



**UNIVERSITY OF THE
INCARNATE WORD®**

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**OTD FIELDWORK EDUCATION
HANDBOOK
2025-2026**

Entry-Level

Doctor of Occupational Therapy

Fieldwork Handbook

CONTENTS

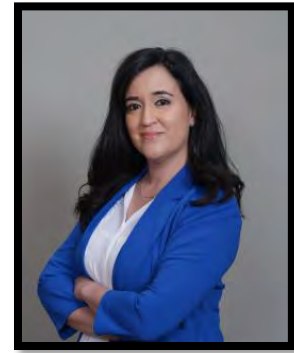
WELCOME LETTER	6
OTD DEPARTMENT CONTACT INFORMATION.....	7
PURPOSE OF THE STUDENT HANDBOOK	8
Non-Discrimination Policy	8
Accreditation and Compliance.....	8
FERPA.....	9
Accommodation	10
Counseling Students	10
CURRICULUM DESIGN, THEMES, AND TREADS	11
University Vision	11
University Mission.....	11
UIW OTD Vision	11
UIW OTD Mission.....	11
UIW Core Values	11
OTD Central Themes	12
OTD Central Themes Related to Curricular Threads	12
Student Outcomes	13
PHILOSOPHY OF TEACHING AND LEARNING	13
Education and Scholarship	13
Truth and Faith Integration.....	15
Service: Diversity, Equity, Inclusion, Justice, and Accessibility.....	16
OT Innovation and Competencies	16
OTD CURRICULUM DESCRIPTION.....	16
Overview of Fieldwork Education Curriculum Design	17
Level I Fieldwork	17
Level II Fieldwork	18
Evaluation and Grading of Student Performance.....	19
Fieldwork Site Selection Guidelines	20
Fieldwork Education Courses:	21
UIW OTD CURRICULUM.....	23
PREREQUISITE POLICIES	24
Student Documentation Requirements.....	24
ACADEMIC FIELDWORK COORDINATOR OBJECTIVES.....	25
The AFWC Responsibilities Include:	26
FIELDWORK POLICIES, GUIDELINES, AND PROCEDURES	27
Dress Code	27
Professional Behavior	28
Level I & Level II Attendance/Tardiness.....	28
LEVEL II FIELDWORK EDUCATION ATTENDANCE POLICY	29
Attendance Expectations	29
Notification Procedure.....	30
Make-Up Days.....	30
Final Decisions on Attendance	30
Adherence to Privacy	30
Cell Phone Policy	31
Liability Insurance	31

Your Journey, Our Mission.

HEALTH INSURANCE	31
CPR CERTIFICATION	32
CRIMINAL BACKGROUND CHECK/PRIOR FELONIES.....	32
DRUG SCREENS	32
HIPAA, INFECTION CONTROL AND STANDARD PRECAUTIONS	32
ILLNESS AND INJURY.....	33
OCCURRENCE REPORTS.....	34
LEVEL I FIELDWORK EXPERIENCE.....	36
LEVEL I FIELDWORK STRUCTURE	37
STUDENT/FIELDWORK AGENCY MATCHING PROCESS:	38
LEVEL I ORIENTATION:	38
LEVEL I FIELDWORK OBJECTIVES	38
LEVEL I FIELDWORK EDUCATOR AGREEMENT.....	40
<i>Procedure.....</i>	<i>40</i>
LEVEL I FIELDWORK EDUCATOR AGREEMENT FORM	41
LEVEL I FIELDWORK GRADING POLICY	42
EVALUATION OF LEVEL I FIELDWORK EXPERIENCE.....	42
STUDENT EVALUATION OF LEVEL I FIELDWORK EXPERIENCE.....	42
EVALUATION OF LEVEL I FIELDWORK EXPERIENCE MENTAL HEALTH	43
EVALUATION OF LEVEL I FIELDWORK EXPERIENCE CHILDREN AND YOUTH	45
EVALUATION OF LEVEL I FIELDWORK EXPERIENCE ADULT AND OLDER ADULT	47
STUDENT EVALUATION OF THE LEVEL I FIELDWORK SITE.....	49
LEVEL I FIELDWORK TIME LOG	50
COMMUNICATION WITH LEVEL I FIELDWORK CLINICAL SITE	51
COMMUNICATION DURING LEVEL I FIELDWORK	51
DOCUMENTATION OF COMMUNICATION	52
LEVEL I FIELDWORK COMMUNICATION FORM.....	53
LEVEL I FIELDWORK SITE VISIT FORM.....	54
FIELDWORK LEARNING CONTRACT.....	59
LEVEL II FIELDWORK EXPERIENCE	62
LEVEL II FIELDWORK STRUCTURE	62
LEVEL II ORIENTATION:	63
LEVEL II FIELDWORK CHECKLIST.....	64
BEFORE FIELDWORK	64
ITEMS FOR REFERENCE.....	64
COLLABORATION WITH FIELDWORK SITES ABOUT OBJECTIVES	65
LEVEL II FIELDWORK OBJECTIVES	65
LEVEL II FIELDWORK - STUDENTS RESPONSIBILITIES AND OTHER DUTIES:	67
SUGGESTED WEEKLY LEVEL II FIELDWORK SCHEDULE	68
FIELDWORK COURSE ASSIGNMENTS	71
LEVEL II FIELDWORK EVALUATION	71
HOW FWE FILL OUT THE FWPE.....	72
MIDTERM & SCORING	72
COMMUNICATION DURING LEVEL II FIELDWORK.....	72
DOCUMENTATION OF COMMUNICATION DURING LEVEL II FIELDWORK	73
LEVEL II FIELDWORK COMMUNICATION FORM.....	74
LEVEL II FIELDWORK SITE VISIT FORM	76
FIELDWORK LEARNING CONTRACT	81
LEVEL II FIELDWORK EVALUATION	83

LEVEL II FIELDWORK PERFORMANCE EVALUATION (FWPE) FORM	84
FIELDWORK PERFORMANCE EVALUATION SCORING.....	89
LEVEL II FIELDWORK MID-TERM FEEDBACK FORM	91
STUDENT EVALUATION OF THE LEVEL II FIELDWORK EXPERIENCE (SEFWE)	94
LEVEL II FIELDWORK TIME LOG	99
IN-SERVICE EVALUATION FORM	100
LEVEL II FIELDWORK EDUCATOR AGREEMENT.....	102
PROCEDURE	102
LEVEL II FIELDWORK EDUCATOR AGREEMENT FORM	103
AOTA FIELDWORK DATA FORM.....	105
ACCESS TO FIELDWORK SITE INFORMATION	111
STUDENT ACCESS TO FIELDWORK SITE ACKNOWLEDGMENT FORM	112
FIELDWORK II EXPERIENCE SELECTION PROCESS	113
PROCESS AND CRITERIA FOR SELECTING A FIELDWORK SITE:	113
UNIVERSITY PROCESS FOR SECURING FIELDWORK II SITES	114
STUDENT PROCESS FOR SECURING FIELDWORK II SITES.....	115
PLACEMENT PROCESS FOR FIELDWORK LEVEL II.....	116
FIELDWORK LEVEL II PREFERENCE FORM.....	118
STUDENT FW ASSIGNMENT	120
STUDENT REFERRALS FOR FW PLACEMENT SITES	120
NEW FIELDWORK CONTRACT DEVELOPMENT.....	120
CANCELLATION OF FIELDWORK LEVEL II	121
STUDENT INITIATED CANCELLATION	121
SITE INITIATED CANCELLATION	121
WHEN A LOCAL LEVEL II IS MANDATORY	122
WHAT TO DO WHEN YOU ARE DONE WITH A ROTATION	122
STUDENT FAILURE PROCEDURE	122
WITHDRAWAL OR TERMINATION FROM A FIELDWORK EXPERIENCE	123
TERMINATION OF THE FIELDWORK EXPERIENCE.....	123
REMEDIAL WORK	124
STUDENT SUPERVISION ON FIELDWORK	124
FIELDWORK LEVEL I	124
FIELDWORK LEVEL II	124
FIELDWORK LEVEL II SUPERVISION WHERE NO OT SERVICES EXIST.....	125
<i>Criteria for student approval.....</i>	<i>125</i>
<i>Procedure for student approval:</i>	<i>125</i>
FIELDWORK LEVEL II OUTSIDE THE UNITED STATES	126
MULTIPLE FIELDWORK SUPERVISORS	126
ACOTE FIELDWORK STANDARDS 2023.....	127
APPENDICES.....	132
APPENDIX A: FIELDWORK EDUCATION HANDBOOK ACKNOWLEDGEMENT AND CONSENT.....	132
APPENDIX B: CONFIDENTIALITY STATEMENT	133
APPENDIX C: WAIVER FOR HEPATITIS B VACCINATION DECLINATION FORM	134
APPENDIX D: COVID-19 VACCINATION DECLINATION FORM.....	135
APPENDIX E: EMERGENCY CONTACT.....	136
APPENDIX F: UIW CLINICAL AFFILIATION AGREEMENT	137
APPENDIX G: REMEDIAL ACTIVITY FORM	147

COMMON TERMS, ABBREVIATIONS AND DEFINITIONS	149
REFERENCES	151



WELCOME LETTER

Welcome to the fieldwork program at the University of the Incarnate Word (UIW) Entry-Level Doctor of Occupational Therapy (OTD) Program! The OTD Academic Fieldwork Coordinator (AFWC) and faculty designed the Fieldwork Education Handbook to familiarize students and fieldwork educators (FWE) with our program. The manual includes information to assist both students and educators to facilitate successful completion of Fieldwork Education. The UIW OTD program requires all students to obtain fieldwork I during the didactic coursework (semesters 2, 4 and 5) and fieldwork II (semesters 6 and 7).

The UIW OTD program offers a unique educational design that provides three seminar courses in Level I Fieldwork that allow students the opportunity to enrich didactic coursework through observation and participation. Additionally, the curriculum also requires two 12- week full-time Level II Fieldwork experiences during which each student has the opportunity to apply theoretical constructs to evaluation and intervention learned in the classroom to a variety of settings. The Level II Fieldwork experience allows students to practice skills related to professional responsibilities, under the supervision of an occupational therapist. Through directed practice and role-modeling, fieldwork educators engage students in all aspects of the occupational therapy process. Clinical fieldwork experiences bridge didactic coursework with clinical applications in which competence, clinical reasoning, professional identity, and effective communication skills are embedded.

This program fosters evidence-based clinical competence by actively engaging the student in a collaborative process with other students, clients, and educators. The student builds on prior knowledge and experience, and integrates professional academic knowledge, experimental learning, clinical reasoning, and self-reflection. The UIW OTD program is designed to promote lifelong learning, collaboration, and professional development to support continual contributions to critical inquiry in evidence-based practice. Lastly, our fieldwork educators (FWE) are an integral component of the OTD educational program. The UIW OTD students benefit greatly from the expertise and knowledge of the FWE. The FWE develops student competence in professional and community engagement. Thank you for your continued involvement and support of the UIW OTD program.

Welcome to the nest!!!

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 STUDENT HANDBOOK

The OTD Fieldwork Education handbook has been prepared by the UIW School of Occupational Therapy. It should be used in conjunction with the UIW student handbook and UIW Department of Occupational Therapy student handbook. The UIW OTD Fieldwork Education Handbook provides fieldwork educators and students 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 handbook as deemed necessary with revisions applicable to all current enrolled students regardless of date of admission or application. Students 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 students engaged in the OTD program at UIW. The updated version can be found at <http://physical-therapy.uiw.edu/index.html> under the Student Life tab.

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.

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.

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 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 University 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

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.

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

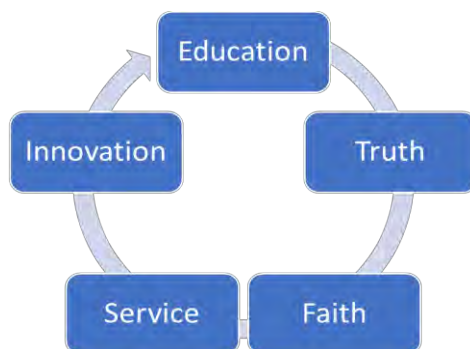


Figure 1: Central Themes Diagram

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 and SimuCase for mental health and for 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 relationship

Your Journey, Our Mission.

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 the 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 seminar course, 2 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.

Overview of Fieldwork Education Curriculum Design

The fieldwork program at UIW is synchronous with the curriculum's design. The fieldwork curriculum occurs at two different 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 is provided to students and is not substituted for any part of the Level II fieldwork.** All students are formally evaluated on their performance in each Level I fieldwork experiences.

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.

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 level of participation varies across settings. Level I Fieldwork is evaluated through the course work and 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.

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.**

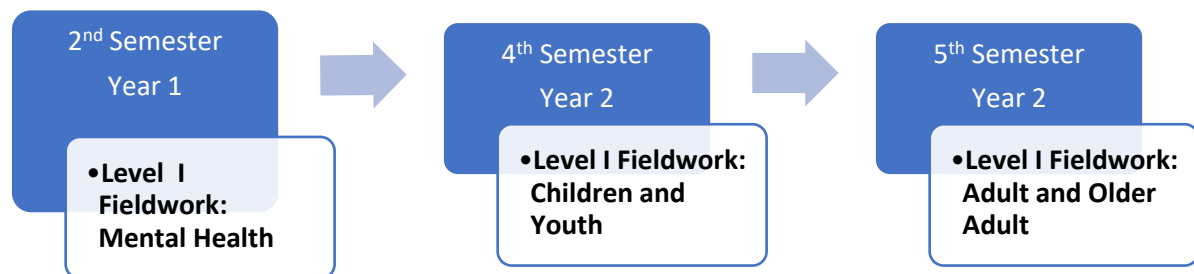


Figure 2: Fieldwork Level I Diagram

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 field trips near the university or where students reside.

Your Journey, Our Mission.

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 36 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 to include the fieldwork evaluations and course work assignments. 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.

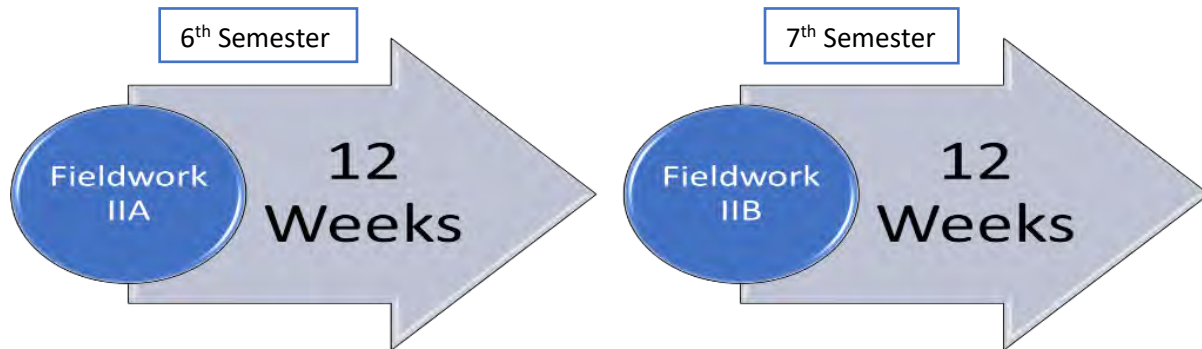


Figure 2: Fieldwork Level II Diagram

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* 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.

Fieldwork Education Courses:

OTD 6224 FIELDWORK I SEMINAR: MENTAL HEALTH (2)

B.3.21. (1)

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)

B.2.7. B.2.8. (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)

B.3.21, B.3.22. (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.

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

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 current personal data information 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.

Student Documentation Requirements

Students must upload immunization and other required information into Exxat Prism prior to the Level I and Level II Fieldwork placement and must resubmit annually as needed prior to the applicable rotation or experience. Failure to do so could result in a failing grade for Level I and Level II Fieldwork. Furthermore, there are several requirements/assignments for Level I and Level II Fieldwork that require uploading into the Exxat Prism software. Timely uploading to the Exxat Prism software must be completed in order to achieve a passing grade for that specific fieldwork experience. The use of Exxat Prism and its procedures are outlined during fieldwork orientation and/or meetings. The Level II Fieldwork meetings are held prior to the first Level II

Fieldwork experience that has been initiated. **All required documentation should be uploaded into the Exxat Prism database by October 31st, at the end of the Fall semester (Year 1).**

Students are also required to abide by all applicable facility policies and procedures as required for drug testing, fingerprinting and background checks. Failure to submit the documents will result in cancellation or delay of the fieldwork placement. Students must assume the responsibility for keeping all records current. Students must upload the following documents into Exxat Prism:

- ☐ Criminal background check
- ☐ Proof of immunizations as requested by the fieldwork site
- ☐ TB skin test within the past year or a chest X-ray within the last three years if a positive reaction to the skin test
- ☐ Completed Tdap, MMR, Flu, Varicella
- ☐ Completed series of Hepatitis B vaccine or declination of the vaccine
- ☐ Completed recommended COVID vaccine or declination of the vaccine
- ☐ Physician's physical examination (as needed)
- ☐ Evidence of Health Insurance
- ☐ Evidence of successful completion of required CPR training
- ☐ Evidence of Bloodborne Pathogens & OSHA Training
- ☐ HIPAA Training
- ☐ Contact addresses, phone numbers and emergency contact information

ACADEMIC FIELDWORK COORDINATOR OBJECTIVES

- The Academic Fieldwork Coordinator (AFWC) is a full-time faculty member who is responsible for the planning, coordination, and implementation of integrated and sustained Fieldwork experiences.
- The AFWC negotiates the coordination of recruiting, assigning, confirming, and monitoring Level I and Level II Fieldwork placements. The AFWC serves as a resource for students, sites and fieldwork educators, faculty & advisors, as needed, in regard to negotiating coordination and processing outcomes of fieldwork experiences.
- The AFWC provides orientation to the fieldwork program and process, upon admission, and, throughout participation in the UIW program.
- Fieldwork is a degree requirement and functions as the “bridge” between academic and professional roles for our students. As such, the AFWC is also responsible for assisting

and supporting students' preparation for entry-level credentialing, licensure, and passing of the national certification exam.

The AFWC responsibilities include:

1. Identify and develop appropriate FW sites that align with UIW OT curriculum and philosophy.
2. Maintain appropriate files/records of information on each fieldwork site.
3. Maintain a collaborative relationship with fieldwork sites.
4. Develop and implement fieldwork policies and procedures.
5. Orient students to the general purpose, process, and expectations for all levels of fieldwork.
6. Assign all eligible students to Level I Fieldwork experience and coordinate the assignment between student and facility.
7. Assign all eligible students to Level II Fieldwork experience and coordinate the assignment between facility and student.
8. Make regular and periodic contacts with fieldwork sites when students are at placement to monitor student progress.
9. Provide necessary intervention to assist in problem solving regarding problem fieldwork issues that are not satisfactorily resolved between student and site.
10. Ensure that the ratio of fieldwork educators to students enables proper supervision to achieve fieldwork objectives.
11. Provide faculty support and liaison to students on fieldwork.
12. Provide faculty support to fieldwork educators.
13. Ensure that the student's mid-term and final AOTA Fieldwork Performance Evaluation is completed and filed in Canvas and Exxat Prism by the OTD student.
14. Review fieldwork evaluation forms and submit course grades to the Registrar's Office.
15. Record fieldwork grades and maintain student records.
16. Develop fieldwork objectives in collaboration with fieldwork educators.
17. Assist in development of fieldwork site/student programs.
18. Communicate with other faculty regarding issues as they relate to curriculum and student advisement.
19. Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addresses practice mental health, behavioral health, or psychological aspects of client performance to support their engagement in occupation.

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 their 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. See Part VI: Professional Conduct in UIW's student handbook for further clarification on professional behavior. 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

Level I & Level II 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 FWE. The fieldwork site schedule supersedes the University's academic schedule. In addition, Level I and Level II Fieldwork may be scheduled during timeframes that extend beyond the traditional academic calendar (e.g.- during Spring Break, on holidays, on weekends, on evenings, 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.

LEVEL II FIELDWORK EDUCATION ATTENDANCE POLICY

Students are expected to attend fieldwork daily as scheduled. Consistent attendance is essential for professional development and successful completion of Level II Fieldwork.

Attendance Expectations

- Students are required to complete a 12-week full-time rotation.
- Students must work 36-40 hours a week or work the hours specified by their fieldwork educator, which reflect what is considered full-time at their specific site.
- Students must be present at their fieldwork site each assigned day.
- Absences are only permitted in cases of emergency, illness, death in the immediate family, or other extenuating circumstances as approved by the fieldwork educator.
- Personal or vacation days are not acceptable reasons for absence.

Notification Procedure

- Students must notify their fieldwork educator and academic fieldwork coordinator as soon as possible if they are unable to attend fieldwork.
- Proper communication should occur via the preferred method established by the fieldwork educator and academic fieldwork coordinator (e.g., phone call, email, or text).
- If an extended absence is necessary, the student must also inform their academic fieldwork coordinator.

Make-Up Days

- Missed days will be made up at the discretion of the fieldwork educator and site as long as the student is meeting expectations.
- If a student misses more than two days, they are required to make up all additional missed time.
- Students on a Learning Contract are required to make up all missed time, regardless of the number of absences.

Final Decisions on Attendance

- The fieldwork site and fieldwork educator have the final say regarding attendance related decisions and scheduling of make-up time.
- Failure to meet attendance expectations may impact a student's ability to successfully complete their Level II Fieldwork.

This policy ensures professionalism, accountability, and adherence to program expectations while allowing flexibility for unforeseen circumstances.

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 and/or treatment areas. 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 online 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 no 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 will be provided to the student by the AFWC 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.



Level I Fieldwork Experience

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UIW Doctor of Occupational Therapy | Fieldwork Education Handbook

LEVEL I FIELDWORK EXPERIENCE

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 is provided to students and is not substituted for any part of the Level II fieldwork. All students are formally evaluated on their performance in each Level I fieldwork experiences. 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 (Simucase for mental health and Simucase for mental health & 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 educators 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 Coordinator. 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 Fieldwork Objectives

Specific objectives will be collaboratively developed by the students, academic faculty, and site representatives to prepare the student. These objectives will be documented and made known to the student.

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

Student Print Name

Student Signature

Date

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.

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 Canvas and will upload the completed form as part of an assignment back onto Canvas.
- 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
(if applicable)

State License Number:
(if applicable)

State:
(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

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UIW Doctor of Occupational Therapy | Fieldwork Education Handbook

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.** If the cumulative score is NOT at a passing level, the student will not be successful in the course. 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.

STUDENT EVALUATION OF 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.

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: _____

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?				

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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

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Evaluation of Level I Fieldwork Experience Children and Youth

UIW Occupational Therapy Department 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):

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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 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 Site

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 the 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 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?

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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: _____

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SCHOOL of

Fieldwork Educator (FWE): _____

[illegible]

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) and 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

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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
☐ Level II Fieldwork Experience

Date: _____

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 864 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 selected setting, 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 36 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 field trips 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 an optional 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 Level II Fieldwork. *Attendance for Level II fieldwork orientation sessions is mandatory.*

LEVEL II FIELDWORK CHECKLIST

Before Fieldwork

Send an email of introduction to fieldwork sites 3 months prior to your start date. If you choose to introduce yourself before then you will likely be asked to communicate again to confirm all plans when your FW experiences draw nearer. After the email is sent, give site up to two weeks for FW Educator/contact person to reply; please remember how busy these professionals are at these sites. If there is no reply within two weeks, call your contact person as a follow up to your introductory email as appropriate.

Things to include in your introductory email:

- Clarify first day information – physical address of FW site, where to park, what time to arrive, appropriate dress, etc.....
- Inquire about timeframe you need to submit your personal documentation (see list below)
- Inquire if there is a formal orientation to attend, any in-processing to complete, or any additional paperwork you will need to complete prior to or on the first day of FW
- Let him/her know what you will be studying to prepare and ask what else they recommend for this setting (like any specific assessments?)

On Your First Day of Fieldwork, be sure to take:

- ☐ CPR card
- ☐ Health insurance card
- ☐ Copy of UIW general liability insurance (if requested by facility)
- ☐ Immunization records (TB, Tetanus/Diphtheria, HepB, MMR, Varicella)
- ☐ Background check (they may ask you to run a more recent check)
- ☐ Drug screen – *only upon facility's request*
- ☐ UIW name badge
- ☐ Gait belt
- ☐ Notebook and/or clipboard
- ☐ Wear what is appropriate dress per communication with site
- ☐ Make a great first impression!
- ☐ Make time for yourself at the end of the day to de-stress!

Items for Reference

- ☐ AOTA Code of Ethics and Standards of Practice
- ☐ Licensure law for state of fieldwork site
- ☐ OT Practice Framework
- ☐ Course Syllabi
- ☐ Textbooks appropriate for practice setting
- ☐ Any quick reference resources for the setting

Your Journey, Our Mission.

Contacts

1st line of contact *after* your FW Educator:

Dr. Dailen Castillo, OTD, MBA, OTR

dccastil@uiwtx.edu

Direct 210-862-6522

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. 36-40 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
Fieldwork Educator Print Name	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 Exxat Prism
- 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**.

How FWE Fill Out the FWPE

The Program provides each student and fieldwork educator with the assessment tool prior to the start of every Level II fieldwork. The Academic Fieldwork Coordinator (AFWC) activates the appropriate FWPE for the Level IIA or Level IIB course in Exxat Prism. Once activated, the fieldwork educator (FWE) receives the FWPE via email with a link to complete it in Exxat Prism. The FWE evaluates the student's entry-level competency using the structured and objective criteria outlined in the FWPE, which is aligned with key performance areas. After completion, the form is submitted within the system, where the AFWC can review, save, mark as reviewed, or request resubmission if necessary.

Midterm & Scoring

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*** (see the next section for a copy of 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

Level II Fieldwork Communication Form

- ☐ Week 1
- ☐ Week 3
- ☐ 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
☐ Level II Fieldwork Experience

Date: _____

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 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.
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).
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>

LEVEL II FIELDWORK MID-TERM FEEDBACK FORM

This Level II Fieldwork Mid-Term Feedback form should be utilized as a companion document to the *AOTA'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 results of the SEFWE are to be 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. This evaluation form shall be located in Exxat Prism.

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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**UNIVERSITY OF THE
INCARNATE WORD.**

SCHOOL of
REHABILITATION SCIENCES

Level II Fieldwork A&B: (please check which Level II FW experience applies)

OTD 8974 Fieldwork IIB

Facility: _____

[illegible]

Your Journey, Our Mission.

Some fieldwork sites may require the student to complete an in-service or training. The form below is a copy of an in-service evaluation form that could be used to evaluate the student. Some fieldwork sites/educators may have their own forms to use for evaluation purposes.

IN-SERVICE 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: _____

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 Canvas and will upload the completed form as part of an assignment onto Canvas.
- 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 student, 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
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_____ Student Print Name	_____ Student Signature	_____ Date
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AOTA FIELDWORK DATA FORM

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: <input type="text"/> Credentials: <input type="text"/> Phone: <input type="text"/> Email: <input type="text"/>	FW II Contact Person: <input type="text"/> Credentials: <input type="text"/> Phone: <input type="text"/> Email: <input type="text"/>
--	---

Director: <input type="text"/> Phone: <input type="text"/> Fax: <input type="text"/> Website address: <input type="text"/>	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: <small>ACOTE Standards B.10.6</small> <input type="checkbox"/> Any <input type="checkbox"/> Second/Third only; First must be in: <input type="text"/> <input type="checkbox"/> Full-time only <input type="checkbox"/> Part-time option <input type="checkbox"/> Prefer full-time
---	---	---	--

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="text"/>	<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: <input type="text"/> OTAs/COTAs: <input type="text"/> Aides: <input type="text"/> PT: <input type="text"/> Speech: <input type="text"/> Resource Teacher: <input type="text"/> Counselor/Psychologist: <input type="text"/> Other: <input type="text"/>

Student Prerequisites (check all that apply) <small>ACOTE Standard C.1.2</small> <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: <input type="text"/>
---	--	---

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: Schedule hrs/week/day: <input type="text"/> Do students work weekends? <input type="checkbox"/> yes <input type="checkbox"/> no Do students work evenings? <input type="checkbox"/> yes <input type="checkbox"/> no	Other Room provided <input type="checkbox"/> yes <input type="checkbox"/> no Meals <input type="checkbox"/> yes <input type="checkbox"/> no Stipend amount: <input type="text"/>	Describe level of structure for student? <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	Describe level of supervisory support for student? <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
Describe the FW environment/atmosphere for student learning: <input type="text"/>			
Describe available public transportation: <input type="text"/>			

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

Occupations: Client-directed occupations that match and support identified participation level goals (check all that apply): <small>ACOTE Standards C.1.8, C.1.11, C.1.12</small>		
Activities of Daily Living (ADL) <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 Rest and Sleep <input type="checkbox"/> Rest <input type="checkbox"/> Sleep preparation <input type="checkbox"/> Sleep participation Play <input type="checkbox"/> Play exploration <input type="checkbox"/> Play participation Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement <input type="checkbox"/> Practicing an activity <input type="checkbox"/> Simulation of activity <input type="checkbox"/> Role play Examples: _____	Instrumental Activities of Daily Living (IADL) <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 Leisure <input type="checkbox"/> Leisure exploration <input type="checkbox"/> Leisure participation Preparatory Methods and Tasks: Methods, adaptations and techniques that prepare the client for occupational performance <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 Examples: _____	Education <input type="checkbox"/> Formal education participation <input type="checkbox"/> Informal personal education needs or interests exploration <input type="checkbox"/> Informal personal education participation Work <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 Social Participation <input type="checkbox"/> Community <input type="checkbox"/> Family <input type="checkbox"/> Peer/friend Education: describe _____ Training: describe _____ Advocacy: describe _____ Group Interventions: describe _____
Method of Intervention Direct Services/Caseload for entry-level OT <input type="checkbox"/> One-to-one: _____ <input type="checkbox"/> Small group(s): _____ <input type="checkbox"/> Large group: _____ Discharge/Outcomes of Clients (% clients) <input type="checkbox"/> Home <input type="checkbox"/> Another medical facility <input type="checkbox"/> Home health	Outcomes of Intervention <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 OT Intervention Approaches <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	Theory/Frames of Reference/Models of Practice <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): _____
Please list the most common screenings and evaluations used in your setting: _____		
Identify safety precautions important at your FW site <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <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): _____ </div> <div style="width: 45%;"> <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 </div> </div>		

Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply): <small>AOTA Standard C. 1.13</small>		
Performance Skills: <input type="checkbox"/> Motor skills <input type="checkbox"/> Process skills <input type="checkbox"/> Social interaction skills Performance Patterns: Person: <input type="checkbox"/> Habits <input type="checkbox"/> Routines <input type="checkbox"/> Rituals <input type="checkbox"/> Roles Group or Population: <input type="checkbox"/> Habits <input type="checkbox"/> Routines <input type="checkbox"/> Rituals <input type="checkbox"/> Roles	Client Factors: <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	Context(s): <input type="checkbox"/> Cultural <input type="checkbox"/> Personal <input type="checkbox"/> Temporal <input type="checkbox"/> Virtual Environment: <input type="checkbox"/> Physical <input type="checkbox"/> Social

Most common services priorities (check all that apply):			
<input type="checkbox"/> Direct service <input type="checkbox"/> Discharge planning <input type="checkbox"/> Evaluation	<input type="checkbox"/> Meetings (team, department, family) <input type="checkbox"/> Client education <input type="checkbox"/> Intervention	<input type="checkbox"/> Consultation <input type="checkbox"/> In-service training	<input type="checkbox"/> Billing <input type="checkbox"/> Documentation

Target caseload/productivity for fieldwork students: Productivity (%) per 40-hour work week: <input style="width: 50px;" type="text"/> Caseload expectation at end of FW: <input style="width: 50px;" type="text"/> Productivity (%) per 8-hour day: <input style="width: 50px;" type="text"/> Number groups per day expected at end of FW: <input style="width: 50px;" type="text"/>	Documentation: Frequency/Format (briefly describe) : <input type="checkbox"/> Handwritten documentation: <input style="width: 50px;" type="text"/> <input type="checkbox"/> Computerized medical records: <input style="width: 50px;" type="text"/> Time frame requirements to complete documentation: <input style="width: 50px;" type="text"/>
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Administrative/Management Duties or Responsibilities of the OT/OTA Student: <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 style="width: 50px;" type="text"/>	Student Assignments. Students will be expected to successfully complete: <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 style="width: 50px;" 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 style="width: 50px;" type="text"/>
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OPTIONAL DATA COLLECTION:

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

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

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

2. Describe the fieldwork site agency stated mission or purpose (can be attached).
3. OT Curriculum Design Integrated with Fieldwork Site (insert key OT academic curricular themes here) *ACOTE Standards C.1.2, C.1.3, C.1.7, C.1.8, C.1.11, C.1.12*
- 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.1.2, 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.1.5, C.1.9*
6. Please describe the background of supervisors by attaching a list of practitioners who are FW educators including their academic program, degree, years of experience since initial certification, and years of experience supervising students) *ACOTE Standards C.1.9, C.1.14, C.1.17, C.1.19*
7. Describe the training provided for OT staff for effective supervision of students (check all that apply). *ACOTE Standards C.1.9, C.1.15, C.1.16*
- ☐ Supervisory models
- ☐ Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation-FWPE, the Student Evaluation of Fieldwork Experience-SEFWE, and the Fieldwork Experience Assessment Tool-FEAT)
- ☐ Clinical reasoning
- ☐ Reflective practice
- Comments:

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

Supervisory Patterns–Description (respond to all that apply)

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

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

STATUS/TRACKING INFORMATION SENT TO FACILITY:

Date: _____

ACOTE Standard C.1.6

Which documentation does the fieldwork site need?

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

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

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

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

State of incorporation: _____

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

Address (if different from facility):

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

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

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

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

- ☐ 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

ACCESS TO FIELDWORK SITE INFORMATION

The OTD Department uses the Exxat Prism data system to manage important aspects of the fieldwork process. This database is a dynamic compilation of all fieldwork sites for which contracts exist. During week 1 of student orientation, the students are emailed by Exxat Prism and are issued their individual username and password to log onto the Exxat Prism website. Each student creates a personal profile which gives them access to the fieldwork site database.

A student orientation session is provided for the students by the academic fieldwork coordinator to review Level I fieldwork experiences and objectives. Students are also given a brief overview of Level II fieldwork experiences, existing sites, their information and requirements, existing programmatic objectives, and performance expectations via PowerPoint. Furthermore, an Exxat Prism Orientation PowerPoint and a review on how to access site-specific information, expectations, and policies for the fieldwork experience are provided during student orientation. Additionally, all Level I and Level II objectives, procedure to access site information and requirements, and performance expectations are reviewed further in each Level I & Level II fieldwork course, as well as in the OTD Fieldwork Education Handbook.

To ensure student compliance, a ***student acknowledgment form*** is issued in each Level I and Level II course for the student to review and acknowledge (see form below for example). The form is signed by students acknowledging receipt and understanding of fieldwork site information and requirements, objectives, and performance expectations before the fieldwork experience starts. This student acknowledgement form serves as formal confirmation that students have been adequately informed. After students have completed the form, they are responsible for uploading the completed form onto Canvas.

Examples of what might be included in each fieldwork site file are but not limited to:

- An AOTA Fieldwork Data Form (provides information about the site, clients served, type of OT assessments/interventions used, student prerequisite requirements and additional (site-specific details)
- Brochures/pamphlets and general descriptions of the facility
- Level I Student Fieldwork Experience Evaluation Form
- Student Evaluations of the Fieldwork Experience (SEFWE) completed by students who have affiliated with the facility in the past.

Fieldwork sites can be added to the database upon student request, alumni request and/or appropriateness and availability of the site to supervise students. Once a site is identified, a clinical affiliation agreement is generated from either the site or UIW. Clinical affiliation agreements generated by UIW have a term of agreement for a period of one (1) year, beginning on the Effective Date, and will automatically renew for successive one (1) year terms, unless terminated in accordance with the provisions of this Agreement. In the event that the Agreement

renews more than ten (10) times, the Parties agree to confer and recertify their intent to continue this Agreement in writing.

Students are encouraged to utilize this database as they collaborate with the AFWC.

Students are not to contact any site without prior permission of the AFWC. Making unauthorized arrangements include, but are not limited to, the student, student's family, or friends contacting sites without permission from the academic fieldwork coordinator regarding the ability of the site to take and/or start the student on a specified date or negotiate or facilitate the letter of understanding between the facility and the college.

Student Access to Fieldwork Site Acknowledgment Form

Level I and Level II Fieldwork: please check which fieldwork 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
- ☐ OTD 8964 Fieldwork IIA
- ☐ OTD 8974 Fieldwork IIB

I, _____, acknowledge that I have received and reviewed the fieldwork site information on Exxat Prism, objectives, and expectations for my upcoming fieldwork experience. I understand that it is my responsibility to adhere to the guidelines outlined by the fieldwork site and to fulfill the objectives set forth by my academic program and/or fieldwork site.

By signing below, I confirm that:

1. I have access and receive all necessary information regarding the fieldwork site, including contact details, location, and any site-specific requirements on Exxat Prism.
2. I understand the objectives and performance expectations outlined for my fieldwork placement.
3. I am aware of any policies, procedures, or safety protocols relevant to the fieldwork site, and I agree to abide by them during my placement.
4. I acknowledge that I have had the opportunity to ask questions and seek clarification on any aspect of the fieldwork site information provided.

I understand that my signature on this form indicates my commitment to actively participate in and contribute to a successful fieldwork experience.

Printed Name of Student

Date

Student Signature

Date

FIELDWORK II EXPERIENCE SELECTION PROCESS

Facilities selected to provide fieldwork experiences to UIW occupational therapy students are an integral component of the curriculum. Students must be placed in settings that facilitate experiences with various populations, according to ACOTE standards. Level II fieldwork cannot begin until all curriculum coursework is completed. Each site meets an educational objective reflective of the sequence, depth, focus, and scope of content in the curriculum design. The UIW OTD curriculum focuses on the profession of occupational therapy engagement in occupation within the context of environment for the betterment of health and participation of individuals, groups, communities, and populations.

Process and Criteria for Selecting a Fieldwork Site:

The criteria and process for selecting fieldwork sites includes maintaining clinical affiliation agreements, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience. UIW's occupational therapy program has established a process and criteria for selecting fieldwork sites. First the academic fieldwork coordinator completes a thorough assessment of the UIW's program's learning objectives, accreditation requirements, and students' learning needs to determine the types of fieldwork experiences required for both Level I and Level II placements. Then the academic fieldwork coordinator completes an online search to identify potential Level I and Level II fieldwork sites that align with the identified learning objectives and curriculum. The academic fieldwork coordinator explores a variety of settings, including hospitals, clinics, schools, community organizations, and rehabilitation centers, to provide students with diverse exposure to occupational therapy practice. The academic fieldwork coordinator engages with potential fieldwork sites through the UIW Doctor of Physical Therapy Program, student requests, networking opportunities, professional associations, and community partnerships. The academic fieldwork coordinator establishes relationships with site coordinators, supervisors, and practitioners to facilitate collaboration and placement opportunities for students.

The academic fieldwork coordinator recognizes potential fieldwork sites based on established criteria to determine their suitability for hosting student placements. Criteria include the availability of qualified supervisors, accessibility of resources, the diversity of client populations served, the accessibility for students, resources, and the alignment with program objectives. In addition, all fieldwork sites should provide a supportive and welcoming environment for students, with opportunities for growth, feedback, and professional development.

A *Fieldwork Site Selection Form* is used to document the process and criteria for selecting fieldwork sites for Level I and Level II placements. It ensures that proposed placements meet the program's requirements and objectives and provides a structured framework for evaluation and approval. The academic fieldwork coordinator maintains records documenting the process of securing and finalizing written agreements for Level I and Level II fieldwork placements via email.

After a potential fieldwork site has been established, a formalized written clinical agreement between the program and each fieldwork site is instated. The written agreement ensures that agreements contain clearly outlined terms, expectations, and objectives of the placement, including the roles and responsibilities of the student, supervisor, and academic program. Fieldwork sites can also be added upon student request, alumni request and/or appropriateness and availability of the site to supervise students. All fieldwork site information and written agreements are housed in the Exxat Prism database.

University Process for Securing Fieldwork II Sites

The AFWC and/or AFWC office will send out a request to local sites with current contracts each year to hold placements for students. The AFWC will email the *Fieldwork Schedule Slot Request Form* to the clinical facility and they will then indicate whether they can accept a student during the specified time frame. Regular communication is made to request and verify placement slots as the time approaches. Final confirmation paperwork is sent out 6-10 weeks prior to Level II Fieldwork experience. It is the responsibility of the AFWC to solicit fieldwork sites for each fieldwork rotation. Feedback from students about preference for Level II placements is initiated upon entry into the program. This feedback will be considered by the AFWC, but placement is an academic decision and student preference is in no way guaranteed.

If the facility provides housing or a stipend, it may be noted on the request form. The AFWC is not obligated to share information regarding housing or stipends with students until the selection process is completed. Students may be required to commute or temporarily-move to other communities for all or part of fieldwork education. Students are responsible for paying the transportation and living expenses incurred during FW education. Once the reservation requests have been completed by the sites, the AFWC formulates a list of the facilities that will

accommodate students during the specified time. Information regarding location, number of students the facility will accept, contact persons, housing, and stipend (optional) are included.

Fieldwork sites are continually evaluated by students via the *Student Evaluation of Fieldwork Experience form (SEFWE)* and by AFWC via site visits and telephone contacts. Fieldwork sites remain on the active fieldwork Exxat Prism database list if quality experiences are provided. Frequently used affiliated sites provide an annual slot request via Exxat Prism. A listing of available sites, per fieldwork experience, is generated from these returned slot requests.

Verification of a FWE's credentials occurs prior to the FW experience. Level II FWEs must be a licensed occupational therapist who has a minimum of one year's experience in the field. Fieldwork educators who are prepared to supervise include those who seek out professional resources and can meet the learning needs of the student. Level II FW Educators acknowledge they are prepared to serve as a fieldwork educator prior to the onset of the FW experience via a form.

Student Process for Securing Fieldwork II Sites

Students can view contracted fieldwork facilities by reviewing the fieldwork options in Exxat Prism. Information is kept as current as possible; however, it is subject to change. Students are encouraged to meet with the AFWC to determine personal learning goals and identify target populations and locations. To provide a diverse learning experience, it is recommended that students select from categories that serve two different populations and practice areas. If you have special considerations regarding your Level II selections, it is mandatory that you discuss this with the AFWC prior to placement.

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 (if approved by OTD Program): Homeless Shelters, Domestic Violence Centers, Sheltered Workshops, Correctional Facilities, Hippotherapy, Ergonomics Consulting, Low Vision Services, Technology/Assistive Device, Drive Rehabilitation, Design & Accessibility, Wellness

As a reminder: Students are encouraged to utilize the Exxat Prism database as they collaborate with the AFWC for fieldwork review and selection. **Students are not to contact any site without prior permission of the AFWC.** Making unauthorized arrangements including, but are not limited to, the student or student's family or friends contacting sites without permission from the academic fieldwork coordinator regarding the ability of the site to take and/or start the student on a specified date or negotiate or facilitate the letter of understanding between the facility and the college.

Placement Process for Fieldwork Level II

The Level II Fieldwork selection process is designed to match students with sites that are best suited to offer a compatible placement for their clinical and professional skills. Our selection process integrates information regarding previous and current performance in didactic classes, interpersonal relationships with peers, university staff, and faculty. The OTD student will fill out a *Fieldwork Level II Preference Form*, which is introduced in the first year of the program and reviewed annually with the AFWC and/or students' advisors regarding FW placement. The following is a general process for how the site selection process will occur. There may be circumstances when the framework needs to be adjusted, please contact your AFWC regarding your circumstances.

Step 1:

In the spring of Year 1, the student will complete the *Fieldwork Level II Preference Form*. The purpose of the form is to help the student and AFWC to collaboratively narrow the focus of the search for sites based on student needs/desires.

Step 2:

In the summer of Year 1, the student and the AFWC will review the *Fieldwork Level II Preference Form* for any updates or changes that need to be addressed. The AFWC will then begin to identify student/site matches based on the student's request. Students need to consider that there are a lot of moving pieces and site matches will not be revealed to the students at that time! Please do not expect to know your placements or potential placements currently. This could delay your placement process.

Step 3:

In the fall of Year 2 (or sooner if required by site), the AFWC will contact students regarding interviews at possible site matches. If the student is not required by their potential sites to complete an interview, the student will write an Introduction Letter via email. This letter may be used by the site in place of an interview and compared to other student letters to select the most appropriate match for the placement. Students should use information regarding professional cover-letter writing from their didactic coursework for this task. Interviews and introduction letters should include an indication that the student has researched information about the site,

including AOTA Data Forms and SEFWs in Exxat Prism (if available), internet information about Mission Statement and Values, and other relevant information.

Step 4:

After interviews and/or introduction letter phases are completed, there will be a reveal of all final Level II FW placements, typically in the Spring of Year 2. This may not be a comprehensive list of all final placements, as it is common to have some last-minute additions/changes after the reveal date. However, best efforts will be made so that most students know their confirmed Level II placements by this time. Recent changes in the health care industry have had a tremendous impact on the scheduling of Level II placements. Students are given an opportunity to review the fieldwork files, including the *AOTA Fieldwork Data Form*, on their assigned fieldwork site.

The final decision of this assignment process is made by the AFWC. In addition, the inability of a fieldwork site to meet contractual obligations as specified in our clinical affiliation agreement will necessitate canceling the site placement and rescheduling a Level II placement at another site. In this event, the student's date of completion of Level II Fieldwork may be delayed.

Once the OTD student is confirmed to a fieldwork placement they can then contact the fieldwork site. **If the student does not contact the site in a timely manner and the rotation does not start on time, the student will be responsible for any action taken which may include:**

- Delay of start of rotation
- Need to make up rotation hours at the discretion of the site supervisor and the Academic Fieldwork Coordinator
- Cancellation and failure of the rotation by Academic Fieldwork Coordinator which could result in student receipt of a Failure (F) on their academic record and necessitate enrolling in and paying for the course the next available time.

Doctor of Occupational Therapy Program
FIELDWORK LEVEL II PREFERENCE FORM

Personal Information		Date:
Student name:		
Home address		
Email address:		
Mobile phone:		
Emergency Contact		
Name:		
Relationship:		
Phone number:		

The following indicators will be used to assist the Academic Fieldwork Coordinator in making placements for Level II Fieldwork that will occur during semesters 6 (summer) and 7 (fall). Hospital, skilled nursing facility, outpatient, community-based, or school-based affiliations are acceptable and can be completed in any order.

If your interest in a particular site is related to a specific time frame, this needs to be stated. Otherwise, all indicated sites will be considered for either summer or fall placements. The exception is school based as these placements are typically available during the school year (fall only).

List three to five geographical locations (City, State) that you consider as desirable for a twelve-week Level II fieldwork placement.

Please list specific facilities/organizations that you are interested in, feel free to list them on this form. Circle the corresponding letter for the settings and populations that interest you (H- hospital, C-community-based, S-school, Adult, P-pediatric, NP- no preference)

1. _____ H C S A P NP
2. _____ H C S A P NP
3. _____ H C S A P NP

4. _____ H C S A P NP
5. _____ H C S A P NP

PERSONAL PROFILE

- Strengths:
- Areas of growth:
- Special skills or interests:
- Describe your preferred learning style:
- Describe your preferred style of supervision:
- Will you have your own transportation during your affiliation?
- Will you need housing during your affiliation?
- *(Optional)* Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork experience?
 - If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork?
 - If so, list them.

To promote your successful accommodation, it should be discussed with your AFWC and documented before each fieldwork experience.

Please return this form to your Academic Fieldwork Coordinator

Student FW Assignment

Level II Fieldwork experiences are assigned by the AFWC with consideration given to students' request for placements. Once students are assigned, the AFWC sends a confirmation to the facilities and the student, and a copy is kept on Exxat Prism. When assignments are made, information such as the student travel distance and student interest in specialty areas may be considered. Non-preferential fieldwork assignments will be made. Assignments cannot be made based on a student's family/marital status or personal preference.

Student Referrals for FW Placement Sites

Students are welcome to offer suggestions for potential clinical sites to the AFWC. However, students are **NOT** to contact the fieldwork site unless directed by the AFWC to do so. Students will **NOT** be placed in sites where they have previously been employed. This allows for more objective assessment of the student's abilities by the fieldwork educator, and a more equal comparison of the student's abilities in the clinical setting. Students will **NOT** under any circumstances be permitted to complete fieldwork experiences under the supervision of relatives. It is the student's responsibility to notify the AFWC about relatives employed at assigned facilities.

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., 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.

WHAT TO DO WHEN YOU ARE DONE WITH A ROTATION

To complete a course involving Level II Fieldwork experience the following documents must be submitted at the conclusion of the fieldwork:

- Experience for Level II Fieldwork experiences: Student evaluation of the fieldwork educator and placement (SEFWE), AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (to be completed by the occupational therapist/fieldwork educator), ALL Canvas assignments within the Level II Fieldwork course
- ALL assignments in the Exxat Prism software associated with that clinical education placement

*****NOTE: Grades cannot be submitted before these forms are turned in******

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.

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.

Multiple Fieldwork Supervisors

Although many models of student supervision can be successful, for a 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 handle 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.

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.	Ensure that the ratio of fieldwork educators to students enables proper supervision and provides protection of consumers, opportunities for

Ratio of Fieldwork Educators to Students	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	<p>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:</p> <ul style="list-style-type: none"> • Virtual environments • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Supervision by a fieldwork educator in a practice environment <p>Document that all students have similar Level I fieldwork experiences (e.g., learning activities, objectives, assignments, and outcome measures).</p>
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.
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APPENDICES:

APPENDICES

APPENDIX A: Fieldwork Education Handbook Acknowledgement and Consent

**University of the Incarnate Word
Doctor of Occupational Therapy
UIW OTD Program**

My signature confirms the following:

1. I hereby acknowledge that I have received access to an electronic copy of the UIW OT Student Fieldwork Education Handbook. I received instructions to print AND electronically store a copy of this document from the UIW OTD Program Faculty.
2. I understand the fieldwork education handbook contains valuable information about the policies, procedures, guidelines, and expectations for the Department of Occupational Therapy and its OTD Program, and that this handbook and the policies and procedures contained herein supersede any and all prior practices, oral or written representations, or statements regarding fieldwork.
3. I understand that content of the UIW OT Student Fieldwork Education Handbook is subject to change with revisions/updates from time to time, and that I will be notified in writing (including electronic notifications) of such after they are finalized.
4. I understand that I am responsible for any and all fees related to my education, including but not limited to any travel and housing expenses during fieldwork experiences, lab supplies, membership and registration fees, and dues. This also includes any other related costs for the assignment such as facility uniforms, criminal background checks, drug screenings, physical examinations, and meals.
5. I understand that it is **MY** responsibility to read the fieldwork handbook in its entirety and be familiar with the contents. I agree to comply with and be governed by the UIW OTD Program's policies and procedures of Fieldwork as outlined in this Fieldwork Handbook, as well as any revisions made to it.

Student Name (PRINTED)

Student Signature

Date

APPENDIX B: Confidentiality Statement

I, _____ understand that during the course of my educational training, I may have exposure and access to highly confidential information which includes but is not limited to medical and personnel records. It is my responsibility to protect the rights and confidentiality of patients, employees, physicians, and the clinical setting.

Confidential information should only be used in conjunction with the learning experiences while in the clinical setting. I also understand that any information brought to the university setting in order to fulfill course requirements for the occupational therapy program must exclude patients' names, physicians' names, medical record numbers and other personal information that will aid in the identification of patients.

I understand that a violation of the confidentiality of patients, personnel and physicians may result in disciplinary action which may include a recommendation for dismissal from the University of Incarnate Word Occupational Therapy Doctoral Program. I have read and understand the above statement concerning confidential information and agree to maintain the confidentiality of all such information.

Date _____ Signature _____

Date _____ Print Name _____

Date _____ Witness _____

NOTE: Please return the signed copy to the UIW AFWC

APPENDIX C: Waiver for Hepatitis B Vaccination Declination Form

DATE: _____

I have been made aware of the fact that occupational therapy education clinical experiences require me to be in areas where I am at high risk for exposure to **Hepatitis B** and other blood-borne pathogens. I am aware of the potential risks for not having this vaccine and I **choose not to receive it at this time**. I am aware that I may revoke this waiver at a future date and comply with this policy by showing proof of having received the vaccine. I acknowledge that I completely understand the risks involved in my failure to take the Hepatitis B Vaccination, which include illness, serious injury, or death; and I, for myself, my heirs, executors, administrators, and assigns, do by these presents VOLUNTARILY RELEASE, DISCHARGE, WAIVE, AND RELINQUISH the University of the Incarnate Word, their members, employees, and agents, of and from any and all judgments, damages, and demands for personal injury, property damage, or wrongful death that may hereinafter arise for me or for my estate as a result of my action in waiving the Hepatitis B Vaccination.

I further acknowledge that I have read the foregoing and that I am fully aware of the consequences of my signing this instrument.

STUDENT

Printed Name _____

WITNESS

Printed Name _____

Signature _____ Signature _____

APPENDIX D: COVID-19 Vaccination Declination Form

DATE: _____

I have been made aware of the fact that occupational therapy education clinical experiences may require me to be in areas where I am at high risk for exposure to **COVID-19**. I am aware of the potential risks for not having this vaccine and I **choose not to receive it at this time**. I am aware that I may revoke this waiver at a future date and comply with this policy by showing proof of having received the vaccine. I acknowledge that I completely understand the risks involved in my failure to take the COVID-19 Vaccination, which include illness, serious injury, or death; and I, for myself, my heirs, executors, administrators, and assigns, do by these presents **VOLUNTARILY RELEASE, DISCHARGE, WAIVE, AND RELINQUISH** the University of the Incarnate Word, their members, employees, and agents, of and from any and all judgments, damages, and demands for personal injury, property damage, or wrongful death that may hereinafter arise for me or for my estate as a result of my action in waiving the COVID-19 Vaccination.

I further acknowledge that I have read the foregoing and that I am fully aware of the consequences of my signing this instrument.

STUDENT

Printed Name _____

WITNESS

Printed Name _____

Signature _____ Signature _____



APPENDIX E: Emergency Contact

University of Incarnate Word
Doctor of Occupational Therapy Program

Occupational Therapy Student

Emergency Contact

Student: _____

Address: _____

Phone: _____

E-Mail: _____

Emergency Contact: Name: _____

Relationship to student _____

Phone (day): _____

Phone (evening): _____



APPENDIX F: UIW Clinical Affiliation Agreement

CLINICAL AFFILIATION AGREEMENT between UNIVERSITY OF THE INCARNATE WORD School of Rehabilitation Sciences and **[INSERT NAME OF CLINICAL SITE HERE]**

This Clinical Affiliation Agreement (the “Agreement”) is entered into by and between the University of the Incarnate Word (“UNIVERSITY”), a 501(c)(3) Texas non-profit corporation located in San Antonio, Texas, and **[Insert Name Of Clinical Site Here]**, located in **[City]**, **[State]** (hereinafter called “AGENCY”) (individually referred to as a party and together as the “Parties”), as of the date fully executed by both Parties (the “Effective Date”).

RECITALS

1. UNIVERSITY is a Catholic institution of higher education accredited by the Southern Association of Colleges and Schools Commission on Colleges (“SACSCOC”) which presently offers a Doctoral of Occupational Therapy degree, and is seeking initial accreditation by the American Council of Occupational Therapy Education (“ACOTE”). Additionally, UNIVERSITY offers health services and facilities and maintains appropriate state licensure.
2. AGENCY is an entity or institution which offers health services and facilities and maintains appropriate state licensure.
3. UNIVERSITY and AGENCY desire to provide instruction and clinical experience (hereinafter called the “Fieldwork and/or Capstone Experience”) to students of **occupational therapy** who are enrolled in a course of study leading to the awarding of a Doctor of Occupational Therapy degree (hereinafter referred to as the “Degree Program”) from UNIVERSITY. The Fieldwork and/or Capstone Experience is designed to allow students to become familiar with the role of AGENCY’S health and wellness practitioners as well as to participate in selected aspects of the occupational therapy role.

AGREEMENT

NOW, THEREFORE, the Parties agree as follows:

1. Accreditation.
 - a. AGENCY shall undertake to maintain standards of care and all other requirements necessary to insure continued Medicare certification and appropriate state licensure. It is recognized that UNIVERSITY is under the jurisdiction of various accrediting agencies with whose standards it must comply to maintain accreditation, and it is therefore agreed that

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UNIVERSITY will administer the Degree Program, and that UNIVERSITY will prescribe curriculum and courses of study and will be responsible for conditions leading to the earning of the degree for the Degree Program. It is agreed that the Degree Program is the responsibility of the UNIVERSITY, and that UNIVERSITY is in authority of the administration of same. UNIVERSITY personnel are qualified to provide supervision of Fieldwork and/or Capstone Experience and recognize the responsibility to plan and work collaboratively and cooperatively with AGENCY in providing student learning and patient care as part of the Fieldwork and/or Capstone Experience.

b. Upon failure of either party to obtain or maintain its certification or accreditation, the party hereto which has certification or accreditation, at its election, may terminate this Agreement at the end of the academic year or the UNIVERSITY by giving at least one semester's written notice thereof to the party that does not have its said certification or accreditation and thereupon, this AGREEMENT shall terminate without further liability hereunder by either party to the other, except as provided for in Section 7 of this AGREEMENT. The term semester as used herein, means one half of a regular school year as now conducted by UNIVERSITY or its then equivalent.

2. Definitions of Terms.

- a. Fieldwork: Fieldwork education is designed to provide occupational therapy students with opportunities to integrate academically acquired education with clinical practice. It is during the fieldwork experience that the student can learn, practice, and refine skills of observation, evaluation, treatment planning, implementation, and communication.
- b. Level I Fieldwork: The level I fieldwork experiences occurs under the supervision of and with the support of occupational therapy practitioners or other qualified individuals that are completed over an approximate 10-week timespan.
- c. Level II Fieldwork, OTD: The level II fieldwork experiences occur under the supervision of and with the support of occupational therapists full-time for a total of 24 weeks, completed over two approximate 12-week periods. The student must complete 24 calendar weeks and cannot shorten the number of weeks by working overtime.
- d. Capstone Experience: The purpose of the Capstone Experience is to reflect the synthesis and application of evidence-based practice and occupational therapy principles and to demonstrate achievement of the acquisition of in-depth knowledge and skills through student-generated learning outcomes and a product of practice/clinical scholarship. The student experience will occur over 14 weeks with a minimum of 32 hours per week for a total of 448 hours with the target population in one or more of the following areas of study: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

- 3. Term of Agreement. This Agreement is for a period of one (1) year, beginning on the Effective Date, and will automatically renew for successive one (1) year terms, unless terminated in accordance with the provisions of this Agreement. In the event this Agreement renews more than ten (10) times, the Parties agree to confer and recertify their intent to

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continue this Agreement in writing.

4. Termination.

a. This Agreement may be terminated at any time by either party upon ninety (90) days prior written notice. The Parties agree that, in the event of a termination under this Section, currently enrolled students will be allowed to finish their current assignments so as not to impact the Degree Program.

b. In the event the terms of this Agreement materially change or become inconsistent with applicable state or Federal regulations, case law, or either Party's policies, or the Parties are unable to conduct business under this Agreement, this Agreement will terminate following completion of the term then in effect.

5. Student Assignments. The assignment of students to AGENCY shall be made by the UNIVERSITY in accordance with availability of experiences for clinical practice and pursuant to student needs and the requirements of the Degree Program. Facilities of the AGENCY for such assignments will be made available by the AGENCY. The following is required for AGENCY assignments:

a. Students will be officially enrolled in a course of study at University of the Incarnate Word.

b. Students will be assigned Fieldwork and/or Capstone Experiences based on curricular demands to meet accreditation standards of the respective Degree Program and in alignment with the academic calendar of UNIVERSITY.

c. Students will be required to satisfactorily complete applicable prerequisites for clinical coursework prior to Fieldwork and/or Capstone Experience assignment.

d. The Fieldwork and/or Capstone Experience in which students will participate shall be mutually agreed upon by AGENCY and UNIVERSITY'S faculty representative based on the student's level of skill and knowledge.

e. Students will work with Licensed Occupational Therapists and/or other professionals as agreed upon by the Parties.

f. The student will prepare objectives for the professional clinical experience with the approval of faculty and preceptor.

g. The professional clinical hours to meet the student curriculum, clinical requirements, and course of the clinical experience, will be jointly arranged by the Parties.

h. The student will meet all time obligations or otherwise notify the preceptor(s) of alterations in advance.

6. Responsibilities of UNIVERSITY.

- a. UNIVERSITY has exclusive control over the operation, curriculum, faculty, and students of the Degree Program within the prescribed framework. Accordingly, UNIVERSITY shall assign to the AGENCY only those students who have satisfactorily completed the prerequisite didactic portions of the UNIVERSITY's curriculum.
- b. UNIVERSITY has the ultimate responsibility for the education and assessment of its students. UNIVERSITY will be responsible for the student teaching and assessment provided pursuant to this Agreement.
- c. The UNIVERSITY will provide HIPAA training for each student prior to the first professional clinical experience at AGENCY. Evidence of the same will be provided upon reasonable request.
- d. UNIVERSITY will advise all Students assigned to the AGENCY facilities regarding the confidentiality of patient records and patient information imparted during the clinical experience. UNIVERSITY will also advise all students that the confidentiality requirements survive the termination or expiration of this Agreement in compliance with all HIPAA standards.
- e. UNIVERSITY will advise students that they are required to comply with AGENCY's rules, regulations, policies, and procedures.
- f. UNIVERSITY will provide the anticipated number of student(s), desired timeframe, clinical education experience (Fieldwork I or II or Capstone Experience) desired, and academic status of students at least one (1) month prior to the semester in which students are to be placed for clinical educational experience.
- g. For each student assigned to AGENCY, UNIVERSITY will have a health examination with current immunization record (Tdap, MMR, TB, Flu, Hepatitis B, Varicella) on file, and will provide the AGENCY with same upon request.
- h. Each student and clinical faculty member will have completed instructions in basic infection control practices and its application (OSHA: bloodborne pathogens training), universal precautions and CPR, prior to the first professional clinical experience at AGENCY. Evidence of the same will be provided upon request.
- i. UNIVERSITY, if requested by the AGENCY, will provide instruction to the AGENCY's staff with respect to UNIVERSITY's expectations regarding assessment, educational objectives, and evaluation criteria of the UNIVERSITY's students at the AGENCY.
- j. UNIVERSITY will designate appropriate Academic Fieldwork Coordinator (AFWC)

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and/or Doctoral Capstone Coordinator (DCC) as the liaison person(s) from the faculty.

k. UNIVERSITY will provide a continuing education certificate of completion to each fieldwork supervisor and expert mentor as outlined by the Texas Occupational Therapy Licensure Board guidelines.

l. UNIVERSITY represents that it maintains a general liability insurance policy and a professional liability insurance policy for its students with limits of \$1,000,000 for each individual occurrence and \$3,000,000 annual aggregate. If requested by the AGENCY, UNIVERSITY shall provide a certificate of insurance demonstrating coverage for students completing clinical training at AGENCY.

m. UNIVERSITY may terminate a Student's participation when, in its sole discretion, it determines that further participation by the student would no longer be appropriate. UNIVERSITY will notify AGENCY if such action is required within one (1) business day.

7. Responsibilities of AGENCY.

a. AGENCY has exclusive control over the administration, operation, maintenance, and management of AGENCY, including patient care.

b. AGENCY has a responsibility to maintain a positive, respectful, and adequately resourced learning environment so that sound educational experiences can occur.

c. AGENCY will retain full authority and responsibility for patient care and quality standards and will maintain a level of care that meets generally accepted standards conducive to satisfactory instruction. Assigned students are not to replace AGENCY staff; and are not to render unsupervised patient care or services.

d. AGENCY will designate who will act as liaison for the AGENCY.

e. AGENCY staff will, upon request, assist the UNIVERSITY in the assessment of the learning and performance of participating students by completing assessment forms provided by UNIVERSITY and return to UNIVERSITY in a timely fashion.

f. AGENCY will provide timely constructive feedback to students on performance issues.

g. AGENCY will provide for the UNIVERSITY and its students and faculty appropriate orientation prior to and, if required, during each semester. Orientation shall familiarize attendees with AGENCY's policies, procedures, and facilities, including procedures for requesting and implementing accommodations and complying with applicable state and federal law, including the Americans with Disabilities Act (ADA) and the Health Insurance Portability and Accountability Act (HIPAA).

- h. Upon request, the AGENCY will provide UNIVERSITY proof that it maintains liability insurance in an amount that is commercially reasonable.
- i. AGENCY will not be responsible for injuries sustained by UNIVERSITY faculty or students. Injured UNIVERSITY faculty or students will be billed for any medical charges incurred.
- j. AGENCY may immediately remove from the premises any student: (a) who poses an immediate threat or danger to personnel or to the quality of medical services; (b) who is listed or has been listed by a federal agency as suspended, excluded, barred or sanctioned by any federal or state agency; (c) who has been convicted of any offense related to health care; or (d) who engages in egregious, unprofessional behavior at the discretion of AGENCY. AGENCY shall notify UNIVERSITY within one (1) business day if it acts under this subsection.
- k. AGENCY may request UNIVERSITY remove a student from the Fieldwork and/or Capstone Experience at AGENCY when his or her clinical performance is unsatisfactory to AGENCY or his or her behavior, in AGENCY'S discretion, is disruptive or detrimental to AGENCY or its patients.

8. Mutual Responsibilities.

- a. Representatives for each party charged with ensuring compliance with this Agreement will be established on or before the execution of this Agreement.
- b. UNIVERSITY and AGENCY share responsibility for creating an appropriate learning environment that includes both formal learning activities and the attitudes, values, and informal "lessons" conveyed by individuals who interact with the Student. The Parties will cooperate to evaluate the learning environment (which may include on-site visits) to identify positive and negative influences on the maintenance of professional standards, and to conduct and develop appropriate strategies to enhance the positive and mitigate the negative influences for the concern of all.
- c. UNIVERSITY and AGENCY will collaborate on student evaluations. Student evaluations will be the responsibility of the faculty, and AGENCY will cooperate to provide input from the preceptor or AGENCY representative.
- d. UNIVERSITY and AGENCY will cooperate and share information as required by law and UNIVERSITY policy, including to resolve issues related to students, faculty, or issues that arise under Title IX. Specifically, AGENCY agrees to provide information required for UNIVERSITY to fulfill its state, federal, and accreditation requirements then-current at the time of any request for information.
- e. UNIVERSITY will provide qualified and competent individuals in adequate numbers for

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the instruction, assessment, and supervision of students using the UNIVERSITY facilities. AGENCY will provide qualified and competent staff members in adequate numbers for the instruction and supervision of students using AGENCY facilities.

f. Neither UNIVERSITY nor AGENCY will provide transportation for students between UNIVERSITY and AGENCY. Each student shall be responsible for his or her transportation between UNIVERSITY campus and AGENCY.

g. UNIVERSITY and AGENCY will not discriminate on the basis of race, color, religion (except in limited circumstances when religious preference is both permitted by law and deemed appropriate as a matter of UNIVERSITY policy), national origin, genetic information, sex (including pregnancy), gender, age, disability, or veteran status in admission or access to, or treatment or employment in its programs and activities, or retaliation in this regard. The parties adhere to all applicable requirements of the Clery Act, Title IX, Violence Against Women Act, and other applicable state and federal laws in effect throughout the duration of this Agreement.

h. UNIVERSITY and AGENCY will provide written notification to the other party within three (3) business days if a claim arises involving or related to this Agreement. AGENCY and UNIVERSITY agree to share such information in a manner that protects such disclosures from discovery to the extent possible under applicable federal and state peer review and joint defense laws.

9. Employment Disclaimer. The students participating in the program will not be considered employees or agents of AGENCY or UNIVERSITY for any purpose under this Agreement. Students will not be entitled to receive any compensation from AGENCY or UNIVERSITY or any benefits of employment from AGENCY or UNIVERSITY pursuant to this Agreement, including but not limited to, health care or workers' compensation benefits, vacation, sick time, or any other benefit of employment, direct or indirect. AGENCY will not be required to purchase any form of insurance for the benefit or protection of any student at the UNIVERSITY.
10. No Agency Relationship between the Parties. Nothing in this Agreement is intended to or shall be construed to constitute or establish an agency, employer/employee, partnership, franchise, or fiduciary relationship between the Parties; and neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically herein.
11. Confidential Information. UNIVERSITY and its agents, students, faculty, representatives, and employees agree to keep strictly confidential and hold in trust all confidential information of AGENCY or its patients and not disclose or reveal any confidential information to any third party without the express prior written consent of AGENCY. UNIVERSITY shall not disclose the terms of this Agreement to any person who is not a

party to this Agreement, except as required by law or as authorized by AGENCY. Unauthorized disclosure of confidential information or of the terms of this Agreement shall be a material breach of this Agreement and shall provide AGENCY with the option of pursuing remedies for breach as contemplated by this Agreement or, notwithstanding any other provision of this Agreement, immediately terminating this Agreement upon written notice to School.

12. **INDEMNIFICATION.** Notwithstanding any agreement or provision to the contrary, university agrees to indemnify, defend, and hold harmless agency against any and all claims, demands, causes of action, damages, liabilities, and costs incurred by agency which directly or indirectly result from or arise in connection with any act or omission of the university, its trustees, officers, agents, students, or employees, in performing the university's obligations under this agreement. Similarly, agency agrees to indemnify, defend, and hold harmless university, its trustees, officers, agents, students, and employees against all claims, demands, causes of action, damages, liabilities, and costs incurred by the university which directly or indirectly result from or arise in connection with any act or omission of agency, its officers, agents, or employees, in performing agency's obligations under this agreement.
13. **No Special Damages.** In no event shall either party be liable (whether in an action in negligence, contract or tort or based on a warranty or otherwise) for any indirect, incidental, special or consequential damages incurred by the other party or any third party, even if the party has been advised of the possibility of such damages.
14. **Amendments.** This Agreement may be amended, modified, or expanded at any time, for any reason, with the express written consent of both Parties.
15. **Notices.** Any notices contemplated under this Agreement shall be effective when delivered via email, in person, or via certified mail, return receipt requested, sent to the addresses below.

If to UNIVERSITY:

If to AGENCY:

University of the Incarnate Word
4301 Broadway St., CPO 412
San Antonio, Texas 78209
ATTN: Dailen Castillo, OTD, MBA, OTR
Academic Fieldwork Coordinator
Email: dccastil@uiwtx.edu

16. **Severability.** If any part, term, or provision of this Agreement is held to be illegal, in conflict with any law or otherwise invalid, the remaining portion or portions shall be considered severable and not be affected by such determination, and the rights and obligations of the parties shall be construed and enforced as if the Agreement did not

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contain the particular part, term or provisions held to be illegal or invalid.

17. Governing Law. This Agreement will be governed by and construed under the laws of the State of Texas without regard to conflict of law principles that would require the application of any other law.
18. Arbitration. All claims and disputes arising under or relating to this Agreement are to be settled by binding arbitration in Bexar County, Texas. The arbitration shall be conducted on a confidential basis pursuant to the Commercial Arbitration Rules of the American Arbitration Association. Any decision or award because of any such arbitration proceeding shall be in writing and shall provide an explanation for all conclusions of law and fact and shall include the assessment of costs, expenses, and reasonable attorneys' fees.
19. Force Majeure. Notwithstanding anything to the contrary contained in this Agreement, neither party shall be liable for any delays or failures in performance if the delay or failure is due to events or acts which are beyond the control of the Parties and constitutes an event of Force Majeure. A Force Majeure event includes, but is not limited to, acts of God, state or natural declaration of disaster, epidemic, pandemic, war, rebellion, civil insurrection, fire, floods, national emergency, labor disputes, and orders of a military, state or federal court or authority. Notice of any such Force Majeure event shall be provided as soon as practically possible by the party invoking this Section, not to exceed three (3) business days.
20. Assignment. Neither party shall assign, sell, or otherwise transfer this Agreement without the express written consent of the other party.
21. Interpretation. This Agreement constitutes the entire agreement and understanding of the Parties as it relates to this subject matter. No prior or contemporaneous agreement or understanding shall be effective. This Agreement may not be modified or amended except by written instrument signed by both parties.

IN WITNESS WHEREOF, the authorized representatives of the Parties hereto have executed this Agreement.

[Name of Site]

University of the Incarnate Word

By:

By:

[Name of authorized representative]

Todd C. Sander, PT, PhD

[Title of authorized representative]

Dean of the School of Rehabilitation
Sciences

Date: _____

Date: _____

APPENDIX G: Remedial Activity Form

University of the Incarnate Word

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: _____

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.

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) 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814 (URL: www.acoteonline.org).

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.

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.

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.

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.

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.

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