



**ALABAMA STATE
UNIVERSITY**



COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF OCCUPATIONAL THERAPY

**FIELDWORK
EDUCATION &
CLINICAL PRACTICUM
HANDBOOK**

**2018-2019
ACADEMIC YEAR
COHORT 12**

PREFACE

This fieldwork education handbook has been prepared by the Alabama State University Occupational Therapy Program. It should be used in conjunction with the Alabama State University Graduate Catalog, the Alabama State University Student Handbook (*The Pilot*), and the Alabama State University Department of Occupational Therapy Student Handbook.

NONDISCRIMINATION STATEMENT Alabama State University is dedicated to equality of opportunity within its community. Accordingly, Alabama State University does not practice or condone discrimination, in any form, against students, employees or applicants on the grounds of race, color, national origin, religion, sex, age, qualified disability or status as a veteran. Alabama State University commits itself to positive action to secure equal opportunity regardless of these characteristics.

Alabama State University is firmly committed to the principle of providing equal education and employment opportunities for individuals with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with documented special needs should contact the Alabama State University Counseling Center at (334) 229-4382.

Accommodation and Inclusion

Alabama State University values diversity and inclusion. We are committed to a climate of mutual respect and civility among members of our community. ASU recognizes that disability is an aspect of diversity. Our goal is to create learning environments that are accessible, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course related to your disability that result in barriers to your inclusion or to an accurate assessment or achievement, please notify Disability Services as soon as possible. Students should contact and present documentation to Ms. Melonie Judkins, Director of Disability Services, in-person: The John G. Hardy Student Center. Via email: mjudkins@alasu.edu. Students may call (334) 229-5127 or (334) 229-5134 or TDY (334) 229-8822 / (800-548-2546) for further information about academic adjustments or accommodations. Students who have a documented disability should present this information to formally request reasonable accommodations. If accommodations are needed, it is highly recommended to seek them at the beginning of each semester to assist with academic achievement; however, accommodations may be requested at any time.

EARLY DETERMINATION REVIEWS FOR STUDENTS WITH A CRIMINAL HISTORY

Early Determination reviews are offered to individuals who are considering entering an occupational therapy educational program or have already entered an occupational therapy educational program and wish to have his or her criminal background reviewed prior to applying for the National Board for Certification in Occupational Therapy Certification Examination. For additional information, please contact the ASU Occupational Therapy Chair, Susan Denham in suite 211-B at 334-229-5611 or sdenham@alasu.edu **AND** the National Board for Certification in Occupational Therapy, Inc. 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.

COMMON TERMS, ABBREVIATIONS AND DEFINITIONS

Occupational Therapy 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.

Affiliation Agreements:

Affiliation Agreements are contractual agreements between Alabama State University, the ASU Occupational Therapy Program, and the clinical facilities. Prior to the start of students' fieldwork education experience, an executed agreement must exist.

Clinical Coordinator (CC):

The CC is a clinician on staff within a clinical facility who is designated to be responsible for the fieldwork education program of the facility. Their responsibilities include but are not limited to maintaining contracts, structuring students' fieldwork education experiences, communicating with the AFWC the availability of clinical supervisors, monitoring the student while at the facility, providing guidance to the students and clinical supervisors as needed, and assuring that a learning-conducive environment is maintained. The CC may serve as fieldwork educator (FE)/clinical instructor (CI).

Fieldwork Educator (FE)/Clinical Instructor (CI):

The FE/CI is a staff member within the clinical setting who is responsible for the teaching and supervision of an assigned student. The FE/CI has a minimum of one year of experience as a licensed occupational therapist and is adequately prepared to serve as a fieldwork educator. The FE/CI can also serve as the CC.

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) 4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-3449, (URL: www.acoteonline.org).

World Federation of Occupational Therapists (WFOT):

WFOT is the key international representative for Occupational Therapists and Occupational Therapy around the world and the official international organization promoting occupational therapy.

National Board for Certification in Occupational Therapy (NBCOT):

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

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

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

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

Alabama State Board of Occupational Therapy (ASBOT):

ASBOT was created by the State Legislature (ACT 90-383) in 1990 to provide for the regulation of the practice of Occupational Therapy in Alabama. The mission of ASBOT is to safeguard the public health, safety, and welfare, and to assure the availability of high quality occupational therapy services to persons of this state in need of such services. Visit ASBOT online at www.asbot.state.al.us.

Telephone: (334) 353-4466; Fax: (334) 353-4465.

Alabama State University Occupational Therapy Program (ASUOT):

Alabama State University's OT Program was established in 1998 as an undergraduate degree program and in 2007 admitted its first graduate students. The program can be contacted at 915 S. Jackson Street, Montgomery, AL 36106 (URL: www.alasu.edu). Telephone: (334) 229-5056; Fax (334) 229-5882.

FIELDWORK EDUCATION PHILOSOPHY

Fieldwork education is a vital component of Alabama State University's Occupational Therapy program (ASUOT). This aspect of the curriculum provides an opportunity for student engagement in selected aspects of the occupational therapy process. The academic components of this program focus on the cognitive, affective and psychomotor aspects of learning in a controlled environment, while the clinical education component of the curriculum allows for transference of that learning as it applies to actual patient care environments. In the clinical setting, students are expected to assume limited roles as occupational therapists while under the supervision and guidance of licensed and experienced occupational therapy practitioners and other qualified personnel. Students will be exposed to a variety of clients across the lifespan and to a host of environments.

In order to attain entry-level status within the occupational therapy profession, students are expected to be fundamentally able to perform all essential clinical skills by the end of the fifth semester of study. The skills are identified in the respective course syllabus for each rotation and correspond to the assessment tool utilized by the program; for level II fieldwork, the program currently uses the AOTA *Fieldwork Performance Evaluation for the Occupational Therapy Student*.

LEVEL I FIELDWORK OVERVIEW

The goal of Level I Fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. Level I Fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended to be an independent performance. By design, recurring themes of the curriculum (research, occupation, clinical reasoning, and professional behaviors) will be emphasized at each of the two Level I fieldworks.

Qualified personnel for supervised Level I Fieldwork include, but are not limited to occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

The first Level I placement will be scheduled for one day a week during the third semester of the program. The remaining placement along with the Clinical Intervention Practicum course will be taught in block format, during the last two and three weeks of the semester in which they are taken, respectively. Students may report to fieldwork from 8:00 a.m. to 5:00 p.m.; however, the schedule may vary based on the hours of operation of the fieldwork site.

LEVEL II FIELDWORK OVERVIEW

The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II Fieldwork shall be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings.

The fieldwork experiences are designed to promote clinical reasoning and reflective practice; to transmit the values and beliefs that enable ethical practice; and to develop professionalism and competence as career responsibilities. For Level II fieldwork, an occupational therapist can supervise occupational therapy students as long as the therapist meets state regulations, has a minimum of 1 year of practice experience subsequent to the requisite initial certification, and is adequately prepared to serve as a fieldwork educator in settings where occupational therapy services exist.

ASUOT PROGRAM MISSION

The mission of the Occupational Therapy Program at Alabama State University is to serve the city of Montgomery, the state, the nation and global community. The program is also designed for those students whose interests and aptitude carry them beyond routine classroom experiences. The curriculum, through a logical and developmental sequence of learning and service create an environment that will prepare and graduate proficient entry-level therapists who demonstrate competency in evidenced-based clinical practice in the profession of occupational therapy. Additionally, the program:

1. Prepares students to work with diverse populations in varied settings.
2. Promotes critical thinking, ethical decision-making skills, and clinical reasoning to further knowledge of occupation and efficacy of practice and research.
3. Develops professionals who are able to communicate, understand and apply the science of occupation and who are dedicated to a lifelong learning process.

4. Involves faculty and students in public service programs by providing them with research-based guidance on policy and program approaches and initiatives for addressing community problems.
5. Strives to improve the underrepresentation of minorities in the field of occupational therapy.
6. Fosters an environment that supports experiential and self-directed learning and promotes personal and professional development for eligible students, regardless of socioeconomic status.
7. Emphasizes the role of purposeful activity and occupation and adaptation in development throughout the lifespan.

ASUOT EDUCATIONAL PROGRAM GOALS

Graduates of Alabama State University Occupational Therapy Program will:

1. Expand scholastic skills for personal, occupational, and professional growth.
2. Develop a dedication to life-long learning and commitment to public/community service.
3. Demonstrate professional behaviors that are congruent with the core values and code of ethics and standards of the occupational therapy profession.
4. Utilize the occupational therapy practice framework as a guide for decision making regarding patient care and outcomes.
5. Use evidence based practice as a means to identify and guide best occupational therapy practice.
6. Examine the impact of physical, social, temporal, cognitive, psychological, spiritual, environmental, and cultural contexts that impact occupational performance.
7. Evaluate and develop goals and intervention plans in conjunction with the client, their support system, and other healthcare team members to provide a comprehensive, holistic and client-centered approach to care.
8. Understand the importance of advocacy and promotion of the occupational therapy profession.
9. Participate as consumers and producers of research.
10. Be competent as an entry-level therapist with the ability to work in a diverse healthcare delivery system and appreciate the different roles of occupational therapists working in varying healthcare systems.
11. Be competent in communication skills, leadership, and critical thinking.

These educational goals are dynamic and interdependent of each other. Throughout the educational process, including but not limited to didactic and clinical courses, the program strives to provide a firm support system, nourish students as a whole person, and draw upon and strengthen their cultural and academic roots so that they may be transplanted to any environment and adapt to varied applications of occupational therapy practice.

OUTCOMES: EVALUATION OF FIELDWORK

Evaluation is an important aspect of the curriculum framework. The faculty mirrors the program themes when approaching program evaluation. Critical thinking, problem solving, and attention to the occupational needs of our students and faculty are used to evaluate and adjust the curriculum in order to ensure the academic preparedness of the ASU program graduate as an entry-level occupational therapist. Evaluation of the curriculum is based on the program's ability to not only meet, but also exceed compliance with the educational Standards, the mission and philosophy of Alabama State University and the Department of Occupational Therapy, as well as the expected student educational outcomes.

Evidence-based decision-making is employed by utilizing qualitative and quantitative data. Evaluation occurs at various stages to ensure delivery of a current, coordinated, and meaningful curriculum. Evaluation data is obtained from various sources. Students, fieldwork educators, and academic faculty participate in the evaluation processes of the ASUOT Program in numerous ways. Utilizing information from the various sources allows the faculty to critically assess the strengths and weaknesses of the program and make decisions and changes based on sound evidence.

ASUOT students have the opportunity to evaluate the academic faculty at midterm and again at the end of each semester using the ASU Student Course Evaluation (SCE) – Class Climate. Class Climate rates the course and the instructor for the course. The form is completed anonymously and delivered to the Testing Center. The Center then analyzes the data and prepares a report that is submitted to the Department Chair for review. A composite student evaluation is shared with each faculty member. The ASUOT student also assesses the fieldwork site; providing feedback to the fieldwork educator and AFWC using the *Student Evaluation of the Fieldwork Experience* (SEFWE) document. The SEFWE provides the AFWC insight about the site and the quantity and quality learning experiences it provided. The Anonymous ASU OT Level II Fieldwork Student Exit Survey is another tool used at the end of the series to gather feedback specific to the student's experience with the fieldwork experience including the ASU OT AFWC.

In addition, the AFWC evaluates ASUOT student performance in Level I fieldwork through a variety of means, including but not limited to student performance reports, as specified in the respective written course syllabus. Level II Fieldwork is evaluated at midterm and at final using the AOTA Fieldwork Performance Evaluation score to determine whether a student has been successful. Assignments for Level I and II fieldwork vary from site to site and are evaluated by the AFWC and/or designated faculty. The AFWC collaboratively develops site-specific learning objectives with the individual clinical educator to ensure that learning objectives/assignments are well

suited for the student learner and consistent with both the practice setting and ASUOT program curriculum design.

FIELDWORK ROTATIONS & CLINICAL INTERVENTION PRACTICUM

The Occupational Therapy fieldwork education rotations at Alabama State University are divided into two levels: Level I and Level II.

Level I: There are two Level I rotations and a Clinical Intervention Practicum, which may occur while students are on campus and attending other classes. They may be scheduled on a one-day per week basis or within a block during the semester. These experiences may be in a facility that may or may not have occupational therapy services. Students may be placed at sites that do not have occupational therapy services in an effort to expose them to other areas of the professional community where occupational therapy practitioners could work or have consultation. Educational programs have been tasked to expose students to nontraditional and/or emerging areas of practice; ASUOT provides this type of experience during the Level I placements. Additionally, students are able to gain knowledge of community resources and other professional personnel in the community. Students on Level I rotations are evaluated using Student Performance Evaluations which assesses students' professional behaviors skill set initially and later their ability to impart clinical knowledge/skills. Level I Fieldwork is not substituted for any part of Level II Fieldwork.

Level II: Level II rotations take place off campus and involve students being away from campus for extended periods of time. The ASUOT program requires a minimum of 24 weeks of full-time Fieldwork Level II. Students will adhere to the facility schedule regarding the number of hours to be performed on-site each week. The typical average is 32 to 40 clock 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 ASU OT. Level II Fieldwork can take place in a variety of traditional and emerging areas of practice. Level II Fieldwork may be completed in a minimum of one setting and a maximum of four different settings. In Level II rotations, students are evaluated on both professional and clinical skills using the Fieldwork Performance Evaluation for the Occupational Therapy Student (FPE).

An additional third Level II (C) rotation may be approved and arranged. A Level II (C) rotation may be required as remediation if a student unsuccessfully completes a previous rotation. A Level II (C) rotation can also accommodate students with interests in an area of specialization such as education, administration, ergonomics, pediatrics, or hand therapy.

In settings where no OT is on site, a plan for provision of OT services is documented and supervision by a currently licensed or credentialed occupational therapist with at

least 3 years of professional experience is required. Supervision must include a minimum of 8 hours per week. The OT supervisor is readily available for communication and consultation via a variety of contact measures to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

Level II Fieldwork outside the U.S. is supervised by a WFOT approved program graduate with one year of practice experience. Such fieldwork does not exceed 12 weeks. The program does not currently engage in international Level II fieldwork experiences.

FIELDWORK: RELATIONSHIP TO THE CURRICULUM DESIGN

The fieldwork program at Alabama State University is synchronous with the curriculum's developmental model design. There are a series of three Level I fieldwork experiences strategically placed throughout semesters three through five. The ASU OT Program views current practice settings to include those that are hospital-based, community-based, and school-based. Level II Fieldwork courses occur in the later phases of the curriculum during semesters six and seven. ASUOT students are expected to complete a Level II hospital-based rotation.

The first Level I Fieldwork (1 of 2), introduced in the third semester of study, requires the student to reflect upon their early curricula experiences. In semesters one and two, students gain 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. This first fieldwork experience exposes the student to community-based programs that are considered by the program to be in traditional and/or non-traditional areas of practice with populations along the lifespan continuum. Students typically participate in this experience on a once-a-week basis for approximately eight weeks using a single fieldwork site. In most instances, there are not occupational therapy practitioners employed in the sites used for these placements and the students are supervised by ASU OT faculty. The expectation is for the student to identify how occupational therapy services may impact existing programming, provide an arena in which the student will further develop professional behaviors, gain insight about other professions, embrace emerging areas of practice, explore occupation, practice group process skills, and view environments in which occupational therapy practice may occur.

The second level I Fieldwork (2 of 2) is offered in a one-week block format during the fourth semester of study. This experience builds on previous coursework, including the earlier fieldwork experience. During this semester of study, students are placed in settings that emphasize pediatric and adult populations in traditional areas of practice as defined by ASU's geographic region. This experience allows the student to apply select skills acquired during semesters one through four such as observation and

activity analysis while considering the effects of disease and disability. The student will identify appropriate goals and treatment activities and retrieve pertinent information from the medical/client/student record while engaged in this placement. This fieldwork experience, in many instances, will be the first to involve interaction between the student, the occupational therapy practitioner, and direct occupational therapy services. It is the aim of this placement for students to refine their professional interactions/behaviors, participate in select aspects of the occupational therapy process, integrate critical thinking skills, and to articulate understanding the contextual needs of the individuals served.

The Clinical Intervention Practicum course provides the student with an opportunity to participate in an intensive three-week clinical experience in the long-term care/subacute nursing facility setting. ASU recognizes these settings as significant areas of practice based on aging projections for the United States along with program graduate employment trends. This practicum experience occurs at the end of the fifth semester of study once the Therapeutic Measurement and Intervention course series is completed. At this juncture, students have completed the majority of the curriculum and are equipped with the technical skills set needed to embark on Level II fieldwork. Students placed in these settings will likely interact with the certified occupational therapy assistant (COTA) and the registered occupational therapist (OTR). Students will master demonstrating professional behaviors, apply clinical reasoning skills, utilize ethical judgment, and applying technical skills with direct supervision during selected aspects of the occupational therapy process. The focus will be chart reviews, assessments/evaluations, treatment planning, goal setting, discharge planning, and documentation. This particular placement provides the student with a final opportunity to conceptualize that occupational performance issues are manifested in all areas of practice throughout the lifespan and allows for hands on participation prior to the start of Level II Fieldwork.

Level II Fieldwork experiences, positioned at the end of the program's curriculum, require successful completion prior to any student being considered as eligible for graduation. While students are required to complete one hospital-based rotation as a Level II experience, the program does not specify the order in which the rotation must be completed. Feedback from the student is used to determine the setting and population for the other Level II experience. Students will have completed all relevant coursework prior to commencing these two twelve-week fieldwork experiences and will be academically prepared for all settings (hospital, community or school-based) and populations (across the lifespan) served. This flexibility allows for scheduling rotations that will allow for completion of graduation requirements in a timely manner.

RIGHTS AND PRIVILEGES OF CLINICAL EDUCATORS

The rights and privileges of fieldwork education faculty include, but are not limited to the following:

Participation in University Functions;
Participation in Fieldwork Education Workshops;
Utilization of the University library;
Distribution of recruitment materials to students via the AFWC;
Ability to contribute as members of ASUOT Advisory Board;
Ownership of the Fieldwork Education Handbook;
Communicate with AFWC regarding student progress;

STUDENT SUPERVISION ON FIELDWORK

Level I & Clinical Intervention Practicum

Qualified personnel for supervised Level I Fieldwork include, but are not limited to occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

Level II

For Level II fieldwork, an occupational therapist can supervise occupational therapy students as long as the therapist meets state regulations, has a minimum of 1 year of practice experience subsequent to the requisite initial certification, and is adequately prepared to serve as a fieldwork educator in settings where occupational therapy services exist.

In a setting where there is no occupational therapy practitioner on site, ACOTE requires a minimum of eight hours of supervision per week. The supervising occupational therapist should have at least three years of professional experience. Supervisors need to be cognizant of individual student's needs. They may work with students in groups, but need to use judgment in determining when an individual student may need more time. It is expected by ACOTE that supervision include meeting with the student, reviewing the student's documentation, and being available for communication and consultation during work hours.

It is understood that supervision must be initially direct and then gradually decrease as appropriate for the setting, the client's needs, and the ability of the student. The occupational therapy practitioner as well as the on-site supervisor designee from another profession may provide supervision. An occupational therapist must be available to the student during all working hours. The ratio of the fieldwork educator and student is typically 1:1. Only are there rare circumstances when the ratio increases to 1:2.

FIELDWORK SITE ASSIGNMENT PROCESS

It is the responsibility of the AFWC to solicit fieldwork sites for each fieldwork rotation. Feedback from students about geographic preference for Level II placements is initiated upon entry into the program. By utilizing the fieldwork preference form, the AFWC can begin the contract development process if a student desires a location where the program does not currently affiliate. Because placement at a particular site cannot be guaranteed, students should provide alternate locations. The AFWC sends to the appropriate facilities a reservation request form. On the reservation request form, the clinical facility indicates whether they can accept a student during the specified timeframe. 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.

Once the reservation request forms are returned 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. Students are given an opportunity to review the fieldwork files, including the Fieldwork Data Form (FDF), on their assigned fieldwork site. The final decision of this assignment process is made by the AFWC.

Once students are assigned, the AFWC sends a confirmation letter to the facilities and the student and a copy is kept on file. When assignments are made, information such as the student travel distance, student interest in specialty areas, and/or Kolb Learning Styles Inventory (*optional*) results/responses 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. Students are not typically assigned for placements where they are (have been) employed. Additionally, the program does not knowingly coordinate placements at sites where students are under scholarship.

It is the policy of the ASUOT program that each student be responsible for his or her travel and housing expenses during each fieldwork rotation; and bears any other financial obligation of each fieldwork assignment. Each facility has specific requirements, which may include criminal background checks, immunizations and drug screening. The costs of these requirements, if not incurred by the facility, are the responsibility of the student. Students may travel a significant distance (within/out-of-state) away from the university.

Students are welcome to offer suggestions for potential clinical sites to the AFWC. However, students are **NOT** to contact the clinical site unless directed by the AFWC to do so. Again, students may **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.

Due to the sensitive and subjective nature of clinical education, we will not knowingly place students in environments that lend to performance bias. Any student who is receiving financial assistance in the form of scholarships or other resources must inform the Academic Fieldwork Coordinator immediately upon signing a contract. A copy of the contract you sign with the facility should be given to the Academic Fieldwork Coordinator. Due to the conflict of interest, which may arise in this situation, students will not be allowed to do fieldwork in a center where they have made a commitment to work upon graduation in exchange for financial assistance.

Changes of site are not allowed after the placement has been confirmed with the facility, except for the following: the facility cancels the fieldwork, in which case the student will be assigned by the AFWC to an available facility; or, there is a real and immediate emergency which the student could not have foreseen, which requires a change in the fieldwork.

- New clinical contracts are established 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 and clinical contracts may not always be finalized.
- 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 initiates the establishment of a contract with a new facility, the placement at the facility will be reserved for the student (*see exceptions above).
- Students should not request to 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. Doing so, you will forfeit placement.

CANCELLATION OF SITES

Occasionally, a clinical facility may cancel a scheduled rotation without notice. In this case, the AFWC is responsible for locating another site for the student. The location of another fieldwork site may require unexpected travel on the part of the student. The student is responsible for all costs associated with the fieldwork experience.

FIELDWORK EDUCATION & PRACTICUM ORIENTATION

Prior to the beginning of each fieldwork rotation and the practicum, students are oriented to the syllabus, the student performance assessment tool (e.g. – AOTA FPE, ASU Student Performance Report), and general information regarding affiliation agreements, expectations from the school, and the expectations from the fieldwork site. Emphasis is placed on students taking ownership of their learning. Topical discussion may include supervision, communication, safety, assessment of performance, and assignment. The essential functions for the occupational therapist will also be reviewed prior to the start of each Level II fieldwork experience.

STUDENT RESPONSIBILITY: SITE HEALTH REQUIREMENTS & STUDENT HEALTH RECORDS

Quality patient care, patient safety, and student safety are of high priority to the ASUOT program. Therefore, students are required to provide proof of completion for the following items to the AFWC during the first week of the first semester in which fieldwork occurs:

1. Copies of current CPR cards;
2. TB test results taken within the past year or chest x-rays if warranted;
3. Proof of Hepatitis B vaccinations or a copy of signed waivers (Form A);
4. Verification of malpractice insurance coverage;
5. Verification of health insurance coverage;
6. Addresses and phone numbers where they can be reached during fieldwork assignments and emergency contact information; **and**
7. Any additional requirements of the facility.

A CPR certification class will be incorporated into the fieldwork I (2 of 2) syllabus. The cost for the CPR certification will be at the expense of the student. It is the responsibility of the student to contact the facility prior to the clinical affiliation and identify/verify site-specific requirements and to provide documents to the site and/or to the AFWC to submit on their behalf. Requirements may include criminal background checks, physical examinations, finger printing, drug screening or weekend scheduling. Again, any costs incurred are the responsibility of the student. **The ASUOT Program will not maintain any non-program required documents/records unless obligated by the clinical contract for affiliation to do so.** It is solely the responsibility of the student to obtain and maintain these personal items. Compliance in satisfactorily completing site and program requirements may affect the ASUOT students' ability to participate in a fieldwork experience.

STUDENT DRESS CODE

A neat, clean, well-groomed and modest appearance is required at all times. Safety of students and patients is imperative. 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 three inches above the knee. Short shorts are inappropriate for class wear. Walking shorts are acceptable. If in doubt apply the three-inch rule. Hats for either men or women are not to be worn in the classroom. Fieldwork sites may require a specific form of dress, i.e. scrubs. Students are responsible for acquiring the required apparel. **Students who violate the dress code will be asked to leave the classroom or fieldwork site. This will count as an unexcused absence.**

During fieldwork assignments (Level I & II) and the Clinical Intervention Practicum, the assigned facility may require a different uniform. Denim is not permitted while on fieldwork unless the fieldwork educator explicitly requests that the student wears such garment. Students are responsible for all costs associated with appropriate dress.

Student Patch:

An ASUOT student patch is available through the department for use on lab coats, if needed for fieldwork.

STUDENT CONDUCT: PROFESSIONAL BEHAVIOR

Professional conduct includes cooperation, reliability, conscientiousness and truthfulness. Respect must be shown to the patients, clients, therapists, other health professionals, fellow students, and instructors. Students are expected to adhere to the

AOTA Code of Ethics at all times (see ASUOT Graduate Student Handbook).

ADHERENCE TO PRIVACY RULE

Students are expected to comply with the Standards for Privacy of Individually Identifiable Health Information (Privacy Rule). A major goal of the Privacy Rule is to assure that individual's health information is properly protected while allowing the flow of health information needed to provide and promote high quality healthcare and to protect the public's health and well-being. Therefore, students will refrain from discussing any information pertaining to patient PHI or the health care organization in an area where unauthorized individuals may hear such information (for example), 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. Consequences for violating a patient's rights to privacy and confidentiality may warrant termination of fieldwork and/or expulsion from the Occupational Therapy Program.

USE OF SOCIAL MEDIA/NETWORKS

Students should not use social media (i.e. Facebook, Twitter, Snapchat, etc.) to discuss or identify your fieldwork placements, discuss your patients/clients or post pictures of your patient/clients. You should maintain the privacy and confidentiality of each patient/client at all times. Fieldwork may be terminated and/or expelled from ASU Occupational Therapy Program for failure to comply with this policy.

- When speaking with your peers while on fieldwork, you must realize that you cannot share any specific patient information on Facebook, Twitter, etc.
- It is a HIPPA violation if you mention a client/patient with enough information that the person might be identified, even if you avoid PHI. The consequences for violations, as you know, are severe.
- 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...).
- Publicizing where you are placed for fieldwork is up to you, but there might be problems with you being identified. Consider if you want privacy from clients, patients and staff.
- Use your official ASU 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.
- If you are attached to your cell phone and have to look at it constantly, it is

advised you leave your cell phone in your car or in the office so you are not tempted to pull it out while you are with a patient, caregivers, your FWE, etc.

- Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider typing your name in the web to discover what others can see about you on the Internet.

Students are required to construct and submit a Professional Behaviors Portfolio prior to start of Level II Fieldwork. Portfolio submission is a requirement for successful completion of the Professional Seminar (OTH 6509) course. In the portfolio, the student will provide evidence of *Professional Behaviors* activity completion.

The Alabama State University booklet *The Pilot: Official Student Handbook of Alabama State University* (is an updated compilation of policies and regulations developed by faculty-student committees and administrative officials for use by members of the Alabama State University community, and is subject to change. The College of Health Sciences, specifically the ASU Occupational Therapy Program, has program specific rule, regulations and procedures detailed in the *ASUOT Graduate Student Handbook*.

FIELDWORK: STUDENT SCHEDULE/ATTENDANCE

Students are expected to adhere to the fieldwork site policies and procedures and attend all assigned clinical days. The fieldwork site schedule supersedes the University's academic schedule. In the event of illness or an emergency, the student should inform the clinical instructor **and** AFWC no later than the appointed starting time for that day. Decisions related to make-up time for any absences from the patient care setting are made on an individual basis at the discretion of the respective clinical instructor and the AFWC.

Level I and II fieldwork may be scheduled during timeframes that extend beyond the traditional academic calendar (e.g. – during Spring Break, on holidays, on weekends, between semesters/terms, etc.) of the University.

ASU STUDENT ATTENDANCE POLICY

Each student is expected to attend all lectures, seminars, laboratories and field work for each registered class, including the first class session, in order to verify registration with instructors and to complete all work assigned for the course. Failure to observe this policy may seriously jeopardize a student's academic standing.

If a student does not attend class during the first week (first five instructional days) of the semester and does not give prior notification to the instructor of reasons for absence and intent to attend the class, the student will be dropped from the course.

A student is permitted one (1) unexcused absence for each credit hour generated by the class. For example, two (2) absences are allowed in a two-hour class. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F".

At the beginning of the class, the instructor is responsible for having listed on his or her syllabus the University Attendance Policy. The student will be held responsible for adhering to the University Attendance Policy. Instructors of courses are not obligated to provide makeup opportunities for students who are absent, unless the absences have been officially approved. An officially approved absence, however, merely give the individual who missed the class an opportunity to make up the work and in no way excuses him or her from the work required. Official excuses are granted by the Office of Student Affairs for authorized university activities, verified personal illness or illness or death in the immediate family.

Absences will count from the first day of registration for each course. Students receiving veteran's benefits are required to attend classes according to the regulations of the Veterans Administration in addition to those regulations set by the university for all students. It is the responsibility of the instructor to keep an accurate attendance record of all students enrolled. Students should understand that absences may jeopardize their grades. It is the responsibility of the student to withdraw from the university or drop a course.

Adopted by the ASU Board of Trustees on May, 2009

STUDENT PERFORMANCE

Level I

Student performance on Level I fieldwork is dependent upon the student's ability to meet the course requirements as defined by the course syllabus. Each of the two Level I fieldwork experiences and the Clinical Intervention Practicum are unique and have distinctly different learning objectives and assignments. These experiences require the student to employ their knowledge and skills in their respective fieldwork environment.

Level II

Clinical performance on Level II fieldwork is assessed by the clinical educator using the *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FPE)*. The FPE was designed to measure student competency in areas of fundamentals of practice, basic tenants of the profession, evaluation and screening, intervention, management of occupational therapy services, communication and professional behavior. It focuses on the occupational therapy process, clinical reasoning process and the roles and responsibilities of the occupational therapy student. Inherent in the tool is a collaborative exchange between the student and fieldwork supervisor. The tool measures entry-level competence, and is set up to differentiate the competent student from the incompetent student. It provides students with an accurate assessment of his

or her competence for entry-level practice over time. Growth is expected and monitored at midterm and final scores. The Program provides each student/fieldwork educator with this assessment tool prior to the start of each Level II.

At midterm (Week 6 of 12), students should score a minimum of 90 out of a possible 168 points. According to AOTA, a minimum FPE score of 122 out of 168 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 FPE 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 ASUOT student is expected to complete course specific assignments found in the fieldwork course syllabus during these rotations.

Grading for Level II fieldwork is as follows:

GRADING

122 point minimum and at least 2 items rated as 4 and no items below 3	= A
122 point minimum and no items rated less than 3	= B
122 point minimum and an item rated as 2	= C
Any score less than 122 and/or any item rated as 1	= D

If the FE has concerns with 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.

LEVEL II FIELDWORK: PROGRESSION AND MATRICULATION

The two required Level II fieldwork experiences must be completed within eighteen months after the fifth semester of study. This policy ensures timely student progression and matriculation. Once a student successfully completes all coursework, including the first Level II Fieldwork, they are eligible to submit an application for graduation. Upon graduation, the student is then able to apply for the NBCOT Certification Exam.

TERMINATION OF FIELDWORK

Communication between the ASUOT department and clinical affiliate is constant. It is the responsibility of the AFWC to intervene when a FE reports that an ASUOT student exhibits unsatisfactory behavior or a student's potential for achieving entry-level competence by the end of the affiliation is in question. The AFWC and FE may consult with the ASUOT program director and other ASUOT faculty when necessary. Decisions to terminate fieldwork assignments will be based on concrete information provided to the AFWC and when mutually agreed upon by both the AFWC and FE. The decision will be based on feedback from the student, AFWC and FE. However, since a facility's participation in the fieldwork education of ASUOT students is a privilege and not an obligation, the AFWC does not have the right to maintain a rotation assignment if the facility does not agree.

The ASUOT student may petition in writing to terminate a fieldwork rotation. The decision will require approval from the fieldwork site, the AFWC, the ASUOT program director, and the respective college dean prior to the student being released by the fieldwork site.

Students are not to contact fieldwork sites and/or potential fieldwork educators except as directed by the AFWC.

STUDENT GRIEVANCE PROCESS

The academic and fieldwork complaint process is as follows. A student who believes an academic or fieldwork evaluation is inaccurate, should discuss the evaluation with the immediate faculty member. In the case of a fieldwork experience, the fieldwork educator is the immediate faculty member. If the fieldwork issue remains unresolved, the student should contact the academic fieldwork coordinator. Most concerns are resolved this way. However, if it is not possible for the student to resolve the problem with the immediate fieldwork educator and/or the academic fieldwork coordinator, then the department chair should be contacted. If the concern is not resolved by discussion with the department chair, or if the department chair is the object of the concern, then the student may request that the college dean meet jointly with the student and faculty member to resolve the complaint. The college dean may involve others in resolving the matter if, in his or her discretion, it seems appropriate, including asking a panel to hear the concern. Additional information can be found in The Pilot, Official Student Handbook of Alabama State University under Academic Rights and Responsibilities.

SEXUAL HARASSMENT

The Equal Employment Opportunity Commission's Guidelines on Discrimination because of sex, define sexual harassment as follows:

Unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
- (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work; or
- (3) academic performance or creating an intimidating, hostile, or offensive working/academic environment.

It is the policy of Alabama State University that sexual harassment of faculty and staff is prohibited in the workplace and in the recruitment, appointment and advancement of employees. Sexual harassment of students is prohibited in and out of the classroom and in the evaluation of students' academic performance. It is also the policy of the University that accusations of sexual harassment which are made without good cause, will not be condoned. It should be remembered that accusations of sexual harassment are indeed grievous and can have serious and far-reaching effects upon the careers and lives of individuals. This policy is equally applicable to faculty, staff and students. This policy is in keeping with the spirit and intent of various federal guidelines which address the issue of fair employment practices, ethical standards and enforcement procedures.

SUBSTANCE ABUSE

Occupational Therapy students will participate in all educational activities (classroom, laboratory and clinical) in a state of health and vigor. Students found to be under the influence of any substance (legal or illegal) that would impair their ability to safely and appropriately engage in all educational activities will be removed from the classroom at the discretion of the faculty member.

Alabama State University is committed to fostering a campus environment in which the effects of alcohol and drugs do not interfere with the academic development and work of students and institutional faculty and staff. Furthermore, the effects of drugs and alcohol abuse pose a danger to the individual, students, faculty members and the public. Alabama State University acknowledges and complies with the laws of the state of Alabama, which prohibit the sale, distribution, manufacture, possession or use of a controlled substance in the state (The Pilot, Official Student Handbook of Alabama State University, pp.96-98).

Drug/Alcohol education, counseling and referrals are available for students in need through the University Counseling Center.

FIELDWORK: STUDENT LEARNING OBJECTIVES

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

Level I Fieldwork & Clinical Intervention Practicum Student Objectives

General objectives include:

1. Demonstrate knowledge of the client population and the application of occupational therapy principles to specific client problems.
2. Derive pertinent occupational profile data through observation and therapeutic engagement when appropriate.
3. Articulate understanding the theoretical rationale for assessment, service delivery, and intervention priorities.
4. Explore and appreciate the professional roles of the occupational therapist and the occupational therapy assistant.
5. Develop and exhibit professional behaviors during all fieldwork encounters.

Level II Fieldwork Student Objectives

General objectives include, as stated on the *Fieldwork Performance Evaluation for the Occupational Therapy Student* (OTA, 2002):

1. Fundamentals of Practice
 - a. Adhere to ethical concerns of clients and site's policies and procedures regarding ethics.
 - b. Adhere to safety regulations and policies of the profession and site.
 - c. Use proper judgment in regard to ethical and safety concerns.
2. Basic Tenets
 - a. Articulate the value and beliefs of the occupational therapy profession to clients, families, and other service providers.
 - b. Articulate the value of occupation as a desired occupational therapy outcome.
 - c. Articulate the roles of an occupational therapist and occupational therapy assistants to clients, families, and other service providers.
 - d. Collaborate with clients, families, and other service providers throughout the occupational therapy process.
3. Evaluation and Screening
 - a. Articulates a clear rationale for the evaluation process.
 - b. Selects relevant methods.

- c. Determines occupational profile.
 - d. Assesses client and contextual factors.
 - e. Obtains sufficient and necessary information.
 - f. Administers assessments.
 - g. Adjusts/modifies assessment procedures.
 - h. Interprets evaluation results.
 - i. Establishes accurate plan.
 - j. Documents results of evaluation.
4. Intervention
- a. Articulates a clear and logical rationale for intervention.
 - b. Utilizes evidence to make informed decisions.
 - c. Chooses occupations that motivate and challenge.
 - d. Selects relevant occupations
 - e. Implements client-centered occupations
 - f. Implements occupation based interventions
 - g. Modifies approach, occupation, and environment
 - h. Updates, modifies, or terminates intervention plan
 - i. Documents clients response
5. Management of Occupational Therapy Services
- a. Demonstrates ability to assign through practice or discussion
 - b. Demonstrates ability to collaborate through practice or discussion
 - c. Understands costs and funding
 - d. Accomplishes organizational goals
 - e. Produces work in expected time frame
6. Communication
- a. Communicates verbally and nonverbally
 - b. Produces clear documentation
 - c. Written communication is legible
 - d. Uses language appropriate to recipient
7. Professional Behaviors
- a. Collaborates with supervisor
 - b. Takes responsibility for professional competence.
 - c. Responds constructively to feedback.
 - d. Demonstrates consistent work behaviors.
 - e. Demonstrates time management.
 - f. Demonstrates positive interpersonal skills.
 - g. Demonstrates respect for diversity.

APPENDIX: FIELDWORK EDUCATION FORMS

PREFERENCE INDICATOR FOR FIELDWORK (PIFF)

Name: (As you want it to appear on nametag) _____

School Address: _____

Phone # _____

Home Address: _____

Home Phone: _____

The following indicators will be used to assist the Fieldwork Coordinator in making placements for Level II Fieldwork that will occur during semesters 6 (summer) and 7 (fall). Hospital, community or school-based affiliations are acceptable 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). Level II placements are not made with long term care facilities.

List three to five geographical locations (City, State) that you consider as desirable for a twelve-week Level II fieldwork placement. If there are specific facilities/organizations that you are interested in, feel free list them on this form. Circle the corresponding letter for the settings and populations that interest you (H-hospital, C-community, S-school, A-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

Comments: (Special interests/learning style/concerns you would like considered if at all possible)

Fieldwork experiences are arranged and coordinated by the academic fieldwork coordinator according to the educational standards set forth by the American Occupational Therapy Association ACOTE® Committee and the Alabama State University Department of Occupational Therapy.

The most current ACOTE educational standards for fieldwork education can be viewed below or by visiting:

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/Standards/2011-Standards-and-Interpretive-Guide.pdf>

SECTION C: FIELDWORK EDUCATION AND DOCTORAL EXPERIENTIAL COMPONENT	
C.1.0: FIELDWORK EDUCATION	
Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision of a qualified occupational therapy practitioner serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will	
C.1.1.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.
C.1.2.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students.
C.1.3.	Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.
C.1.4.	Ensure that the ratio of fieldwork educators to students enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.5.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.14.
C.1.6.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.
C.1.7.	Ensure that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation.

The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. The program will	
C.1.8.	Ensure that Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
C.1.9.	Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.
C.1.10.	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork.
The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will	
C.1.11.	Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.
C.1.12.	Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. 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.	Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.
C.1.14.	Ensure that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.

C.1.15.	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).
C.1.16.	Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student.
C.1.17.	Ensure 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. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.
C.1.18.	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).
C.1.19.	Ensure that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice.

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 in the confidentiality of patients, personnel and physicians may result in disciplinary action which may include a recommendation for dismissal from Alabama State University's Occupational Therapy 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

Witness

WAIVER FOR HEPATITIS B VACCINATION

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 Board of Trustees of Alabama State University and Alabama State University, 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:

WITNESS:

Printed Name

Printed Name

Signature

Signature

**ALABAMA STATE UNIVERSITY
OCCUPATIONAL THERAPY STUDENT
EMERGENCY CONTACT INFORMATION**

Student: _____

Address: _____

Phone: _____

E-Mail: _____

Emergency Contact: Name: _____

Phone (day): _____

Phone (evening): _____

University Contact:

Susan Denham, EdD, OTR/L, CHT
Chair, Department of Occupational Therapy
Phone (day): (334) 229-5611

Greshundria Raines, OTD, MPA, OTR/L, CAPS
Program Director
Phone (day): (334) 229-5602

Jessica Maxwell, OTD, OTR/L, CEAS I
Academic Fieldwork Coordinator
Phone (day): (334) 229-8419

**ASUOT Office: (334) 229-5056 – Phone
(334) 229-5882 – Fax**

RECORD OF WEEKLY CONFERENCE
Copy as needed- Complete at **Week 3** and **Week 9**
CIRCLE THE WEEK

STUDENT:

DATE:

THERAPIST:

WEEK OF CLINICAL EXPERIENCE:

ROTATION:

STUDENT'S REVIEW OF THE WEEK:

THERAPIST'S REVIEW OF THE WEEK:

FEEDBACK TO THE CLINICAL INSTRUCTOR:
(Supervision, Communications, Feedback)

GOALS FOR THE UPCOMING WEEK:

Signatures: _____

ALABAMA STATE UNIVERSITY

INSERVICE EVALUATION FORM

Student Name _____

Date: _____

Topic _____

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

TOPIC

1. The topic was appropriate for presentation.
1 2 3 4
2. The student was knowledgeable of the topic.
1 1 2 3 4

PRESENTATION

3. Objectives were identified prior to start of 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 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 interacts with the audience.
1 2 3 4
10. Objectives were met.
1 2 3 4

COMMENTS:

FIELDWORK AFFILIATION COMMUNICATION FORM

Date: _____ Phone _____ Visit _____

Site Location: _____

Student Name: _____

FE Name: _____

Comments concerning student performance:

FE Concerns:

Student concerns:

Additional Comments:

Faculty signature

REMEDIAL ACTIVITY FOR FIELDWORK EDUCATION

Date: _____

Student Name: _____

Faculty: _____

Student is having difficulty in the following areas:

Objectives to be achieved prior to clinical affiliation:

Plan of Action:

Student signature

Faculty signature

****Please call before faxing this form. Send to the AFWC at (334) 229- 8419****

Alabama State University College of Health Sciences
Department of Occupational Therapy
MSOT Program

FIELDWORK EDUCATION HANDBOOK

My signature notes the following:

1. I have received access to an electronic copy of the ASU OT Student Fieldwork Handbook. I received instructions to print **AND** electronically store a copy of this document by ASU OT Program Faculty.
2. I understand that it is **MY** responsibility to be familiar with the contents of this fieldwork handbook.
3. I understand the fieldwork handbook contains valuable information about policies, procedures, and guidelines for the Department of Occupational Therapy and its Occupational Therapy Program.
4. I understand that content of the ASU OT Student Fieldwork Handbook is subject to change and that I will notified in writing (including electronic notifications) of such.
5. 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.

Student's Name (PRINTED)

Student's signature

Date

AFWC Signature

NOTE: Please return the signed copy to the ASU AFWC.

AOTA FIELDWORK DATA FORM

Introduction:

The purpose of the Fieldwork Data Form is to facilitate communication between occupational therapy (OT) and occupational therapy assistant (OTA) academic programs, OT/ OTA students, and fieldwork educators. Fieldwork Educators and Academic Fieldwork Coordinators (AFWC) jointly complete the Fieldwork Data Form to describe the fieldwork setting where students may have placements. While much of the information may be completed by the Fieldwork Educator, there will be additional information best obtained through AFWC interview of the fieldwork education coordinator at the site. The AFWC will find opportunity to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards that support the ACOTE on-site accreditation review process. In addition, OT/ 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 terminology and best practice in occupational therapy to promote quality fieldwork experiences. It was developed through the joint efforts of the Commission on Education (COE) and Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.

Addendum:

ACOTE Standards require academic programs to communicate the program's curriculum design with its affiliates. The Alabama State University OT curriculum places emphasis on **research, occupation, professional behaviors, and clinical reasoning**. A curriculum insert has been included in this mailing for your review prior to completing this fieldwork data form. In an effort to integrate these concepts into the clinical environments, specific objectives have been developed by the academic program via course syllabi. A copy of general fieldwork objectives has been included for your review. You are invited to add additional site-specific objectives. If any of the student assignments identified in the course syllabus are not feasible, please communicate this with the academic program. If there are any questions or comments, feel free to contact the AFWC at Alabama State University at 334.229.5602.

AOTA FIELDWORK DATA FORM



Date:

Name of Facility:

Address: Street

City

State

Zip:

<u>FW I</u>		<u>FW II</u>	
Contact Person:	Credentials:	Contact Person:	Credentials:
Phone:	E-mail:	Phone:	E-mail:

Director: Phone: Fax: Web site address:	Initiation Source: <input type="checkbox"/> FW Office <input type="checkbox"/> FW Site <input type="checkbox"/> Student	Corporate Status: <input type="checkbox"/> For Profit <input type="checkbox"/> Non-Profit <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; 1 st must be in: <input type="checkbox"/> Full-time only <input type="checkbox"/> Part-time option <input type="checkbox"/> Prefer Full-time
------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

OT Fieldwork Practice Settings (ACOTE Form A #s noted) :				
Hospital-based settings	Community-based settings	School-based settings	Age Groups:	Number of Staff:
<input type="checkbox"/> In-Patient Acute 1.1 <input type="checkbox"/> In-Patient Rehab 1.2 <input type="checkbox"/> SNF/ Sub-Acute/ Acute Long-Term Care 1.3 <input type="checkbox"/> General Rehab Outpatient 1.4 <input type="checkbox"/> Outpatient Hands 1.5 <input type="checkbox"/> Pediatric Hospital/Unit 1.6 <input type="checkbox"/> Peds Hospital Outpatient 1.7 <input type="checkbox"/> In-Patient Psych 1.8	<input type="checkbox"/> Peds Community 2.1 <input type="checkbox"/> Behavioral Health Community 2.2 <input type="checkbox"/> Older Adult Community Living 2.3 <input type="checkbox"/> Older Adult Day Program 2.4 <input type="checkbox"/> Outpatient/hand private practice 2.5 <input type="checkbox"/> Adult Day Program for DD 2.6 <input type="checkbox"/> Home Health 2.7 <input type="checkbox"/> Peds Outpatient Clinic 2.8	<input type="checkbox"/> Early Intervention 3.1 <input type="checkbox"/> School 3.2 Other area(s) please specify:	<input type="checkbox"/> 0-5 <input type="checkbox"/> 6-12 <input type="checkbox"/> 13-21 <input type="checkbox"/> 22-64 <input type="checkbox"/> 65+	OTRs: COTAs: Aides: PT: Speech: Resource Teacher: Counselor/Psychologist: Other:

Student Prerequisites (check all that apply) <small>ACOTE Standard B.10.6</small>	Health requirements:
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <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 </div> <div style="width: 48%;"> <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 </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <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 </div> <div style="width: 48%;"> <input type="checkbox"/> Physical Check up <input type="checkbox"/> Varicella <input type="checkbox"/> Influenza Please list any other requirements: </div> </div>

Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply)		
Performance Skills: Motor Skills <input type="checkbox"/> Posture <input type="checkbox"/> Mobility <input type="checkbox"/> Coordination <input type="checkbox"/> Strength & effort <input type="checkbox"/> Energy Process Skills <input type="checkbox"/> Energy <input type="checkbox"/> Knowledge <input type="checkbox"/> Temporal organization <input type="checkbox"/> Organizing space & objects <input type="checkbox"/> Adaptation Communication/ Interaction Skills <input type="checkbox"/> Physicality- non verbal <input type="checkbox"/> Information exchange <input type="checkbox"/> Relations	Client Factors: Body functions/structures <input type="checkbox"/> Mental functions- affective <input type="checkbox"/> Mental functions-cognitive <input type="checkbox"/> Mental functions- perceptual <input type="checkbox"/> Sensory functions & pain <input type="checkbox"/> Voice & speech functions <input type="checkbox"/> Major organ systems: heart, lungs, blood, immune <input type="checkbox"/> Digestion/ metabolic/ endocrine systems <input type="checkbox"/> Reproductive functions <input type="checkbox"/> Neuromusculoskeletal & movement functions <input type="checkbox"/> Skin	Context(s): <input type="checkbox"/> Cultural- ethnic beliefs & values <input type="checkbox"/> Physical environment <input type="checkbox"/> Social Relationships <input type="checkbox"/> Personal- age, gender, etc. <input type="checkbox"/> Spiritual <input type="checkbox"/> Temporal- life stages, etc. <input type="checkbox"/> Virtual- simulation of env, chat room, etc. Performance Patterns/Habits <input type="checkbox"/> Impoverished habits <input type="checkbox"/> Useful habits <input type="checkbox"/> Dominating habits <input type="checkbox"/> Routine sequences <input type="checkbox"/> Roles

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

Types of OT Interventions addressed in this setting (check all that apply): * ACOTE Standards A.5.3, B.10.1, B.10.3, B.10.11, B.10.13, B.10.15, B.10.19, B.10.20

Occupation-based activity- within client's own environmental context; based on their goals addressed in this setting (check all that apply): <small>*ACOTE Standards A.5.3, B.10.1, B.10.3, B.10.11, B.10.13, B.10.15, B.10.19, B.10.20</small>		
Activities of Daily Living (ADL) <input type="checkbox"/> Bathing/showering <input type="checkbox"/> Bowel and bladder mgmt <input type="checkbox"/> Dressing <input type="checkbox"/> Eating <input type="checkbox"/> Feeding <input type="checkbox"/> Functional mobility <input type="checkbox"/> Personal device care <input type="checkbox"/> Personal hygiene & grooming <input type="checkbox"/> Sexual activity <input type="checkbox"/> Sleep/rest <input type="checkbox"/> Toilet hygiene Play <input type="checkbox"/> Play exploration <input type="checkbox"/> Play participation	Instrumental Activities of Daily Living (IADL) <input type="checkbox"/> Care of others/pets <input type="checkbox"/> Child rearing <input type="checkbox"/> Communication device use <input type="checkbox"/> Community mobility <input type="checkbox"/> Financial management <input type="checkbox"/> Health management & maintenance <input type="checkbox"/> Home establishment & management <input type="checkbox"/> Meal preparation & clean up <input type="checkbox"/> Safety procedures & emergency responses <input type="checkbox"/> Shopping Leisure <input type="checkbox"/> Leisure exploration <input type="checkbox"/> Leisure participation	Education <input type="checkbox"/> Formal education participation <input type="checkbox"/> Exploration of informal personal education needs or interests <input type="checkbox"/> Informal personal education participation Work <input type="checkbox"/> Employment interests & pursuits <input type="checkbox"/> Employment seeking and acquisition <input type="checkbox"/> Job performance <input type="checkbox"/> Retirement preparation & adjustment <input type="checkbox"/> Volunteer exploration / participation Social Participation <input type="checkbox"/> Community <input type="checkbox"/> Family <input type="checkbox"/> Peer/friend

<u>Purposeful Activity-</u> therapeutic context leading to occupation, practice in preparation for natural context <input type="checkbox"/> Practicing an activity <input type="checkbox"/> Simulation of activity <input type="checkbox"/> Role Play Examples:		<u>Preparatory Methods-</u> preparation for purposeful & occupation-based activity <input type="checkbox"/> Sensory-Stimulation <input type="checkbox"/> Physical agent modalities <input type="checkbox"/> Splinting <input type="checkbox"/> Exercise Examples:		<u>Therapeutic Use-of-Self-</u> describe <u>Consultation Process-</u> describe <u>Education Process-</u> describe	
Method of Intervention Direct Services/case load 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- improve &/ or enhance <input type="checkbox"/> Client Satisfaction <input type="checkbox"/> Role Competence <input type="checkbox"/> Adaptation <input type="checkbox"/> Health & Wellness <input type="checkbox"/> Prevention <input type="checkbox"/> Quality of Life OT Intervention Approaches <input type="checkbox"/> Create, promote (health promotion) <input type="checkbox"/> Establish, restore, remediation <input type="checkbox"/> Maintain <input type="checkbox"/> Modify, compensation, adaptation <input type="checkbox"/> Prevent, disability prevention		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 Model <input type="checkbox"/> Person/ Environment/ Occupation (P-E-O) <input type="checkbox"/> Person-Environment-Occupational Performance <input type="checkbox"/> Psychosocial <input type="checkbox"/> Rehabilitation frames of reference <input type="checkbox"/> Sensory Integration <input type="checkbox"/> Other (please list):	
Please list 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"/> Post-surgical (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"/> 1:1 safety/ suicide precautions </div> </div>					
Please list how students should prepare for a FW II placement such as doing readings, learn specific evaluations and interventions used in your setting:					

Target caseload/ productivity for fieldwork students: Productivity % per 40 hour work week: Caseload expectation at end of FW: Productivity % per 8 hour day: # Groups per day expectation at end of FW:	Documentation: Frequency/ Format (briefly describe) : <input type="checkbox"/> Hand-written documentation: <input type="checkbox"/> Computerized Medical Records: Time frame requirements to complete documentation:
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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:	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"/> Participate in in-services/ grand rounds <input type="checkbox"/> Fieldwork Project (describe): <input type="checkbox"/> Field visits/ rotations to other areas of service <input type="checkbox"/> Observation of other units/ disciplines <input type="checkbox"/> Other assignments (please list):
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Student work schedule & outside study expected: Schedule hrs/ week/ day: 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:	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:			
Describe public transportation available:			

ACOTE Standards Documentation for Fieldwork (contact AFWC if you have questions)

1. The fieldwork agency must be in compliance with standards by external review bodies. Please identify external review agencies involved with this FW setting and year of accreditation (JCAHO, CARF, Department of Health, etc.). ACOTE on-site review

Name of Agency for External Review:

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). *ACOTE Standards B.10.1, B.10.2, B.10.3, B.10.4, B.10.14, B.10.15*
3. OT Curriculum Design integrated with Fieldwork Site (please circle: **research, occupation, professional behaviors, and clinical reasoning**): *ACOTE Standards B.10.1, B.10.2, B.10.3, B.10.4, B.10.11, B.10.15*

- a. How are occupation-based needs evaluated and addressed in your OT program? How do you incorporate the client's 'meaningful' doing in this setting?
 - b. Describe how you seek to include client-centered OT practice? How do clients participate in goal setting and intervention activities?
 - c. Describe how psychosocial factors influence engagement in occupational therapy services?
 - d. Describe how you address clients' community-based needs in your setting?
4. How do you incorporate evidence-based practice into interventions and decision-making? Are FW students encouraged to provide evidence for their practice? *ACOTE Standards B.10.1, B.10.3, B.10.4, B.10.11, B.10.15*
5. Please describe FW Program & how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, 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 entry-level job description with essential job functions to the AFWC. *ACOTE Standards B.10.2, B.10.3, B.10.5, B.10.7, B.10.13, B.10.19, B.10.20, B.10.21*
6. Please describe the background of supervisors (please attach list of practitioners who are FW Educators including academic program, degree, years of experience since initial certification, years of experience supervising students) *ACOTE Standards B.7.10, B.10.12, B.10.17* (provide a template)
7. Describe the training provided for OT staff for effective supervision of students (check all that apply). *ACOTE Standards B.7.10, B.10.1, B.10.3, B.10.12, B.10.13, B.10.17, B.10.18, B.10.19, B.10.20, B.10.21*
 - ☐ Supervisory models
 - ☐ Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation- FWPE, 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 supervisory sessions with a student, and the student orientation process to the agency, OT services and the fieldwork experience. *ACOTE Standards B.7.10, B.10.1, B.10.3, B.10.12, B.10.13, B.10.17, B.10.18, B.10.19, B.10.20, B.10.21*

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, # supervisors per student:
 - ☐ Non-OT supervisors:
9. Describe funding and reimbursement sources and their impact on student supervision. *ACOTE Standards B.10.3, B.10.5, B.10.7, B.10.14, B.10.17, B.10.19*

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to students who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Sections outlined with thick black double borders are designed to be customized by your program as needed. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site _____ Site Code _____

Address _____

Placement Dates: from _____ to _____

Order of Placement: ☐ First ☐ Second ☐ Third ☐ Fourth

Living Accommodations: *(include type, cost, location, condition)*

Public transportation in the area:

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

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

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

FW Educator's Name and credentials *(Please Print)*

FW Educator's years of experience _____

ORIENTATION

Indicate your view of the orientation by *checking* "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA—Standard precautions							
16. Community resources for service recipients							
17. Department model of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD

List approximate number of each age category in your caseload.

Age	Number
0–3 years old	
3–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
> 65 years old	

List approximate number of each primary condition/problem/diagnosis in your caseload

Condition/Problem	Number

OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

	REQUIRED		HOW	EDUCATIONAL				
	Yes	No	MANY	VALUE				
1. Client/patient screening				1	2	3	4	5
2. Client/patient evaluations (Use specific names of evaluations)								
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
3. Written treatment/care plans				1	2	3	4	5
4. Discharge summary				1	2	3	4	5

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				

Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				
3.				
4.				

THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

	Never	Rarely	Occasionally	Frequently
Model of Human Occupation				
Occupational Adaptation				
Ecology of Human Performance				
Person–Environment–Occupation Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopmental Theory				
Sensory Integration				
Behaviorism				
Cognitive Theory				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Other (list)				

FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable ----- 5 = very valuable)

Case study applying the Practice Framework	1	2	3	4	5	N/A
Evidence-based practice presentation:	1	2	3	4	5	N/A
Topic:						
Revision of site-specific fieldwork objectives	1	2	3	4	5	N/A
Program development	1	2	3	4	5	N/A
Topic:						
In-service/presentation	1	2	3	4	5	N/A
Topic:						
Research	1	2	3	4	5	N/A
Topic:						
Other (list)	1	2	3	4	5	

ASPECTS OF THE ENVIRONMENT

1 = Rarely
2 = Occasionally
3 = Frequently
4 = Consistently

	1	2	3	4
Staff and administration demonstrated cultural sensitivity				
The Practice Framework was integrated into practice				
Student work area/supplies/equipment were adequate				
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides				
Opportunities to network with other professionals				
Opportunities to interact with other OT students				
Opportunities to interact with students from other disciplines				
Staff used a team approach to care				
Opportunities to observe role modeling of therapeutic relationships				
Opportunities to expand knowledge of community resources				
Opportunities to participate in research				
Additional educational opportunities (<i>specify</i>):				
How would you describe the pace of this setting? (circle one)	Slow	Med	Fast	
Types of documentation used in this setting:				
Ending student caseload expectation: _____ # of clients per week or day				
Ending student productivity expectation: _____ % per day (direct care)				

SUPERVISION

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

- ☐ one supervisor : one student
☐ one supervisor : group of students
☐ two supervisors : one student
☐ one supervisor : two students
☐ distant supervision (primarily off-site)
☐ three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

Name	Credentials	Frequency	Individual	Group
1.				
2.				
3.				
4.				
5.				

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement					Relevance for Placement				
	Low				High	Low				High
	1	2	3	4	5	1	2	3	4	5
Anatomy and Kinesiology										
Neurodevelopment										
Human development										
Evaluation										
Intervention planning										
Interventions (individual, group, activities, methods)										
Theory										
Documentation skills										
Leadership										
Professional behavior and communication										
Therapeutic use of self										
Level I fieldwork										
Program development										

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

<input type="checkbox"/> Informatics	<input type="checkbox"/> Occ. as Life Org	<input type="checkbox"/> A & K	<input type="checkbox"/> Foundations	<input type="checkbox"/> Level I FW
<input type="checkbox"/> Pathology	<input type="checkbox"/> Neuro	<input type="checkbox"/> Administration	<input type="checkbox"/> Theory	<input type="checkbox"/> Peds electives
<input type="checkbox"/> Env. Competence	<input type="checkbox"/> Research courses	<input type="checkbox"/> Prog design/eval	<input type="checkbox"/> Consult/collab	<input type="checkbox"/> Older adult elect.
<input type="checkbox"/> Interventions	<input type="checkbox"/> Evaluations	<input type="checkbox"/> Adapting Env	<input type="checkbox"/> Human comp.	<input type="checkbox"/> Community elect.
<input type="checkbox"/> Social Roles	<input type="checkbox"/> History	<input type="checkbox"/> Occupational Sci	<input type="checkbox"/> Other:	

What changes would you recommend in your academic program relative to the needs of **THIS** Level II fieldwork experience?

SUMMARY

	1 = Strongly disagree 2 = Disagree 3 = No Opinion 4 = Agree 5 = Strongly agree				
	1	2	3	4	5
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

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

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

- Study the following evaluations:

- Study the following intervention methods:

- Read up on the following in advance:

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

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

Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

FIELDWORK EDUCATOR

NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 = Strongly Disagree
2 = Disagree
3 = No opinion
4 = Agree
5 = Strongly agree

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

Frequency of meetings/types of meetings with supervisor (value/frequency):

General comments on supervision: _____

AOTA SEFWE Task Force, June 2006