirements.

Level II Fieldwork Performance Evaluation (FWPE) Form

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student

(Revised in 2020)

FUNDAMENTALS OF PRACTICE	
1	Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research
2	Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
3	Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety
BASIC TENETS	
4	Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
5	Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
6	Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public

SCREENING AND EVALUATION	
7	Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.
8	Obtains sufficient and necessary information from relevant sources throughout the evaluation process. Examples: record or chart review, client, family, caregivers, service providers
9	Selects relevant screening and assessment tools based on various factors. Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance
10	Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods. Occupational profile: Summary of the client's occupational history and experiences, patterns of daily living, interests, values, and needs. Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.
11	Evaluates and analyzes client factors and contexts that support or hinder occupational performance. Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures. Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts. Includes the consideration of all client centered components including psychosocial factors
12	Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable. Examples: follows assessment protocols, adheres to time guidelines
13	Modifies evaluation procedures based on client factors and contexts. Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions

14	Interprets evaluation results to determine the client's occupational performance strengths and challenges.
15	Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.
INTERVENTION	
16	Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.
17	Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models. Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals
18	Uses evidence from research and relevant resources to make informed intervention decisions.
19	Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes. Includes the consideration of all client centered components including psychosocial factors
20	Implements client-centered and occupation-based intervention plans. Includes the consideration of all client centered components including psychosocial factors
21	Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes. Examples: prevention, restoration, maintenance, promotion
22	Modifies task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
23	Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.
24	Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES	
25	Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. Examples: paraprofessionals, nurses' aides, volunteers
26	Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27	Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications
28	Meets productivity standards or volume of work expected of occupational therapy students.
COMMUNICATION AND PROFESSIONAL BEHAVIORS	
29	Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, service providers, administration, the public
30	Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
31	Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
32	Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
33	Responds constructively to feedback in a timely manner.
34	Demonstrates consistent and acceptable work behaviors.

	Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
35	Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected timeframe
36	Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
37	Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity

AOTA link to form performance evaluation

<https://www.aota.org/-/media/Corporate/Files/EducationCareers/Fieldwork/Fieldwork-Performance-Evaluation-Occupational-Therapy-Student.pdf>

Fieldwork Performance Evaluation Scoring

Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020)

Rating Scale

- 4- Exemplary performance
- 3- Proficient performance
- 2- Emerging performance
- 1- Unsatisfactory performance

Rating scale definitions

Exemplary performance	Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.
------------------------------	--

Proficient performance	Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.
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Emerging performance	Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
-----------------------------	--

1- Fails to demonstrate competence in specific skills; performs in an inappropriate manner;

Unsatisfactory demonstrates inadequate understanding and/or application of fundamental knowledge and **performance** skills; (demonstrates significant gaps and/or inaccuracies).

FWPE for OTS Scoring:

- All items included must be scored to receive a Pass on the FWPE for OTS
- A sum score of 111 or higher will be required to receive a Pass on the FWPE for OTS
- A score of 3 or higher on the items
 - # 1 (Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations),
 - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and
 - # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTS

FWPE for OTAS Scoring:

- All items must be scored to receive for a Pass on the FWPE for OTAS
- A sum score of 91 or higher will be required to receive a Pass on the FWPE for OTAS
- A score of 3 or higher on the items
- - # 1 (Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations),
 - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and
 - # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTAS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTAS

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AOTA link to performance evaluation scoring guide <https://www.aota.org/-/media/Corporate/Files/EducationCareers/Fieldwork/Fieldwork-Performance-Evaluation-Rating-Scoring-Guide.pdf>

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LEVEL II FIELDWORK MID-TERM FEEDBACK FORM

This Level II Fieldwork Mid-Term Feedback form should be utilized as a companion document to the *OTA's Fieldwork Performance Evaluation (FWPE)* for mid-term review. The form is to be completed by the student and discussed with the FWE prior to the students' mid-term review. This document will assist the student in identifying personal strengths and areas of growth, as well as facilitating discussion between the fieldwork instructor and student regarding student status at mid-term. If a student or instructor notes concerns on the review, then those concerns should be shared with the coordinator.

Student: _____

Facility: _____

Fieldwork Instructor: _____

FW IIA _____ FW IIB _____

Date: _____

Orientation

1. Did you receive an adequate orientation? If not, please comment.
2. Have you been made to feel welcome at this agency?
3. Do you feel that the expectations were clearly defined during the orientation period?
4. Do you feel the need for further or additional orientation? If so, identify those areas.

Assignments/ Client Caseload:

1. Do you have a clear understanding of all assignments and what is expected?
2. Do you understand the rationale behind the assignments?

3. Are you completing the required documentation as requested and in a timely manner? If not, why not?
4. How many hours per week are you spending on work related assignments outside of the scheduled workday?
1. Do you feel that you are maintaining a client caseload that is appropriate for your skill level at this time?
2. Are you able to find resources and reference material for your client's needs and special interests?
3. Do you have any special interest areas that you would like to pursue during the remainder of your affiliation?

Supervision:

1. Do you feel that you are receiving consistent supervision and feedback? If not, please identify ways and areas in which you would like further supervision.
2. Have suggestions and expectations been constructive?
3. Are you receiving feedback in a timely manner?

Communication:

1. Is communication open and constructive?
2. Are there any ways that you could improve communication? How about your instructor?
3. Do you feel comfortable seeking assistance from professional staff and personnel from other disciplines?

4. Have you had the opportunity to supervise assistants, technicians, etc.?
5. Are you comfortable with oral reports? ___ with instructor ___ in staff/department meetings ___ family/client conferences ___ other
6. Are you comfortable with written reports? ___ note writing ___ interdisciplinary reports ___ funding requests

Professionalism/Personal Development:

1. Have you encountered a situation in which you felt that you were truly “an OT” and felt confident in your skills? If so, please describe the situation and your actions.
2. Have you encountered a situation in which you felt that you were not prepared to deal with it? If so, please describe the situation, how/why you did not feel prepared, and the actions you took. Describe in what ways you feel that the situation should have been handled.
3. Identify your strengths.
4. Identify further skills and areas for future development that are important to you

Student Signature Date Fieldwork Educator Signature Date

Student Print Name Fieldwork Educator Print Name

Student Evaluation of the Level II Fieldwork Experience (SEFWE)

The student is required to complete an evaluation of each Level II Fieldwork experience. The *Student Evaluation of the Fieldwork Experience (SEFWE)* affords students the opportunity to provide feedback to the facility, fieldwork educator and UIW. The SEFWE's results must be discussed between the student and fieldwork educator. The results of the SEFWE are to be emailed back to the Academic Fieldwork Coordinator at UIW and then uploaded onto Canvas by the student. The SEFWE form provides feedback to the AFWC about the clinical sites in the development of their clinical education programs, and to assist in the resolution of problems identified by either students or fieldwork educators.

In addition, upon the conclusion of each Level II Fieldwork experience, students will be evaluating their overall experience. Students are to complete the *Student Evaluation of the Fieldwork Educator (SEFWE)* form at the end of the experience at each facility and discuss the form with the FWE and AFWC prior to leaving the facility. This evaluation form shall be located on AOTA's Formstack website.

Student Evaluation of the Fieldwork Educator

Note: Your privacy is very important to us. To better serve you, the form information you enter is recorded in real time.

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 the fieldwork educator[s]
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs (C.1.1)

Provide objective information about the fieldwork site's supervision model to the academic programs from the students directly

This evaluation is only meant to be shared with your academic program. It will NOT be shared with the fieldwork site or fieldwork educators.



Instructions

•
•
•

--	--	--	--	--	--	--	--

If you have more than one fieldwork educator who provided supervision during your fieldwork, please submit one form for each fieldwork educator
You will receive a copy of the evaluation via email upon your submission. **For questions, please contact your academic fieldwork coordinator.**

Student Name*

Student Email*

First Name

Last Name

Fieldwork Site Name

Placement Start Date Placement End Date*

Fieldwork Educator Name*

Fieldwork Educator Email*

First Name

Last Name

Fieldwork Educator Years of Experience *

0-5 years
6-10 years
11-15 years
16+ years

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
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					©

Additional Comments

Submit Form

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INSERVICE EVALUATION FORM

Student Name _____ Date: _____

Topic _____

Please rate the in-service presentation as (1) strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

TOPIC

1. The topic was appropriate for the presentation

1 2 3 4

2. The student was knowledgeable of the topic

1 2 3 4

PRESENTATION

3. Objectives were identified prior to the start of the presentation

1 2 3 4

4. Objectives were clear and at the appropriate level for the audience

1 2 3 4

5. The presentation was well paced within the time available

1 2 3 4

6. The student utilized audiovisuals, which contributed to audience understanding

1 2 3 4

7. The student utilized handouts, which contributed to audience understanding

1 2 3 4

8. The student presented accurate information based on current research findings

1 2 3 4

9. The student responds appropriately and is engaged with the audience

1 2 3 4

10. Objectives were met

1 2 3 4

COMMENTS: _____

Student Print Name: _____ Student Signature: _____ Date: _____

FWE Print Name: _____ FWE Signature: _____ Date: _____

Your Journey, Our Mission.

LEVEL II FIELDWORK EDUCATOR AGREEMENT

The verification of the FWE's qualifications to supervise an OTD student from UIW will be gathered **prior** to the Level I and Level II Fieldwork placements. In addition, verification is required stating that UIW and the fieldwork educator agree on established fieldwork objectives prior to the start of the fieldwork experience. Lastly, verification is also required documenting that the fieldwork educator will communicate with the student and AFWC about the student's progress and performance throughout the fieldwork experience.

Procedure

One of those requirements is a completed *Fieldwork Educator Agreement* (see below) that lists the qualifications of the fieldwork educator for either Level I or Level II Fieldwork Experience to ensure eligibility to serve as a fieldwork educator, as well as other information.

- Each OTD student will be responsible for gathering the information for completion of the *Fieldwork Educator Agreement* at least 1-3 weeks prior to the beginning of Fieldwork Level II placements. The OTD student will find the Fieldwork Educator's Agreement on Exxat Prism and will upload the completed form as part of an assignment onto Exxat Prism.
- The student can also begin this process of obtaining the information after receiving email confirmation of the fieldwork placement from the AFWC.
- The AFWC will document verification of the receipt of the *Level II Fieldwork Educator Agreement* prior to the OTD student arriving at the assigned fieldwork site.

After receiving the *Fieldwork Educator Agreement* from the OTD students, the Academic Fieldwork Coordinator will ensure that the intended supervisor:

- **For Level II Fieldwork experiences** – is an OT with at least 1 year of experience and holds a current license to practice occupational therapy.

For those sites in which the supervisor does not meet these criteria, the site coordinator will be contacted and the student either reassigned to a qualified supervisor or the placement cancelled.

LEVEL II FIELDWORK EDUCATOR AGREEMENT FORM

2023 ACOTE Standards: C.1.3, C.1.7., C.1.13, C.1.14

ACOTE Standards require that **prior to** a student arriving at a fieldwork site that we agree that communication will occur throughout the fieldwork experience, the fieldwork educators are qualified and informed about the program curriculum, objectives, and ensure that supervision is **direct and then decreased to less direct supervision** as appropriate for the setting.

Fieldwork educator (FWE) is the individual providing direct student supervision. This is the individual who will provide day to day feedback to the student and complete the midterm and final student evaluation during the Level II Fieldwork experience.

Level II Fieldwork

For verification purposes, please complete the following:

Name of FWE as it appears on state license: **State License Number: State:**

Email Address: _____ Phone number: _____

The Level II fieldwork educator will agree to the following items:

For Level II Fieldwork

- I agree to remain in communication with the school throughout the FW experience.
- I have received/reviewed a UIW OTD program curriculum.
- I have received information about how to access the UIW library.
- I have certified that I have collaborated/or agreed to follow the UIW Fieldwork Site Specific Objectives, or I have selected and reviewed objectives for my site with a representative from UIW.

For Level II Fieldwork Supervision

- I will ensure that Level II Fieldwork **supervision is direct and then decreased 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 competency.

- I certify that I am adequately prepared to serve as a FWE through one of the following (Please check at least one):
 - I have attended a FWE Workshop, such as offered by AOTA, TOTA, or other entity.
 - Completion of AOTA "Self-Assessment Tool for Fieldwork Educator Competency."

- I have a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed occupational therapist. I demonstrated service competency through _____ years of direct patient care experience.
- I have developed a peer-reviewed FW education program with manual.
- Other (describe): _____
- I will ensure that the ratio of fieldwork educator to student enables proper supervision and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to conduct frequent assessment of student progress in achieving stated objectives.

FWE Print Name

Fieldwork Educator Signature

Date

Student Print Name

Student Signature

Date

AOTA FIELDWORK DATA FORM

ACOTE Standards require academic programs to communicate the program’s curriculum design with its affiliates. The University of Incarnate Word’s curriculum places emphasis on evidence-based practice, occupation-based, professional behaviors, and clinical reasoning. Specific objectives have been developed by the academic program via course syllabi in an effort to integrate these concepts into the clinical environments, A copy of general fieldwork objectives has been included for your review. You are invited to add additional site-specific objectives. If any of the student assignments identified in the course syllabus are not feasible, please communicate this with the academic program. If there are any questions or comments, feel free to contact the AFWC at UIW Doctor of Occupational Therapy Program at 210-832-2164.

AOTA FIELDWORK DATA FORM

Introduction:

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

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

The Fieldwork Data Form was developed through the joint efforts of the Commission on Education (COE) and the Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.

AOTA FIELDWORK DATA FORM

Date: _____
 Name of Facility: _____
 Address: Street: _____ City: _____ State: _____ Zip: _____

FW I Contact Person: _____ Credentials: _____ Phone: _____ Email: _____	FW II Contact Person: _____ Credentials: _____ Phone: _____ Email: _____
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Director: _____ Phone: _____ Fax: _____ Website address: _____	Initiation Source: <input type="checkbox"/> FW Office <input type="checkbox"/> FW Site <input type="checkbox"/> Student	Corporate Status: <input type="checkbox"/> For Profit <input type="checkbox"/> Nonprofit <input type="checkbox"/> State Gov't <input type="checkbox"/> Federal Gov't	Preferred Sequence of FW: <i>ACOTE Standards 2.10.6</i> <input type="checkbox"/> Any <input type="checkbox"/> Second/Third only; First must be in: _____ <input type="checkbox"/> Full-time only <input type="checkbox"/> Part-time option <input type="checkbox"/> Prefer full-time
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OT Fieldwork Practice Settings:				
Hospital-based settings	Community-based settings	School-based settings	Age Groups:	Number of Staff:
<input type="checkbox"/> Inpatient Acute <input type="checkbox"/> Inpatient Rehab <input type="checkbox"/> SNF/Sub-Acute/Acute Long-Term Care <input type="checkbox"/> General Rehab Outpatient <input type="checkbox"/> Outpatient Hands <input type="checkbox"/> Pediatric Hospital/Unit <input type="checkbox"/> Pediatric Hospital Outpatient <input type="checkbox"/> Inpatient Psychiatric	<input type="checkbox"/> Pediatric Community <input type="checkbox"/> Behavioral Health Community <input type="checkbox"/> Older Adult Community Living <input type="checkbox"/> Older Adult Day Program <input type="checkbox"/> Outpatient/hand private practice <input type="checkbox"/> Adult Day Program for DD <input type="checkbox"/> Home Health <input type="checkbox"/> Pediatric Outpatient Clinic	<input type="checkbox"/> Early Intervention <input type="checkbox"/> School Other area(s) Please specify: _____	<input type="checkbox"/> 0-5 <input type="checkbox"/> 6-12 <input type="checkbox"/> 13-21 <input type="checkbox"/> 22-64 <input type="checkbox"/> 65+	OTRs: _____ OTAs/COTAs: _____ Aides: _____ PT: _____ Speech: _____ Resource Teacher: _____ Counselor/Psychologist: _____ Other: _____

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

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

Describe the FW environment/atmosphere for student learning: _____

Describe available public transportation: _____

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

<p>Occupations: Client-directed occupations that match and support identified participation level goals (check all that apply):</p> <p><small>ACOTS Standards C.1.8, C.1.11, C.1.12</small></p>		
<p>Activities of Daily Living (ADL)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bathing/showering <input type="checkbox"/> Toileting and toilet hygiene <input type="checkbox"/> Dressing <input type="checkbox"/> Swallowing/eating <input type="checkbox"/> Feeding <input type="checkbox"/> Functional mobility <input type="checkbox"/> Personal device care <input type="checkbox"/> Personal hygiene and grooming <input type="checkbox"/> Sexual activity <p>Rest and Sleep</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rest <input type="checkbox"/> Sleep preparation <input type="checkbox"/> Sleep participation <p>Play</p> <ul style="list-style-type: none"> <input type="checkbox"/> Play exploration <input type="checkbox"/> Play participation <p>Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practicing an activity <input type="checkbox"/> Simulation of activity <input type="checkbox"/> Role play <p>Examples: _____</p>	<p>Instrumental Activities of Daily Living (IADL)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Care of others/pets <input type="checkbox"/> Care of pets <input type="checkbox"/> Child rearing <input type="checkbox"/> Communication management <input type="checkbox"/> Driving and community mobility <input type="checkbox"/> Financial management <input type="checkbox"/> Health management and maintenance <input type="checkbox"/> Home establishment and management <input type="checkbox"/> Meal preparation and clean up <input type="checkbox"/> Religious / spiritual activities and expression <input type="checkbox"/> Safety and emergency maintenance <input type="checkbox"/> Shopping <p>Leisure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leisure exploration <input type="checkbox"/> Leisure participation <p>Preparatory Methods and Tasks: Methods, adaptations and techniques that prepare the client for occupational performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preparatory tasks <input type="checkbox"/> Exercises <input type="checkbox"/> Physical agent modalities <input type="checkbox"/> Splinting <input type="checkbox"/> Assistive technology <input type="checkbox"/> Wheelchair mobility <p>Examples: _____</p>	<p>Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formal education participation <input type="checkbox"/> Informal personal education needs or interests exploration <input type="checkbox"/> Informal personal education participation <p>Work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employment interests and pursuits <input type="checkbox"/> Employment seeking and acquisition <input type="checkbox"/> Job performance <input type="checkbox"/> Retirement preparation and adjustment <input type="checkbox"/> Volunteer exploration <input type="checkbox"/> Volunteer participation <p>Social Participation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community <input type="checkbox"/> Family <input type="checkbox"/> Peer/friend <p>Education: describe _____</p> <p>Training: describe _____</p> <p>Advocacy: describe _____</p> <p>Group Interventions: describe _____</p>
<p>Method of Intervention</p> <p>Direct Services/Caseload for entry-level OT</p> <ul style="list-style-type: none"> <input type="checkbox"/> One-to-one: _____ <input type="checkbox"/> Small group(s): _____ <input type="checkbox"/> Large group: _____ <p>Discharge/Outcomes of Clients (% clients)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Home <input type="checkbox"/> Another medical facility <input type="checkbox"/> Home health 	<p>Outcomes of Intervention</p> <ul style="list-style-type: none"> <input type="checkbox"/> Occupational performance improvement and/or enhancement <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Prevention <input type="checkbox"/> Quality of life <input type="checkbox"/> Role competence <input type="checkbox"/> Participation <p>OT Intervention Approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create, promote health/habits <input type="checkbox"/> Establish, restore, remediate <input type="checkbox"/> Maintain <input type="checkbox"/> Modify, facilitate compensation, adaptation <input type="checkbox"/> Prevent disability 	<p>Theory/Frames of Reference/Models of Practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acquisitional <input type="checkbox"/> Biomechanical <input type="checkbox"/> Cognitive Behavioral <input type="checkbox"/> Coping <input type="checkbox"/> Developmental <input type="checkbox"/> Ecology of Human Performance <input type="checkbox"/> Model of Human Occupation (MOHO) <input type="checkbox"/> Occupational Adaptation <input type="checkbox"/> Occupational Performance <input type="checkbox"/> Person-Environment-Occupation (PEO) <input type="checkbox"/> Person-Environment-Occupational Performance (PEOP) <input type="checkbox"/> Psychosocial <input type="checkbox"/> Rehabilitation frames of reference <input type="checkbox"/> Sensory Integration <input type="checkbox"/> Other (please list): _____
<p>Please list the most common screenings and evaluations used in your setting: _____</p>		
<p>Identify safety precautions important at your FW site</p> <ul style="list-style-type: none"> <input type="checkbox"/> Medications <input type="checkbox"/> Postsurgical (list procedures) <input type="checkbox"/> Contact guard for ambulation <input type="checkbox"/> Fall risk <input type="checkbox"/> Other (describe): _____ <input type="checkbox"/> Swallowing/choking risks <input type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds) <input type="checkbox"/> Sharps count <input type="checkbox"/> 1 to 1 safety/suicide precautions 		

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

<p>Performance Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Motor skills <input type="checkbox"/> Process skills <input type="checkbox"/> Social interaction skills <p>Performance Patterns:</p> <p>Person:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Habits <input type="checkbox"/> Routines <input type="checkbox"/> Rituals <input type="checkbox"/> Roles <p>Group or Population:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Habits <input type="checkbox"/> Routines <input type="checkbox"/> Rituals <input type="checkbox"/> Roles 	<p>Client Factors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Values <input type="checkbox"/> Beliefs <input type="checkbox"/> Spirituality <input type="checkbox"/> Mental functions (affective, cognitive, perceptual) <input type="checkbox"/> Sensory functions <input type="checkbox"/> Neuromusculoskeletal and movement-related functions <input type="checkbox"/> Muscle functions <input type="checkbox"/> Movement functions <input type="checkbox"/> Cardiovascular, hematological, immunological, and respiratory system functions <input type="checkbox"/> Voice and speech functions; digestive, metabolic, and endocrine system functions; <input type="checkbox"/> Skin and related-structure functions 	<p>Context(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultural <input type="checkbox"/> Personal <input type="checkbox"/> Temporal <input type="checkbox"/> Virtual <p>Environment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical <input type="checkbox"/> Social
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Most common services priorities (check all that apply):

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

<p>Target caseload/productivity for fieldwork students:</p> <p>Productivity (%) per 40-hour work week: <input type="text"/></p> <p>Caseload expectation at end of FW: <input type="text"/></p> <p>Productivity (%) per 8-hour day: <input type="text"/></p> <p>Number groups per day expected at end of FW: <input type="text"/></p>	<p>Documentation: Frequency/Format (briefly describe) :</p> <p><input type="checkbox"/> Handwritten documentation: <input type="text"/></p> <p><input type="checkbox"/> Computerized medical records: <input type="text"/></p> <p>Time frame requirements to complete documentation: <input type="text"/></p>
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<p>Administrative/Management Duties or Responsibilities of the OT/OTA Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule own clients <input type="checkbox"/> Supervision of others (Level I students, aides, OTA, volunteers) <input type="checkbox"/> Budgeting <input type="checkbox"/> Procuring supplies (shopping for cooking groups, client/intervention-related items) <input type="checkbox"/> Participating in supply or environmental maintenance <input type="checkbox"/> Other: <input type="text"/> 	<p>Student Assignments. Students will be expected to successfully complete:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research/EBP/Literature review <input type="checkbox"/> In-service <input type="checkbox"/> Case study <input type="checkbox"/> In-service participation/grand rounds <input type="checkbox"/> Fieldwork project (describe): <input type="text"/> <input type="checkbox"/> Field visits/rotations to other areas of service <input type="checkbox"/> Observation of other units/disciplines <input type="checkbox"/> Other assignments (please list): <input type="text"/>
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OPTIONAL DATA COLLECTION:

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

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

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

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

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

2. Describe the fieldwork site agency stated mission or purpose (can be attached).
3. OT Curriculum Design Integrated with Fieldwork Site (insert key OT academic curricular themes here) *ACOTE Standards C.1.2, C.1.3, C.1.7, C.1.8, C.1.11, C.1.12*
- How are occupation-based needs evaluated and addressed in your OT program??
 - Describe how you seek to include client-centered OT practice. How do clients participate in goal setting and intervention activities?
 - Describe how psychosocial factors influence engagement in occupational therapy services.
 - Describe how you address clients' community-based needs in your setting.
4. How do you incorporate evidence-based practice into interventions and decision making? Are FW students encouraged to provide evidence for their practice? *ACOTE Standards C.1.3, C.1.11*
5. Please describe the FW Program and how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, and monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of an entry-level job description with essential job functions to the AFWC. *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.4, C.1.8, C.1.9*
6. Please describe the background of supervisors by attaching a list of practitioners who are FW educators including their academic program, degree, years of experience since initial certification, and years of experience supervising students) *ACOTE Standards C.1.2, C.1.14, C.1.17, C.1.19*
7. Describe the training provided for OT staff for effective supervision of students (check all that apply). *ACOTE Standards C.1.9, C.1.15, C.1.16*
- Supervisory models
- Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation–FWPE, the Student Evaluation of Fieldwork Experience–SEFWE, and the Fieldwork Experience Assessment Tool–FEAT)
- Clinical reasoning
- Reflective practice
- Comments:

8. Please describe the process for record keeping of supervisory sessions with a student, the student orientation process to the agency, OT services, and the fieldwork experience. *ACOTE Standards C.1.1, C.1.2, C.1.10*

Supervisory Patterns–Description (respond to all that apply)

- 1:1 Supervision model: _____
- Multiple students supervised by one supervisor: _____
- Collaborative supervision model: _____
- Multiple supervisors share supervision of one student; number of supervisors per student: _____
- Non-OT supervisors: _____

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

STATUS/TRACKING INFORMATION SENT TO FACILITY:

Date: _____

ACOTE Standard C.1.6

Which documentation does the fieldwork site need?

- Fieldwork Agreement/Contract? _____
- OR
- Memorandum of Understanding (MOU)? _____

Which FW Agreement will be used?: OT Academic Program Fieldwork Agreement Fieldwork Site Agreement/ Contract

Title of parent corporation (if different from facility name): _____

Type of business organization (Corporation, partnership, sole proprietor, etc.): _____

State of incorporation: _____

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

Address (if different from facility):

Street: _____ **City:** _____ **State:** _____ **Zip:** _____

Name of student: _____ **Potential start date for fieldwork:** _____

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

Information Status *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.4*

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

Revised 7/11/2024

NEW FIELDWORK CONTRACT DEVELOPMENT

New clinical contracts are established **ONLY** when the facility meets the guidelines for providing fieldwork education and agrees to the contractual relationship.

- Students should be aware that the process of setting up a clinical contract can last as long as one year. Students are not permitted to attend any fieldwork without a valid contract.
- Students must contact the AFWC when they want to recommend that the Program set up a clinical contract with a new facility. When a student provides information to the AFWC to initiate the development of a contract with a new facility, the placement at the facility will be reserved for the student.
- Students will not be placed in facilities where they are currently employed or have previously been employed.
- Under no circumstances is a student to telephone or meet anyone at a facility with an established clinical contract for the purposes of interviewing, touring, meeting staff members, or obtaining information in an attempt to secure a fieldwork slot. In doing so, you will forfeit placement at the facility.
- If a fieldwork experience is interrupted for any reason (i.e., facility public health decision, health of student/FWE, state/federal policy/directive, university decision, such as COVID19), students will be prompted to immediately leave the facility and not return. The AFWC will attempt timely reassignments as warranted and/or other alternatives will be assigned for Level I Fieldwork experience. If Level II placements are delayed for any of the above reasons, students should note that graduation (receipt of diploma) may also be affected.

CANCELLATION OF FIELDWORK LEVEL II

Student Initiated Cancellation

Once a Fieldwork II assignment has been confirmed, student requests for a change of affiliation **WILL NOT** be honored unless there is an extreme emergency situation. An extreme situation is identified as death of an immediate family member, or serious personal illness. Documentation of the situation will be required (i.e., obituary of family member or confirmation of medical problem from physician). In other situations, students will provide written documentation to the AFWC explaining reasons for altering the original assigned placement. Faculty members and the AFWC will discuss and vote in faculty meeting whether or not cancellation is accepted. If after

reviewing pertinent documentation a determination is made a change is acceptable, the following procedure will be implemented:

1. Meeting of AFWC and Student to discuss preference indicators re: Fieldwork.
2. AFWC assigns students to a new site.
3. All involved persons are notified of change.

Site Initiated Cancellation

A fieldwork site may need to cancel a confirmed placement. This happens when the staffing situation is not adequate to provide the required learning environment. Further, a facility occasionally closes or merges with another organization and the confirmation of placement cannot be honored. If a cancellation should occur, the procedure is as follows:

1. Student is notified the fieldwork placement has been cancelled by the site.
2. Meeting of student and AFWC to discuss new site options.
3. AFWC assigns student to a new site.

A cancellation of Fieldwork II (either student or site initiated) may delay a student's fieldwork experience. Neither UIW nor the fieldwork site is liable. It is possible that this change of fieldwork will result in a later graduation date, as the fieldwork may need to be rescheduled for a later time frame than originally scheduled.

When a Local Level II Is Mandatory

At the discretion of the AFWC, in the event that a student meets any of the following criteria: has failed or had to remediate a Level II Fieldwork experience, has been on academic or disciplinary probation, has received one or more notices of unprofessional behavior, and/or has a cumulative GPA that falls below 70 %, the student will be assigned only to local facilities selected by the AFWC. This policy is for the student's benefit in that should further problems arise, the faculty can more readily intervene. Exceptions to this must be approved by the academic fieldwork coordinator (AFWC) and OTD program director in writing.

STUDENT FAILURE PROCEDURE

All fieldwork experiences are covered by the grading policy similarly applied to didactic courses; this includes Level I Fieldwork experiences embedded in didactic courses such as the three seminar courses. If a student is found to not fully meet the minimal expectations of the FW II experience upon a thorough review of the AFWC, communication between the AFWC office and the fieldwork educator (FWE)/Student as applicable, etc., the AFWC, in consultation with 1-2 other faculty members, may either place the student on probation or issue an unsatisfactory grade. The decision to be placed on probation and receive a satisfactory grade versus being issued an unsatisfactory grade depends on the severity of not meeting the expectations. The

student's overall academic record will also be taken into consideration. If a student is issued an unsatisfactory grade which results in dismissal, he/she may appeal according to the appeal policy. If a student is provided the opportunity to re-take the AFWC course, the student is only allowed 1 re-attempt. At no point in the AFWC sequence is a student allowed the opportunity to have more than 1 re-take for all combined AFWC experiences.

Withdrawal or Termination from a Fieldwork Experience

Students who withdraw or are asked to withdraw from a fieldwork experience due to inadequate performance will receive a failing grade (F) for that rotation. There is no credit for partial time served in a fieldwork experience that must be terminated due to inadequate performance or unprofessional behavior. Students who fail a fieldwork experience may repeat one and only one fieldwork experience. Students who fail two clinical rotations will be automatically dismissed from the program. Students who have not completed six months of Level II Fieldwork have not completed the curriculum requirements. Fieldwork IIs and capstone experience must be completed within 24 months of the didactic course work.

Leaving a FW site without notifying and receiving a written response from the Academic Fieldwork Coordinator and the OTD Program Director is viewed as a serious infraction of professional ethics and is considered abandonment of one's professional responsibilities to the patients and facility. The student will receive a failing grade for the FW placement and will not have the option to petition to re-enter the program. For the sake of clarity, when a student voluntarily and knowingly withdraws from a site at any point and for any reason, without the prior written approval of the AFWC, this is considered fieldwork abandonment and, without exception, results in failure of that Level II Fieldwork placement.

Any student who is withdrawn from fieldwork experience at any time and for any reason is subject to additional tuition fees and a delay in graduation date and subsequent degree conferral. Students who withdraw from a fieldwork rotation due to illness are required to provide a physician's statement indicating the student's ability to resume full duties before being rescheduled for fieldwork experience. Acceptable performance termination may result in a grade of I or incomplete.

A student who develops a health or other serious problem preventing fieldwork completion in the scheduled time frame warrants an incomplete grade as well. In the case of an incomplete, attempts would be made to have the student finish the fieldwork experience at the same site. Student withdrawal from Level II Fieldwork experience is strongly discouraged and should only be considered in extreme situations. Withdrawal from fieldwork cannot be carried out without the permission of the AFWC or faculty member designated by the AFWC.

Termination of the Fieldwork Experience

Once FW has started, termination is rare. The most common reason for termination is for unacceptable student performance and lack of professional behavior. Students terminated for unprofessional behavior or lack of performance will receive a failing grade (F) for that fieldwork. There is no credit for partial time served in a fieldwork experience that must be terminated. All fieldwork sites reserve the right to request that a student be removed from an affiliation. The termination of a student during an affiliation is not considered a cancellation and will be considered a course failure (F). If a student is terminated from an affiliation, remedial work may be required.

Remedial Work

Remedial work will be for the purpose of addressing problems seen on terminated fieldwork. The purpose of remediation will be to allow the student to maximize success on subsequent, make-up fieldwork. Make-up affiliations will be assigned by the AFWC. Make-up affiliations will not necessarily follow the typical course Level II Fieldwork time frames and will involve additional costs for tuition and other related expenses. Remediation may include role playing, documentation, communication skills, demonstration, and other strategies deemed necessary. A written learning agreement with timelines will be set. Additional tuition may be indicated for remediation. If the student has previously been terminated from a fieldwork experience or has failed a previous fieldwork, a Fieldwork Committee composed of the Fieldwork Coordinator and at least 1-2 additional faculty, will review the case, make recommendations, and counsel the student. The recommendation may be dismissal from the program or remediation including, but not limited to, additional course work, counseling, leave-of-absence, or specialized assignments.

FREQUENTLY ASKED QUESTIONS FOR FIELDWORK EDUCATORS (FWE)

How much experience do I need to be a supervisor?

The standard C 1.14 says ... “has a minimum of one year of practice experience subsequent to initial certification and is adequately prepared to serve as a fieldwork educator.”

Can a Fieldwork Educator Earn Continuing Education Credit for taking a Level II Student?

Yes, a fieldwork educator can earn 12 professional development units (PDU) for providing 12 weeks of full-time level II Fieldwork or one PDU for each full-time week of level I Fieldwork supervision. PDUs are earned by occupational therapy fieldwork educators based upon the number of weeks they provide supervision for a Level II student. To be eligible for the credit, the licensee must participate as the primary fieldwork educator for the student. Upon completion of the Level II Fieldwork a certificate will be mailed to you by the AFWC office which can serve as documentation of CEUs for Texas state licensure.

Do students have professional liability insurance? Who provides it?

UIW students carry student liability insurance at the rate of \$1,000,000/3,000,000. A copy of this insurance policy’s declaration page will be mailed or emailed to you prior to the student’s start. In addition, your student can access this form for you through the course website.

How many Level II hours do OTR students need?

ACOTE “requires a minimum of the equivalent of 24 weeks full-time Level II Fieldwork.” UIW Students complete Level II Fieldwork on a full-time basis unless otherwise arranged. Students are scheduled 5 days per week (or 4 10-hour days). However, this can be altered according to the needs of the facility, fieldwork educator, and student. At UIW our students must complete two, 12-week Level II Fieldwork. Fieldwork must be completed on at least a half-time basis and must be concluded within 24 months of completion of didactic coursework.

What happens if a student misses a day?

Students are required to maintain the same schedule as their FWE. If a holiday falls within the fieldwork dates and the FWE has this day off, the student is also permitted the day off. If the FWE is scheduled to work a holiday the student is expected to work the holiday. Students are allowed a maximum of two sick days per fieldwork experience. Any additional sick or natural disaster days missed may be made up by extending the fieldwork hours so that the student has completed the required fieldwork length. A time log may be required to document make up time. If the fieldwork site has more stringent makeup policies, the student is required to adhere to those. No vacation type days are permitted during fieldwork.

What happens if the Fieldwork Educator misses a day or there is a holiday?

At the discretion of the FWE, the time can be made up by being mentored by another occupational therapist at the facility, staying later on regularly scheduled days or additional days at the end of the rotation. An additional project may be assigned. Some examples of projects may include designing an activity or piece of equipment for the clinic, putting together home programs, researching treatment methods or activities.

What do I do if I think the student is not performing as expected on the fieldwork?

If you have a student at your facility that is not passing the specific tasks listed on the Fieldwork Performance Evaluation and is not fulfilling the requirement of the specific goals set up by your fieldwork site, contact the Academic Fieldwork Coordinator immediately.

What paperwork/assignments are required by the Level II student?

Students are required to submit the following paperwork:

- Pre-Level II Fieldwork: due 1-3 weeks prior to the fieldwork. Students are required to review the site-specific objectives and provide the contact information for their fieldwork educator if different from the fieldwork coordinator.
- Week one, three, six, and nine follow-up communication form – input is needed from the fieldwork educator.
- Midterm follow up form – input is needed from the fieldwork educator.
- Midterm scores on the FWPE form.
- Student Evaluation of Fieldwork Experience (SEFWE) form – at the end of the fieldwork experience this form must be reviewed with the fieldwork educator and signed by both parties. The SEFWE form is to upload onto Formstack electronically. (as one document) to the AFWC.
- The FWPE must be uploaded to Formstack. All additional assignments on Level II are at the discretion of the fieldwork educator and AFWC. Typical assignments performed by students include written treatment plans on clients being served, presentation of a case study or educational topic, fabrication of a piece of equipment or activity to be left with the facility, development of a home program.

What paperwork is required of the Fieldwork Educator?

- Copy of site-specific fieldwork objectives. You may submit specific objectives from your facility or complete the Level II Fieldwork Site Specific Objectives Checklist included in your welcome packet emailed to you.
- AOTA Fieldwork Data Form
- Fieldwork Performance Evaluation (FWPE) – evaluation of the student completed at midterm and final. UIW must have an electronic signed document at completion of the Level II Fieldwork experience. Please notify the Academic Fieldwork Coordinator if there is a problem identified at midterm or anytime during the fieldwork.

Who do I contact at UIW to set up a fieldwork site?

You should contact the Academic Fieldwork Coordinator to discuss this and begin the fieldwork contract process.

Link to form

<https://www.aota.org/education/fieldwork/-/media/c7fc694ef1f44315a3e052bc7e63c853.ashx>

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION SELF-ASSESSMENT TOOL FOR FIELDWORK EDUCATOR COMPETENCY

Fieldwork education is a vital component in preparing students for entry-level occupational therapy practice. This voluntary self-assessment tool supports the development of skills necessary to be an effective fieldwork educator (FWE) whose role is to facilitate the progression from student to entry level practitioner. This tool was designed to provide a structure for fieldwork educators to assess their own level of competence and to identify areas for further development and improvement of their skills. Competency as a fieldwork educator promotes the practitioner's pursuit of excellence in working with students and ensures the advancement of the profession.

PURPOSE

Both novice and experienced OTA and OT fieldwork educators can use this tool as a guide for self-reflection to target areas for professional growth. Proficiency as a fieldwork educator is an ongoing process of assessment, education, and practice. It is essential for fieldwork educators to continually work toward improving their proficiency in all competency areas as they supervise OTA/OT students. Use of this assessment tool is intended to be the foundation from which each fieldwork educator will create a professional growth plan with specific improvement strategies and measurable outcomes to advance development in this area of practice.

CONTENT

The self-assessment tool includes the following features:

- 1) Addresses fieldwork educator competencies in the areas of professional practice, education, supervision, evaluation, and administration.
- 2) Uses a numerical rating (Likert) scale from 1 (Low Proficiency) to 5 (High Proficiency) to aid in self-assessment.
- 3) Includes a "Comment Section" intended to be used by the fieldwork educator in identifying aspects of competency for self-improvement.

- 4) Results in a “Fieldwork Educator Professional Development Plan.” Fieldwork educators can use the suggested format for recording a professional development plan of action. The suggested format or chart may be copied for additional space. Such a plan helps fieldwork educators meet the standards established for FWE s as stated in the Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guidelines (2006). 5) Explains terminology, which is based on the Practice Framework 2nd Edition.

WHO SHOULD USE THE TOOL

This self-assessment tool is designed to be used by OTA and OT fieldwork educators at all levels of expertise in supervising students. While the tool is primarily oriented toward OTA/OT practitioners who directly supervise OTA and/or OT Level II fieldwork, it can easily be applied to Level I fieldwork and to non-OT supervisors.

Self-Assessment Tool for Fieldwork Educator Competency

Directions

Fieldwork educators should determine the relevance of each competency to the role of the OTA/OT in their setting. Some competency statements may not be applicable in their setting and/or in their state (refer to the appropriate OTA/OT role delineation documents). In addition, the “Self-Assessment Tool for Fieldwork Educator Competency” is to be used for professional development only. It is not intended to be used as a performance appraisal. However, the fieldwork educator may certainly include goals articulated in the “Fieldwork Educator Professional Development Plan” in their annual professional goals.

Self-Assessment Tool:

Circle the number that correlates with your level of competence for each item. The “Comments” section can be used to highlight strengths, areas that need improvement, etc.

Development Plan:

It is helpful to prioritize the competency areas that need improvement and to select only a few areas that can realistically be accomplished. Write goals for each of the selected areas and identify strategies to meet the goals at the same time as establishing a deadline for meeting the goals. OT practitioners are adept in assessing, planning, and implementing practical and meaningful continuous quality improvement plans. It is this attribute, plus a desire to support the growth of future practitioners, that motivates OTAs and OTs to seek methods for gaining and maintaining their competence as fieldwork educators. We hope this tool is helpful in guiding fieldwork educators on a journey of self-appraisal and professional development. It meets the immediate need of defining basic competencies of fieldwork educators. It is in this spirit that the "Self-Assessment Tool" was drafted and offered as a means for better serving the needs of individuals and the future of occupational therapy.



Originally developed in 1997 by the COE Fieldwork Issues Committee.

Revised in 2009 by the Commission on Education:

René Padilla, PhD, OTR/L, FAOTA, *Chairperson*

Andrea Billics, PhD, OTR/L

Judith Blum, MS, OTR/L

Paula Bohr, PhD, OTR/L, FAOTA

Jennifer Coyne, COTA/L

Jyothi Gupta, PhD, OTR/L

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Linda Orr, MPA, OTR/L

Abbey Sipp, OTS

Patricia Stutz-Tanenbaum, MS, OTR

Neil Harvison, PhD, OTR/L (AOTA Liaison)

SELF-ASSESSMENT TOOL FOR FIELDWORK EDUCATOR COMPETENCY

A. PROFESSIONAL PRACTICE COMPETENCIES	KEY DEFINITION STATEMENT: <i>The fieldwork educator demonstrates competencies in professional knowledge, skills, and judgment in occupational therapy practice that supports the client's engagement in meaningful occupation</i>					
The fieldwork educator:	CIRCLE ONE Low Proficient High Proficient					COMMENTS
1. Uses a systematic approach to evaluation and intervention that is science-driven and focused on clients' occupational performance needs.	1	2	3	4	5	
2. Skillfully collects and analyzes clients' occupational profile and performance in order to develop and implement OT services.	1	2	3	4	5	
3. Considers context, activity demands, and client factors when determining feasibility and appropriateness of interventions.	1	2	3	4	5	
4. Understands clients' concerns, occupational performance issues, and safety factors for participation in intervention.	1	2	3	4	5	
5. Articulates the rationale and theoretical model, frame of reference and/or therapeutic approach for OT services.	1	2	3	4	5	
6. Incorporates evidence-based research into occupational therapy practice.	1	2	3	4	5	
7. Collaborates with the OT/OTA to provide evaluation, interpretation of data, intervention planning, intervention, discharge planning, and documentation.	1	2	3	4	5	
8. Collaborates with individuals, colleagues, family/support system, and other staff or professionals with respect, sensitivity, and professional judgment.	1	2	3	4	5	
9. Works to establish a collaborative relationship that values the client perspective including diversity, values, beliefs, health, and well-being as defined by the client.	1	2	3	4	5	
10. Addresses psychosocial factors across the OT practice setting as a reflection of a client centered approach.	1	2	3	4	5	
11. Effectively manages and prioritizes client-centered services (e.g., intervention, documentation, team meetings, etc.) that support occupation-based outcomes.	1	2	3	4	5	
12. Incorporates legal, ethical, and professional issues that influence practice (e.g., reimbursement, confidentiality, role delineation, etc.	1	2	3	4	5	

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13. Articulates and implements OTA/OT role delineations as relevant to the practice setting.	1	2	3	4	5	
14. Adheres to professional standards of practice and code of ethics as identified by AOTA and state regulatory boards.	1	2	3	4	5	
15. Assumes responsibility for and pursues professional development to expand knowledge and skills (e.g., understands own strengths and limitations, etc.).	1	2	3	4	5	
16. Is knowledgeable regarding entry-level practice skills for the OT and OTA.	1	2	3	4	5	

B. EDUCATION COMPETENCIES	KEY DEFINITION STATEMENT: <i>The fieldwork educator facilitates the student's development of professional clinical reasoning and its application to entry-level practice. The fieldwork educator assumes responsibility for ensuring her or his own competence as a fieldwork educator.</i>					
The fieldwork educator:	CIRCLE ONE				COMMENTS	
	Low Proficient			High Proficient		
1. Provides ongoing assessment of a student's individual learning needs based on review of academic curriculum design, OTA and OT roles, prior experiences, and current performance level.	1	2	3	4	5	
2. Collaboratively develops student and fieldwork learning contracts to support occupation-based fieldwork experience (develop outcome-based measurable learning objectives).	1	2	3	4	5	
3. Sequences learning experiences to grade progression toward entry-level practice.	1	2	3	4	5	
4. Facilitates student-directed learning within the parameters of the fieldwork environment.	1	2	3	4	5	
5. Maximizes opportunities for learning by using planned and unplanned experiences within the fieldwork environment.	1	2	3	4	5	
6. Uses a variety of instructional strategies to facilitate the learning process (e.g., role modeling, co-intervention, videotaping, etc.).	1	2	3	4	5	
7. Adapts approach to work effectively with all students, including those who have physical and/or psychosocial impairment(s).	1	2	3	4	5	

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8. Demonstrates sensitivity to student learning style to adapt teaching approach for diverse student populations.	1	2	3	4	5	
9. Guides student integration of therapeutic concepts and skills (e.g., facilitates discussions to elicit clinical/professional reasoning, convert practice situations into learning experiences, and/or to process personal feelings/values that interface with practice.	1	2	3	4	5	
10. Reflects upon educator role as complimentary to OT practitioner role.	1	2	3	4	5	
11. Self-identifies and implements a Fieldwork Educator Professional Development Plan. (See page 8 for suggested plan.)	1	2	3	4	5	
12. Identifies resources to promote student and fieldwork educator professional development (e.g., academic program, student and supervisor mentors, AOTA, Commission on Education, Education Special Interest Section, workshops, in-services, etc.).	1	2	3	4	5	
13. Provides reference materials to promote student and fieldwork educator professional development and use of EBP (e.g., publications, texts, videos, internet, etc.).	1	2	3	4	5	
14. Uses evidence-based research to guide student performance and learning for effective teaching strategies.	1	2	3	4	5	

C. SUPERVISION COMPETENCIES	KEY DEFINITION STATEMENT: <i>The fieldwork educator facilitates student achievement of entry-level practice through a student-centered approach.</i>					
The fieldwork educator:	CIRCLE ONE					COMMENTS
	Low Proficient				High Proficient	
1. Uses current supervision models and theories to facilitation student performance and professional behavior	1	2	3	4	5	
2. Presents clear expectations of performance throughout the fieldwork experience, appropriate to entry level OT practice (e.g., student OTA/OT role delineation, Level I/II fieldwork, practice environment, etc.).	1	2	3	4	5	
3. Anticipates and prepares student for challenging situations.	1	2	3	4	5	
4. Provides activities to challenge student's optimal performance.	1	2	3	4	5	

5. Provides the student with prompt, direct, specific, and constructive feedback throughout the fieldwork experience.	1	2	3	4	5	
6. Uses a progression of supervisory approaches throughout the student learning cycle (adapts the amount and type of supervision, changes approach to support student learning, challenges student at current level of performance) to facilitate student performance.	1	2	3	4	5	
7. Uses a variety of strategies to provide communication and feedback to promote student professional development (verbal, non-verbal, group, direct, indirect).	1	2	3	4	5	
8. Is aware of his or her own personal style of supervision and is able to adapt the approach in response to student performance.	1	2	3	4	5	
9. Initiates interaction to resolve conflict and to raise issues of concern.	1	2	3	4	5	
10. Elicits and responds to student's feedback and concerns.	1	2	3	4	5	
11. Collaborates with the student and academic fieldwork coordinator to identify and modify learning environments when student experiences difficulty.	1	2	3	4	5	
12. Models appropriate professional behaviors when interacting with students, clients, and peers.	1	2	3	4	5	
13. Consults with other FW educators and sites to develop creative learning experiences for the student.	1	2	3	4	5	
14. Uses innovation within own fieldwork setting to enhance the student learning experience during fieldwork.	1	2	3	4	5	

D. EVALUATION COMPETENCIES	KEY DEFINITION STATEMENT: The <i>fieldwork educator evaluates student performance to achieve entry-level practice in the fieldwork setting.</i>					
The fieldwork educator:	CIRCLE ONE					COMMENTS
	Low Proficient				High Proficient	
1. Reviews the evaluation tool and expected entry-level expectations (e.g., behavioral objectives, weekly objectives, etc.) with student prior to mid-term and final.	1	2	3	4	5	

2. Assesses student according to performance standards based on objective information (e.g., direct observation, discussion with student, review of student's documentation, observation by others, etc.).	1	2	3	4	5	
3. Assesses student's performance based on appropriate OTA/OT entry-level roles of the fieldwork practice setting.	1	2	3	4	5	
4. Facilitates student self-reflection and self-assessment throughout the fieldwork and evaluation process.	1	2	3	4	5	
5. Uses an evaluation process to advise and guide the student regarding strengths and opportunities for growth based on site-specific objectives.	1	2	3	4	5	
6. Uses fieldwork evaluation tools to accurately measure student performance and provide feedback.	1	2	3	4	5	
7. Completes and distributes in a timely manner all evaluations regarding student performance, including but not limited to the midterm and final evaluation (e.g., AOTA Fieldwork Performance Evaluation, Fieldwork Experience Assessment Tool [FEAT], etc.).	1	2	3	4	5	
8. Guides the student in the use of the Fieldwork Performance Evaluation as a method of promoting continued professional growth and development.	1	2	3	4	5	
9. Documents student's fieldwork performance recognizing ethical and legal rights (e.g., due process, confidentiality, ADA, integrity).	1	2	3	4	5	

ADMINISTRATION COMPETENCIES	KEY DEFINITION STATEMENT: <i>The fieldwork educator develops and/or implements an organized fieldwork program in keeping with legal and professional standards and environmental factors (physical, social, and cultural).</i>					
The fieldwork educator:	CIRCLE ONE					COMMENTS
	Low Proficient				High Proficient	
1. Communicates and collaborates with academic programs to integrate the academic curriculum design during fieldwork.	1	2	3	4	5	
2. Implements a model FW program that supports the curriculum of the academic program.	1	2	3	4	5	

3. Seeks support from fieldwork site administration and staff to develop and implement the student fieldwork program.	1	2	3	4	5	
4. Designs and implements the fieldwork program in collaboration with the academic programs served and in accordance to ACOTE standards for Level I and Level II fieldwork (2008) (e.g., academic and fieldwork setting requirements, Standards of Practice, Code of Ethics, etc.).	1	2	3	4	5	
5. Ensures that the fieldwork program is sensitive to diversity and multi-cultural issues.	1	2	3	4	5	
6. Documents an organized, systematic fieldwork program (e.g., fieldwork manual, student expectations, weekly sequence of expectations, etc.).	1	2	3	4	5	
7. Schedules formal and informal meetings with the student to guide the fieldwork experience.	1	2	3	4	5	
8. Collaborates with the student to develop student learning objectives.						
9. Documents behavioral objectives to achieve fieldwork objectives and learning experiences appropriate for entry-level practice.	1	2	3	4	5	
10. Is knowledgeable in legal and health care policies that directly influence FW.	1	2	3	4	5	
11. Defines essential functions and roles of a fieldwork student, in compliance with legal and accreditation standards (e.g., ADA, Family Education Rights and Privacy Act, Joint Commission, fieldwork agreement, reimbursement mechanism, state regulations, etc.).	1	2	3	4	5	
12. Provides student work areas appropriate to fieldwork site (e.g., student safety, accessibility, supplies, etc.).	1	2	3	4	5	
13. Provides a complete orientation for student to fieldwork site (e.g., policies, procedures, student expectations, and responsibilities, etc.).	1	2	3	4	5	
14. Requires student compliance with the fieldwork site policies and procedures (HIPAA, OSHA regulations), mission, goals, philosophy, and safety standards.	1	2	3	4	5	
15. Submits required fieldwork documents to academic program in a timely manner to ensure current data is available (e.g., fieldwork evaluation, fieldwork agreements, fieldwork data form, etc.).	1	2	3	4	5	
16. Conducts ongoing fieldwork program evaluations and monitors changes in the program with student and staff input (e.g., Student Evaluation of Fieldwork Experience, Self-Assessment Tool for Fieldwork Competencies, etc.).	1	2	3	4	5	

FIELDWORK EDUCATOR PROFESSIONAL DEVELOPMENT PLAN

Your Journey, Our Mission.

NAME: _____

DATE: _____

<p>Strengths:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Areas to</p> <p>Develop:</p> <p>_____</p> <p>_____</p> <p>_____</p>															
		Independent Study	Academic Coursework	Workshops / Continuing Ed.	Student Feedback	Consult with Academic FW Coordinator	Presentations	Publications	Research Activities	Mentorship	Peer Review	Shared Supervision of Student	Target Date	Completed Date	
Competency Areas to Address	Goals														

ACOTE FIELDWORK STANDARDS 2023

Standard	Description
C.1.1. Fieldwork Program Reflects the Curriculum Design	Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education.
C.1.2. Student Access to Fieldwork Sites	Document a process that ensures all students have access to site information and requirements, objectives, and performance expectations prior to the start of the fieldwork experience.
C.1.3 Fieldwork Objectives	Document that academic and fieldwork educators agree on fieldwork objectives prior to the start of the fieldwork experience. Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner’s role in addressing the psychosocial aspects of the client’s engagement in occupation.
C.1.4. Sufficient Fieldwork Written Agreements	Ensure that fieldwork written agreements are sufficient in number and provide varied practice experiences to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.3.3.
C.1.5. Sufficient Fieldwork Agreements	Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the written agreement (electronic agreements and signatures are acceptable). Document the process and criteria for: <ul style="list-style-type: none"> • Selecting fieldwork sites. • Ensuring valid written agreements are signed by both parties and in effect prior to the onset and through the duration of Level I (e.g., field trip, observation, service-learning activities) and Level II fieldwork experience for all entities outside of the academic program.
C.1.6. Fieldwork in Mental Health, Behavioral Health, or Psychological Factors	Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.
C.1.7. Ratio of Fieldwork Educators to Students	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 conduct frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.8. Evaluating the Effectiveness of Supervision	Document a mechanism for evaluating the effectiveness of supervision (Level I and Level II fieldwork). Demonstrate support for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, student well-being, cultural humility, and articles on theory and practice).
C.1.9. Communication of Student Progress	Document a process for communication with the student and fieldwork educator throughout the fieldwork experience. Ensure all aspects of the student's progress and performance are addressed and the fieldwork educator is aware of resources that support student well-being.
C.1.10. Qualified Level I Fieldwork Educators	Ensure that fieldwork educators 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.1.11. Level II Fieldwork	Demonstrate that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Document mechanisms for formal evaluation of student performance. Level I fieldwork may be met through one or more of the following instructional methods: Virtual environments Simulated environments Standardized patients Faculty practice Faculty-led site visits Supervision by a fieldwork educator in a practice environment Document that all students have similar Level I fieldwork experiences (e.g., learning activities, objectives, assignments, and outcome measures).
C.1.12. Length of Level II Fieldwork	Document a required minimum of 24 weeks' full-time Level II fieldwork. Documentation must specify if part-time completion is available as agreed upon by the site and the program. The length of the part-time program must be equivalent in length to a minimum of 24 weeks full-time. Ensure that 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.
C.1.13. Qualified Level II Fieldwork Educators	<p>Document and verify prior to the start of the Level II fieldwork that the student is supervised by an occupational therapy practitioner who is:</p> <ul style="list-style-type: none"> • Adequately prepared to serve as a fieldwork educator. • Currently a licensed or otherwise regulated occupational therapist. • 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. <p>The fieldwork educator may be engaged by the fieldwork site or by the educational program.</p> <p>Document and verify that students completing Level II fieldwork outside of the United States are supervised by an occupational therapist (regardless of title) who graduated from a program accredited by ACOTE, approved by WFOT, or otherwise regulated in the country in which the students are completing fieldwork. The fieldwork educator must have at least 1 year of experience in practice prior to the onset of Level II fieldwork.</p>
C.1.14. Level II Fieldwork Supervision	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.1.15. Evaluation of Student Performance on Level II Fieldwork	Document a mechanism for requiring formal evaluation of student performance on Level II fieldwork.
C.1.16. Fieldwork Supervision Where No OT Services Exist	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 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 onsite supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.



APPENDICES:

Your Journey, Our Mission.

UIW Doctor of Occupational Therapy | Fieldwork Education Handbook

University of the Incarnate Word

APPENDIX A: REMEDIAL ACTIVITY FOR FIELDWORK EDUCATION

Date: _____

Student Name: _____

Faculty Name: _____

Student is having difficulty in the following areas:

Objectives to be achieved during remediation:

Plan of Action:

Student Print Name: _____ Student Signature: _____ Date: _____

FWE Print Name: _____ FWE Signature: _____ Date: _____

APPENDIX B: Level II FIELDWORK SUPERVISION PLAN FORM

Student Information

Student Name: _____

Fieldwork Setting: _____

Fieldwork Dates: From _____ to _____

Supervising Occupational Therapist Information (Where no OT exist)

Name: _____

Licensure/Regulatory Status: _____

Date verified licensure: _____

Years of Experience as an Occupational Therapist: _____

I certify that I have at least 3 years' full-time or its equivalent of professional experience as an OT. Yes _____ No _____

Supervision Schedule:

Frequency of Direct Supervision Sessions: _____

Duration of Each Direct Supervision Session: _____

Method(s) of Contact for Supervision (e.g., phone, email, teleconference): _____

Direct Supervision Hours per Week:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: ____ if applicable

Sunday: ____ if applicable

Supervisor's Availability During Working Hours: (Check all that apply)

Always available

Available during specified hours: _____

Available via specified contact method(s):

Onsite Supervisor Designee:

Name of Onsite Supervisor Designee: _____

Profession of Onsite Supervisor Designee: _____

Responsibilities of Onsite Supervisor Designee: (Describe responsibilities for overseeing student activities and providing support in the absence of the occupational therapy supervisor)

Supervision Plan Approval:

I acknowledge that I have reviewed and approved the supervision plan outlined above.

Supervisor's Signature: _____

Date: _____

Student Acknowledgment:

I acknowledge that I have reviewed and understand the supervision plan outlined above and agree to abide by its terms and conditions.

Student's Signature: _____

Date: _____

COMMON TERMS, ABBREVIATIONS AND DEFINITIONS

Academic Fieldwork Coordinator (AFWC): The AFWC is the academic faculty person within the occupational therapy program who has been designated to be responsible for the clinical education courses outlined in the program's curriculum.

Clinical Affiliation Agreements: Affiliation Agreements are contractual agreements between University of the Incarnate Word, the UIW Occupational Therapy Program, and the clinical facilities. Prior to the start of students' fieldwork education experience, an executed agreement must exist.

Fieldwork Educator (FWE): The FWE is a staff member within the clinical setting who is responsible for the teaching and supervision of an assigned student. The FWE has a minimum of one year of experience as a licensed occupational therapist and is adequately prepared to serve as a fieldwork educator.

American Occupational Therapy Association (AOTA): AOTA is the organization that professionally represents occupational therapists in setting policy, procedures, standards, and serves as a governmental liaison. AOTA is located at 4720 Montgomery Lane, Suite 200 Bethesda, MD 20814- 3449, (URL: www.aota.org). Telephone: (301) 652-AOTA; Fax: (301) 652-7711.

Accreditation Council for Occupational Therapy Education (ACOTE): ACOTE is the accrediting body that sets the standards for Occupational Therapy educational programs. ACOTE is located at ACOTE c/o Accreditation Department, American Occupational Therapy Association (AOTA) 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20814 (URL: www.acoteonline.org).

World Federation of Occupational Therapists (WFOT): WFOT is the key international representative for Occupational Therapists and Occupational Therapy around the world and the official international organization promoting occupational therapy.

National Board for Certification in Occupational Therapy (NBCOT): NBCOT is the credentialing agency that provides certification for the occupational therapy profession. NBCOT serves the public interest by developing, administering, and continually reviewing a certification process that reflects current standards of competent practice in occupational therapy. NBCOT is located at The Eugene B. Casey Building, 800 South Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150. Office: (301) 990-7979; Fax: (301) 869 8492; or web: www.nbcot.org.

Fieldwork Data Form (FDF): Document utilized to disclose each affiliating sites' demographics (i.e. - scope of practice, practice setting, site-specific requirements, clinical staff) to the University. This document is updated annually.

Fieldwork Performance Evaluation (FWPE): This standardized form is approved for use by AOTA to assess the student’s performance on Level II Fieldwork at mid-term and at final. The rating scale used in this determines whether a student has been successful on fieldwork.

Student Evaluation of the Fieldwork Experience (SEFWE): This document provides information (objective and subjective data) from the student and their fieldwork supervisor regarding a specific fieldwork experience at an affiliating site.

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