



MISSOURI STATE UNIVERSITY

FIELDWORK EDUCATION MANUAL

Master of Occupational Therapy Program

901 S. National Ave.
Springfield, Missouri 65807

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PREFACE

Information in this manual is provided to help Occupational Therapy students prepare for fieldwork experiences and to provide the foundation from which fieldwork educators and the occupational therapy program can begin a collaborative relationship to prepare future professional occupational therapists through the academic and fieldwork education process.

Missouri State University, the Master of Occupational Therapy Program Director, faculty, and staff welcome comments and suggestions for improving all areas of the academic and fieldwork process.

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INTRODUCTION TO THE MASTER OF OCCUPATIONAL THERAPY PROGRAM

Mission Statement

The mission of the Master of Occupational Therapy Program at Missouri State University is to educate holistic, reflective occupational therapy practitioners who understand the complexity of occupation and value its role in the promotion of health and wellness. Didactic and experiential learning will promote occupation-based practice, community engagement, scientific inquiry, and ethical leadership to develop generalist practitioners who are prepared to meet the needs of individuals across a variety of settings including those in rural and underserved communities.

Vision Statement

The Master of Occupational Therapy Program at Missouri State University will be nationally recognized as a dynamic program grounded in the core values of occupational therapy whose graduates' partner with a diverse society to facilitate quality care through evidence-based practice, interprofessional collaboration, scholarship, and a commitment to life-long learning.

Philosophy

The Master of Occupational Therapy (MOT) Program at Missouri State University embraces the Philosophical Base of Occupational Therapy (American Occupational Therapy Association [AOTA], 2017). In concordance with this philosophy, we assert that:

Humans are complex beings with an innate need and right to engage in purposeful activity, who learn through participation in meaningful occupation. Humans are intrinsically and extrinsically motivated, creative, and inquisitive. Individuals bring with them life experiences and prior knowledge that will shape the learning of both teacher and student. The MOT program integrates these concepts in order to foster academic achievement in students.

In alignment with Adult Learning and Engagement Theories, knowledge and skill acquisition are accomplished through an on-going process of self-determination, direct participation, intrinsic motivation, authentic focus, and collaborative problem solving (Kearsley & Schneiderman, 1998; Knowles, 2012). Classroom, lab, and community experiences are structured to facilitate learner reflection, advocacy and enhance human problem solving (AOTA, 2018; Schön, 1983), which is considered central to learning and necessary for evidence-based practice. Authentic focus emphasizes real-world learning to promote transfer of didactic knowledge to current and emerging practice settings. Small group work encourages collaboration and consensus among members of the learning community and facilitates dynamic understanding, diversity exploration, and enhancement of leadership and communication skills.

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. American Journal of Occupational Therapy, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. American Journal of Occupational Therapy, 72(Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>

Kearsley, G., & Shneiderman, B. (1998). Engagement theory: A framework for technology-based teaching and learning. *Educational Technology*, 38(5), 20-23.

Knowles, M., Holton, E., & Swanson, R. (2012). *The adult learner: The definitive classic in adult education and human resource development*. New York: Elsevier.

Schön, D. (1983). *The reflective practitioner: How professionals think in action*. USA: Basic Books, Inc.

Curriculum Design

Missouri State University (MSU) is a public, comprehensive metropolitan system with a statewide mission in public affairs, whose purpose is to develop educated persons. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence, and community engagement. The academic experience is grounded in a general education curriculum that draws heavily from the liberal arts and sciences. This foundation provides the basis for mastery of disciplinary and professional studies. It also provides essential forums in which students develop the capacity to make well-informed, independent critical judgments about the cultures, values, and institutions in society.

The mission of the Master of Occupational Therapy Program at Missouri State University is to educate holistic, reflective occupational therapy practitioners who understand the complexity of occupation and value its role in the promotion of health and wellness. Didactic and experiential learning will promote occupation-based practice, community engagement, scientific inquiry, and ethical leadership to develop generalist practitioners who are prepared to meet the needs of individuals across a variety of settings, including those in rural and underserved communities.

The Master of Occupational Therapy Program at Missouri State University will be nationally recognized as a dynamic program grounded in the core values of occupational therapy whose graduates' partner with a diverse society to facilitate quality care through evidence-based practice, interprofessional collaboration, scholarship, and a commitment to life-long learning.

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and collaborative problem solving (Kearsley & Schneiderman, 1998; Knowles, 2012). Classroom, lab, and community experiences are structured to facilitate learner reflection, advocacy and enhance human problem solving (AOTA, 2018; Schön, 1983), which is considered central to learning and necessary for evidence-based practice. Authentic focus emphasizes real-world learning to promote transfer of didactic knowledge to current and emerging practice settings. Small group work encourages collaboration and consensus among members of the learning community and facilitates dynamic understanding, diversity exploration, and enhancement of leadership and communication skills.

In concordance with the American Occupational Therapy Association (AOTA), we believe that best practice in occupational therapy education “emphasizes continuing critical inquiry in order that occupational therapists (are) prepared to function and thrive in the dynamic environments of a diverse and multicultural society, using the power of occupation as the primary method of evaluation, intervention, and health promotion” (AOTA, 2007).

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.716S06>

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070. <https://doi.org/10.5014/ajot.2018.72S201>

Kearsley, G., & Shneiderman, B. (1998). Engagement theory: A framework for technology-based teaching and learning. *Educational Technology*, 38(5), 20-23.

Knowles, M.S., Holton III, E.F., & Swanson, R.A. (2011). *The adult learner*. Burlington, MA: Elsevier.

Schön, D. (1983). *The reflective practitioner: How professionals think in action*. USA: Basic Books, Inc

Curricular Threads

The curricular threads are woven through the fabric of the MOT Program and represent the key integrated learning elements emphasized in each course. Curricular threads influence course content, preparing students for self-directed and ethical occupational therapy practice. They include:

- Occupation-based Practice: The use of meaningful occupation as both a therapeutic means and an end; maximizing health status and well-being through provision of opportunities for occupational engagement, environmental modification, problem-solving and technical device provision.
- Community Engagement: Developing collaborative relationships with individuals and groups in the local, national, and global community; providing exposure to the diverse needs and interests of various populations in order to promote sensitivity and reflective occupational therapy practice.

- Culture of Scientific Inquiry: Building on foundational sciences and theory to foster holism and create an atmosphere of curiosity, scholarly investigation, and rigorous examination of evidence used in professional practice.
- Ethical Leadership: Preparing students to understand the ethical dimensions of leadership and transfer didactic and experiential learning to their individual practice areas and communities in order to create positive change.

RELATION OF FIELDWORK EXPERIENCES TO CURRICULUM

Fieldwork experiences are considered an integral component of the educational process within the MOT Program. The fieldwork program has been developed and integrated within the curriculum in order to ensure that students learn to apply theoretical and scientific principles learned in the didactic portion of the program in preparation for addressing actual client needs during the fieldwork experiences. All level I fieldwork courses are linked with a didactic course to promote carryover of skills and knowledge to the fieldwork experience. Level I fieldwork occurs in conjunction with specified courses and begins in the second semester of study. During the first year, Fieldwork Level I, Part 1 (OTE 680) occurs in the spring, in conjunction with Psychosocial Perspectives in Occupational Therapy Practice (OTE 620). This experience consists of students observing and interacting in various settings providing services to individuals with psychosocial and mental health conditions. Fieldwork level I, Part 1 draws upon didactic coursework addressing psychosocial dysfunction, assessment tools, and evaluation techniques learned during the semester. Fieldwork Level I, Part 2 (OTE 690) occurs during the second fall semester, in conjunction with Therapeutic Skills I: Adults and Older Adults (OTE 745) and consists of students observing and interacting in various settings providing services to adults and older adults. This experience draws upon didactic coursework addressing physical dysfunction, assessment tools, and evaluation techniques learned during the semester. Pediatric Fieldwork Level I (OTE 691) occurs during the second spring semester of the program. This experience addresses the pediatric population and is affiliated with Therapeutic Skills II: Children and Adolescents (OTE 750). This experience consists of students observing and interacting in various settings providing services to children and/or adolescents. The pediatric fieldwork experience provides an opportunity for the application of didactic coursework addressing dysfunction related to children and adolescents, assessment tools, and evaluation technique.

The matriculation process to level II fieldwork requires students to successfully complete all level I fieldwork experiences, as well as all didactic coursework. The sequence of the curriculum, combined with the use of a Professional Behavior Checklist ensures a comprehensive relationship between didactic preparation and practical clinical experiences. Fieldwork Level II, Part I (OTE 780) occurs in the second summer semester and Fieldwork Level II, Part 2 (OTE 790) occurs during the final fall semester of the program.

COURSE SEQUENCE IN MASTER OF OCCUPATIONAL THERAPY CURRICULUM

Access full course descriptions at <http://www.missouristate.edu/ot/Courses.htm>

Fall I - Semester 1 (14 credits)

OTE 610 Foundations and Theory in Occupational Therapy (OT) (4)
OTE 612 Occupational Development through the Lifespan (3)
OTE 645 Clinical Gross Anatomy (5)
OTE 732 Applied Research Methods in Health Care (2)

Spring I - Semester 2 (14 credits)

OTE 620 Psychosocial Perspectives in OT practice (3)
OTE 640 Evidence Based Practice (2)
OTE 646 Neuroscience (4)
OTE 650 Intro to Biomedical Biomechanics (3)
OTE 680 Fieldwork Level I, Part 1 (1)
OTE 798 Research Project (1)

Summer I - Semester 3 (8 credits)

OTE 720 Conditions I: Cognitive Dysfunction (3)
OTE 765 Community and Health Practice in OT (2)
OTE 615 Clinical Reasoning and Documentation (2)
OTE 798 Research Project (1)

Fall II - Semester 4 (14 credits)

OTE 730 Conditions II: Physical Dysfunction (4)
OTE 760 Specialty Topics (2)
OTE 745 Therapeutic Skills I: Practice with Adults /Older Adults (4)
OTE 725 Environmental Adaptations/Assistive Technology (2)
OTE 690 Fieldwork Level I, Part 2 (1)
OTE 798 Research Project (1)

Spring II - Semester 5 (14 credits)

OTE 750 Therapeutic Skills II: Children/Adolescents (4)
OTE 760 Specialty Topics (3)
OTE 746 Management and Policy in OT Practice (3)
OTE 770 Professional Capstone-Issues, Diversity, & Ethics (3)
OTE 690 Fieldwork Level I, Part 2 (1)

Summer II - Semester 6 (6 credits)

OTE 780 Fieldwork Level II, part 1 (6)

Fall III - Semester 7 (6 credits)

OTE 790 Fieldwork Level II, part 2 (6)

Total Program Credits: 76

AOTA OFFICIAL DOCUMENTS

The Philosophical Base of Occupational Therapy

Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation.

Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment, and contexts in which the occupation occurs, and the characteristics of the occupation.

The focus and outcome of occupational therapy are clients' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

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Adopted by the Representative Assembly Coordinating Council for the Representative Assembly

Note. This revision replaces the 2011 document. The Philosophical Base of Occupational Therapy, previously published and copyrighted in 2011 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 65(Suppl.), S65. <https://doi.org/10.5014/ajot.2011.65S65>

Copyright © 2017 by the American Occupational Therapy Association.

Citation. American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl.2), 7112410045. <https://doi.org/10.5014/ajot.716S06>

Occupational Therapy Fieldwork Education: Value and Purpose

The purpose of fieldwork education is to propel each generation of occupational therapy practitioners from the role of student to that of practitioner. Through the fieldwork experience, future practitioners achieve competence in applying the occupational therapy process and using evidence-based interventions to meet the occupational needs of a diverse client population. Fieldwork experiences may occur in a variety of practice settings, including medical, educational, and community-based programs. Moreover, fieldwork placements also present the opportunity to introduce occupational therapy services to new and emerging practice environments.

Fieldwork experiences constitute an integral part of the occupational therapy and occupational therapy assistant education curricula. Through fieldwork education, students learn to apply theoretical and scientific principles learned from their academic programs, to address actual client needs within the context of authentic practice environments. During fieldwork experiences, each student develops competency to ascertain client occupational performance needs to identify supports or barriers affecting health and participation, and to document interventions provided. Fieldwork education also provides opportunities for the student to develop advocacy, leadership, and managerial skills in a variety of practice settings, while incorporating principles of evidence-based practice and client-centered care. Finally, the student develops a professional identity as an occupational therapy practitioner, aligning his or her professional judgments and decisions with the American Occupational Therapy Association (AOTA) *Standards of Practice* (AOTA, 2015b) and the *Occupational Therapy Code of Ethics* (AOTA, 2015a).

As students proceed through their fieldwork experiences, performance expectations become progressively more challenging. *Level I fieldwork* experiences occur concurrently with academic coursework, and the goal “is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients” (Accreditation Council for Occupational Therapy Education® [ACOTE®], 2012, p. S61).

Furthermore, Level I is “designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process” (ACOTE, 2012, p. S61). *Level II fieldwork* experiences occur at or near the conclusion of the didactic phase of occupational therapy curricula and are designed to “develop competent, entry-level, generalist practitioners” (ACOTE, 2012, p. S62). Level II fieldwork features “in-depth experience(s) in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation” (ACOTE, 2012, p. S62). For the occupational therapist student, there is an additional exposure to “research, administration, and management of occupational therapy services” (ACOTE, 2012, p. S62). Students should be “exposed to a variety of clients across the lifespan and to a variety of settings” (ACOTE, 2012, p. S62).

The value of fieldwork transcends the obvious benefits directed toward the student. Supervising students enhances fieldwork educators’ own professional development by providing exposure to current practice trends, evidence-based practice, and research. Moreover, the experience of fieldwork supervision is recognized.

by the National Board for Certification in Occupational Therapy and many state regulatory boards as a legitimate venue for achieving continuing competency requirements for occupational therapy practitioners.

Another benefit to the fieldwork site of sponsoring a fieldwork education program is the recruitment of qualified occupational therapy personnel. Through the responsibilities expected during Level II fieldwork, occupational therapy staff and administration are given opportunity for an in-depth view of a student's potential as a future employee. In turn, an active fieldwork program allows the student, as a potential employee, to view firsthand the agency's commitment to the professional growth of its occupational therapy personnel and to determine the fit of his or her professional goals with agency goals. The fieldwork program also creates a progressive, state-of-the-art image to the professional community, consumers, and other external audiences through its partnership with the academic programs.

In summary, fieldwork education is an essential bridge between academic education and authentic occupational therapy practice. Through the collaboration between academic faculty and fieldwork educators, students are given the opportunity to achieve the competencies necessary to meet the present and future occupational needs of individuals, groups and, indeed, society as a whole.

References

Accreditation Council for Occupational Therapy Education. (2012). 2011 Accreditation Council for Occupational Therapy Education (ACOTE®) standards. *American Journal of Occupational Therapy*, 66(6, Suppl.), S6–S74. <http://dx.doi.org/10.5014/ajot.2012.66S6>

American Occupational Therapy Association. (2015a). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030. <http://dx.doi.org/10.5014/ajot.2015.696S03>

American Occupational Therapy Association. (2015b). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410057. <http://dx.doi.org/10.5014/ajot.2015.696S06>

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Adopted by the Representative Assembly 2016

Note. This document replaces the 2009 document *Occupational Therapy Fieldwork Education: Value and Purpose*, previously published and copyrighted in 2009 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 63, 821–822. <http://dx.doi.org/10.5014/ajot.63.6.821>

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<http://dx.doi.org/10.5014/ajot.2016.706S06>

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AOTA 2020 Code of Ethics

<https://ajot.aota.org/article.aspx?articleid=2767077>

FIELDWORK LEVEL II AND OCCUPATIONAL THERAPY STUDENTS: A POSITION PAPER

<http://www.aota.org/-/media/Corporate/Files/AboutAOTA/OfficialDocs/Position/Fieldwork-Level-II-2012.PDF>

AOTA PRACTICE ADVISORY: SERVICES PROVIDED BY STUDENTS IN A LEVEL II FIELDWORK SETTING

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

LEVEL I FIELDWORK POLICIES AND PROCEDURES

Introduction to Level I Fieldwork

The American Occupational Therapy Association's document entitled *The Standards for an Accredited Educational Program for the Occupational Therapist* governs the length and type of clinical training required of students pursuing a degree in occupational therapy. The Master of Occupational Therapy (MOT) Program at Missouri State University (MSU) enables students to receive the appropriate amount and type of clinical training experiences needed to meet these standards. It is the collaborative responsibility and effort of the occupational therapy faculty, Academic Fieldwork Coordinator (AFWC), the fieldwork education sites, and the occupational therapy student (OTS) to facilitate the fieldwork relationship. The clinical training experiences may also be referred to as “clinical affiliations” or “fieldwork” (FW) and will occur in varied locations. The MOT Program requires completion of three level I FW experiences which correlate with didactic coursework. Each FW experience requires a minimum of 35-40 hours of attendance at the FW site. Learning objectives for each experience are designed collaboratively between the AFWC and FW Educator (FWE) in order to provide an extension of the didactic material to the FW experience.

Definition and Purpose

The AOTA *Standards* describe the goal of level I FW “to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients”. Level I FW is not intended to develop independent performance, but rather to “Include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.” In accordance with ACOTE standards, “no part of level I fieldwork can be substituted for any part of level II fieldwork” (C.1.10).

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

Level I FW is a required curriculum component and includes experiences designed to enrich didactic coursework through direct observation and participation in selected aspects of the occupational therapy process. These experiences are not intended to emphasize independent performance. Rather, the settings utilized are equipped to demonstrate clinical application of principles learned in the occupational therapy curriculum. Students are supervised by qualified personnel including, but not limited to, certified/licensed occupational therapy assistants, teachers, social workers, nurses, physical therapists, and/or other professionals who may be part of the intervention team. Each level I FW is designed collaboratively with the faculty member, AFWC, and FWE.

Level I FW is required as part of the curriculum beginning in the second semester of the program. Level II FW can only be initiated after successful completion of level I FW. Depending on the course, this affiliation may occur in a concentrated one-week period or be extended throughout the semester. Students must be in good academic and professional behavior standing to engage in level I fieldwork experiences as scheduled during the semester. If they are not, an alternative schedule will be arranged following remediation of the academic or professional behavior issue.

Linkage of Fieldwork to Coursework

Level I FW occurs in conjunction with specified courses and begins in the second semester of study. During the first year, FW Level I, Part 1 (OTE 680) occurs in the spring, in conjunction with OTE 620 (Psychosocial Perspectives in Occupational Therapy Practice). This experience consists of students spending time in a setting among individuals with psychosocial and mental health conditions. FW Level I, Part 2 (OTE 690) occurs during the second fall semester, in conjunction with OTE 745 (Therapeutic Skills I: Adults and Older Adults) and consists of interactions with adults and older adults. The FW I Level, Part 2 experience also draws upon didactic coursework addressing physical dysfunction, assessment tools and evaluation techniques during this semester. Pediatric Fieldwork Level I (OTE 691) occurs during the second spring semester of the program. This experience addresses the concept of pediatrics and is affiliated with OTE 750 (Therapeutic Skills II: Children

and Adolescents). During this experience, students will spend time in a setting with children and/or adolescents.

Students must successfully pass the level I FW component in order to pass the designated course. **No part of level I FW can be substituted for level II FW.**

These learning opportunities are often regarded by students as the highlight of their student experience, and they return to campus with a new enthusiasm for learning!

Fieldwork Site Identification

The AFWC collaborates with faculty to identify and select appropriate sites that serve as FW settings. These sites are selected to optimize student learning consistent with the philosophy of the curriculum. The process of identifying active sites is to explore the alignment of site philosophies and practices relative to the MOT Philosophy and Mission, in conjunction with the specific FW objectives for that FW experience. Faculty site visits, as well as connections with colleagues through projects or meetings, help to identify potential FW sites. The MOT program maintains agreements for FW with enough sites to meet placement needs. In the unlikely event that sites become unavailable (i.e., cancellation of placement by that site) the schedule may be delayed, but that delay should not exceed the time allowed to complete the program.

Clinical Education Agreements

A signed Clinical Education Agreement (also known as a Memorandum of Understanding) between MSU and the clinical site is in place prior to and throughout the student's placement at the site. The Clinical Education Agreement clearly documents the responsibilities of MSU and the FW site, and is signed by both parties. Students are responsible for adhering to the site-specific expectations, which are available to the student via the program administrative assistant.

The Clinical Education Agreements are auto renewed annually, or as specified by the individual FW site. Revisions or adjustments to the agreement may impact the FW schedule. In this case, the student will be informed of the issue as soon as possible to allow for alternate arrangements.

Schedule

The AFWC projects FW needs for each placement before the semester starts. The AFWC communicates requests for student placements to the fieldwork sites via the course specific *Level I Fieldwork Reservation Form* at least three months prior to the scheduled level I fieldwork experience. The AFWC and each fieldwork site student coordinator or educator collaborate on student placement, objectives, and scheduling. The AFWC continues to serve as the liaison for the University, Program, faculty, and FW sites on all fieldwork issues. Fieldwork experiences are scheduled on days and times that do not conflict with regularly scheduled classes. Students are notified of fieldwork placement during the semester in which the upcoming fieldwork experience occurs. Reserved FW placement spots are confirmed at the start of the semester in which the FW experience occurs by the AFWC.

Level I Fieldwork Experience Schedule:

OTE 680: Level I Psychosocial Fieldwork Experience

First spring semester

OTE 690, Level I, Part 1 Adult/Older Adult Fieldwork Experience

Second fall semester

OTE 691, Pediatric Fieldwork Level I

Second spring semester

Fieldwork Educators: Level I Experiences

Qualified personnel for supervision of students may include but are not limited to, academic or FWEs, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, activity directors and others who provide services to clients whose performance in daily functioning is limited due to physical injury, illness, cognitive impairment, psychosocial dysfunction, mental illness, developmental delay, or adverse environmental conditions. The supervisor must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the level I FW experience. It is the policy of the MOT program that no more than a ratio of 1:2 (1 FWE to 2 FW students) should occur, in order to ensure a quality learning experience.

Fieldwork Sites

Settings for level I FW experiences vary and depend upon the objectives of the FW. Possible placements for FW experiences include homeless youth outreach program, community based mental health center, group homes for developmentally disabled, specialized autism programs, inpatient psychiatric hospital, and adult day care centers.

Evaluation of Level I Fieldwork Performance

Students are responsible for completing several forms prior to, during, and upon completion of level I FW experiences. They are also responsible for giving the necessary evaluation forms to their FWE at the site and ensuring completion and prompt return of these forms upon completion of the experience. These courses are graded Pass/Not Pass.

- 1. Personal Data Form:** This form is completed prior to initiation of the FW experience as a mode of introduction of the student to the FWE. The form is completed 2 weeks prior to the start of the FW experience and is mailed or sent electronically to the FWE. **(See level I Forms Section)**
- 2. Level I FW Performance Plan:** The student completes this form prior to starting the FW experience, and lists at least three goals/ideas for professional growth during the FW experience. Upon arrival at the FW site, the student shares this form with the FWE, who then documents site-specific planned opportunities to support student growth during the FW experience. Upon completion of the experience, the student and FWE reflect on the professional growth that occurred during participation in the experience. Both parties sign the form, and the student submits the completed evaluation form to the AFWC upon returning to campus as criterion to pass the course. **(See level I Forms Section)**

3. **AOTA Level 1 Fieldwork Competency Evaluation for OT Students:** This document is completed by the educator via the eValue platform. Student and FWE discuss the student's performance and rating upon completion of the experience and both parties should sign the form. The completed evaluation form is submitted via the eValue platform and the AFWC reviews it as a criterion to pass the course. **(See level I Forms Section)**
4. **Student Feedback to Fieldwork Supervisor Form:** Students complete the form via the eValue platform prior to completion of the experience and discuss it with their FWE at the final meeting. Completion of this form is a criterion to pass the course. **(See level I Forms Section)**
5. **Attendance Log:** Students log all hours they attend their fieldwork site and submit via the eValue system. The educator then verifies the student's hours through the eValue platform.
6. Students can review their evaluations within the eValue platform. Level I FW evaluations are reviewed by the course instructor and the AFWC. Any concerns are communicated in writing to the student's advisor and are kept in a secure student file.

Level I Fieldwork Objectives

The AFWC, Clinical Education Coordinators and/or FWE collaborate on an ongoing basis through the development of site-specific learning objectives prior to student placement at the FW site. The AFWC meets with the FWE to develop or review site-specific learning objectives and goals prior to the student beginning the FW experience. The AFWC, Clinical Education Coordinators and/or FWE collaborate to achieve curriculum-based goals, assignments, and FW objectives through various methods. These methods may include but are not limited to distribution of the MOT FW handbook, providing handouts, research articles, and other resources for suggested FW activities, and ongoing communication.

The MOT Program-specific level I FW objectives are as follows:

1. Develop and demonstrate increased comfort when interacting with individuals within settings that promote wellness, prevent disease or injury, and offer medical model services.
2. Appreciate the client's perception of quality of life, well-being, and occupation.
3. Demonstrate concepts of empathy and respect for the values and diversity of persons with disabilities, caregivers, staff, and families.
4. Observe client behaviors and informally document observations accurately in various formats for learning purposes.
5. Develop basic clinical reasoning skills through observation and reflection about healthcare delivery, including an appreciation for procedures, formation of therapeutic interactions, and basic understanding of the evaluation and intervention process.
6. Demonstrate the ability to respond to supervisory feedback and conduct one's behavior in an ethical and professional manner.

Level I Fieldwork Expectations

Site Assignment Process

The AFWC schedules and assigns all FW placements. Input from the student and student's faculty advisor is also considered, with the AFWC having final authority in making the assignment. The AFWC then confirms availability of sites and matches the student to a site.

Students must successfully pass the level I FW component in order to pass the designated course. No part of level I FW can be substituted for level II FW.

There will be no changes to assigned FW sites unless in the event of extreme and rare circumstances. Practice settings constantly change; when a site agrees to take a student, it is based on available FWEs at that time. Students should keep in mind that each year FW sites cancel for various reasons, such as staffing, etc. Cancellations can occur at the last minute, and students should be prepared for such an occurrence. The AFWC will facilitate an alternate placement in this circumstance.

Students are notified of level I FW placement during the semester in which the rotation occurs, in order to allow time for travel and living arrangements, if needed. Also included in the notification are the learning objectives for the level I experience and contact information for each site. Fieldwork objectives are distributed by the course instructor.

Student FW assignments are tracked throughout progression in the program, via the E*Value Learning Management System, to ensure exposure to multiple practice areas and populations.

AFWC Responsibilities

- A. Contact sites to confirm availability of slots for student placement via the course-specific reservation form, at least three months prior to the start of the semester with a scheduled level I FW experience.
- B. Collaborate with the Clinical Education Coordinator and/or FW Educator to develop site-specific learning objectives. The AFWC may provide site with general objectives, as an example, if no site-specific objectives have been developed for the level I experience.
- C. Track student placements via the eValue platform.
- D. Communicate FW placement information, as well as objectives and site expectations, to the students.
- E. Provide students with:
 - 1. An explanation of the *Level I Fieldwork Performance Plan* document, *AOTA Level I Fieldwork Competency Evaluation Form*, and the *Student Feedback to Fieldwork Supervisor* form, including guidelines for completion and due dates.
 - 2. Site-specific learning objectives and expectations.
- F. Collect and track completion of required documentation upon completion of the FW experience.

G. Provide counsel in the event of a student's difficulty with or inability to complete a FW experience.

Student Responsibilities

A. Read, be familiar with, and ask questions regarding the information presented in the FW manual.

B. Obtain and provide an electronic copy of all items listed on the *Health Status/Clinical Training Attestation* form to the MOT Program Administrative Assistant and to the FWE, upon request.

C. Complete and send the *Fieldwork Experience Personal Data Sheet* as a method of introduction to the assigned FWE within four weeks of beginning the FW experience.

D. Arrange schedule to complete FW hours.

E. Check with site for specific dress expectations; otherwise, follow the MSU MOT Program dress code and always wear the program nametag when on site.

F. Arrange and prepare for all travel and accommodation expenses prior to starting the FW experience.

G. Complete the designated number of hours required for the FW experience.

H. Complete all assignments and return to AFWC by due dates/upon return to campus.

I. Write and mail a thank you note to the FWE within one week of completing the FW experience.

J. Provide AFWC with the FWEs name and contact information for completion of a PDU certificate.

Level I Fieldwork Failure Policy

In order to successfully complete level I FW the student must pass each assigned experience with a score of no more than 3 "Unacceptable (U)" ratings on the *AOTA Level I Fieldwork Competency Evaluation Form*. In rare cases the FW experience may be extended to allow extra time to receive a passing rating for the FW. If the student does not successfully complete a level I FW experience initially the student will be required to:

A. Contact the AFWC immediately (within 24 hours of notification of failure).

B. Meet with the AFWC and develop a behavioral remediation plan in collaboration with the FWE. The behavioral remediation plan will be signed by the AFWC, the student, and the FWE. A copy will be provided to the student and the original will be placed in the student's secure permanent file.

C. Remediate the behaviors that caused the failing performance through completion of all activities and assignments outlined in the behavioral remediation plan.

D. Upon successful remediation of the failing behaviors the student will be placed in a remediation level I FW site, to be scheduled by the AFWC.

E. Any student who is unsuccessful in completing the remediation placement for level I FW will receive a Not Pass grade for the course and his/her status within the program will be subject to program retention guidelines.

LEVEL I FIELDWORK FORMS

Missouri State University
Master of Occupational Therapy Program

Fieldwork Experience Personal Data Sheet

Date: _____

Last Name	First Name	MI	Preferred Phone # (Include area code)
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Local Address	Email Address
---------------	---------------

Permanent Address

Emergency Contact Name	Relationship to Student	Phone Number (Include area code)
------------------------	-------------------------	----------------------------------

Student Medical Insurance Carrier	Policy Number
-----------------------------------	---------------

Professional Liability Insurance Coverage Limits: Mercer Consumer: Liberty Insurance Underwriters Inc.

Current Policy Number

Limits: \$1,000,000 per Occurrence \$3,000,000 Aggregate

MOT Curriculum

FALL	SPRING	SUMMER
Year 1		
OTE 610 Foundations and Theory in OT (4) OTE 612 Occupational Development through the Lifespan (3) OTE 645 Clinical Gross Anatomy (5) OTE 732 Applied Research Methods in Health Care (2)	OTE 620 Psychosocial Perspectives in OT Practice (3) OTE 640 Evidence-based Practice (2) OTE 646 Neuroscience (4) OTE 650 Intro to Biomedical Biomechanics (3) OTE 680 FW Level I, Part I (1) OTE 798 Research Project (1)	OTE 720 Conditions 1: Cognitive Dysfunction (3) OTE 765 Community and Health Practice in OT (3) OTE 612 Clinical Reasoning and Documentation (1) OTE 798 Research Project (1)

Year 2		
OTE 730 Conditions II: Physical Dysfunction (4) OTE 760 Specialty Topics (1) OTE 745 Therapeutic Skills I: Practice with Adults and Older Adults (4) OTE 725 Environmental Adaptations and Assistive Technology (2) OTE 690 FW Level I, Part 2 (1) OTE 798 Research Project (1)	OTE 750 Therapeutic Skills II: Children/Adolescents (4) OTE 760: Specialty Topics (1) OTE 746 Management and Policy in OT Practice (3) OTE 770 Professional Capstone: Issues, Diversity & Ethics (4) OTE 690 FW Level I, Part 2 (1)	OTE 780 FW Level II, Part 1 (6)
Year 3		
OTE 790 FW Level II, Part 2 (6)		

Schedule of fieldwork experiences

Fieldwork Rotation	Site Name	Dates	Client diagnoses/ages
Level I, Part 1			
Level I, Part 2			
Level I, Part 2			
Level II, Part 1			
Level II, Part 2			

- What do you feel are your strengths?
- What do you feel are your growth areas?
- Areas of interest, activities, hobbies, etc.:
- What do you expect to gain from your fieldwork experience?
- Do you have reliable transportation for the duration of your fieldwork? YES_____ NO_____

Please attach your updated resumé as page 3 of this document.

Health Status/Clinical Program Training Attestation Form

1. I verify the following information for the required **health screenings, immunizations or documented health status** and will provide documentation upon request.
 - a. Tuberculosis screening within the past 12 months (negative PPD skin test or a chest x-ray and health care provider review if a previous positive PPD reaction) **dated:** _____
 - b. Measles, mumps, and rubella (MMR) immunity (positive antibody titers or 2 doses of MMR) **dated:** _____ and _____
 - c. Diphtheria, pertussis, and tetanus immunity (Tdap, Adacel, or Boostrix) **dated:** _____
 - d. Polio immunity (3-dose series or positive antibody titer) **dated:** _____
 - e. Varicella immunity (positive history of chickenpox and positive antibody titer or Varicella immunization) **dated:** _____
 - f. Hepatitis B immunity (3-dose series and positive antibody titer) **dated:** _____
 - g. Seasonal flu vaccine **dated:** _____
2. Missouri State University provides the following required program instruction to all students. I verify that I have received instruction in all areas:
 - a. CPR certification **Date:** _____ **Recommended Renewal:** _____
 - b. Confidentiality (Patient Rights)
 - c. Dress Code
 - d. Universal Precautions, including needle safety **date:** _____
3. I attest that a retrospective background check was completed upon my admission to the Master of Occupational Therapy Program. The background check included the following reviews:
 - a. Social Security number verification
 - b. Criminal search (7 years)
 - c. Multi-state Sex Offender Registry
4. I attest that a urine 10 panel + Alcohol drug test was completed.

I agree to abide by all policies and procedures of the sites hosting my clinical experiences.

My signature acknowledges that the information I have provided is complete and accurate and that I authorize the above information to be disclosed to fieldwork educators prior to clinical experiences.

Student Name (Print)

Student Signature Date

Level I Fieldwork Performance Plan

OTE 680, Fieldwork Level I, Part 1

Name: _____

Student's Current OT Competencies

Definition of OT	Basic skills in therapeutic use of self
Basic Activity Analysis	Basic skills in planning, leading, & participating in groups
Basic medical terminology	Basic understanding of OT Practice Framework document

Suggested Fieldwork Activities

- Explain what OT is to other staff or clients/participants
- Observation of and participation (as appropriate) in activities
- Formal and informal interactions with clients/participants
- Basic activity analysis
- Completion of population-specific screening tool (if appropriate) for learning purposes only

Student plan for professional growth during fieldwork experience:

Site-specific planned opportunities to support student growth:

Student reflection on professional growth during the fieldwork experience:

Fieldwork Student

Fieldwork Educator

Level I Fieldwork Performance Plan

OTE 690, Fieldwork Level I, Part 2 (Fall)

Name: _____

Student's Current OT Competencies

Definition of OT	Activity Analysis
Medical Terminology	Code of Ethics
Basic skills in planning, leading & participating in groups	Basic skills in therapeutic use of self
Understanding of OT Practice Framework document	Human Development across the Lifespan
Understanding of human anatomy and neuroanatomy	Understanding of difference between observation and assessment of client
MMT	ROM

Suggested Fieldwork Activities

- Explain what OT is to other staff or clients/participants.
- Observation of and participation (as appropriate) in activities
- Formal and informal interactions with clients/participants
- Basic activity analysis
- Completion of population-specific screening tool (if appropriate) for learning purposes only

Student plan for professional growth during fieldwork experience:

Site-specific planned opportunities to support student growth:

Student reflection on professional growth during the fieldwork experience:

Fieldwork Student

Fieldwork Educator

Level I Fieldwork Performance Plan

OTE 690, Fieldwork Level I, Part 2 (Spring)

Name: _____

Student's Current OT Competencies

Definition of OT	Activity Analysis
Medical Terminology	Code of Ethics
Basic skills in planning, leading & participating in groups	Basic skills in therapeutic use of self
Understanding of OT Practice Framework document	Human Development across the Lifespan
Understanding of human anatomy and neuroanatomy	Understanding of difference between observation and assessment of client
Understanding of child development	Understand how occupations impact health & well-being and contribute to role development across the lifespan
MMT	ROM

Suggested Fieldwork Activities

- Explain what OT is to other staff or clients/participants.
- Observation of and participation (as appropriate) in activities
- Formal and informal interactions with clients/participants
- Basic activity analysis
- Completion of population-specific screening tool (if appropriate) for learning purposes only

Student plan for professional growth during fieldwork experience:

Site-specific planned opportunities to support student growth:

Student reflection on professional growth during the fieldwork experience:

Fieldwork Student

Fieldwork Educator

AOTA Level I Fieldwork Competency Evaluation for OT and OTA Students

Introduction

The purpose of Level I fieldwork is to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork.

The *Level I Fieldwork Competency Evaluation for OT and OTA Students* complements the *AOTA Fieldwork Performance Evaluation for the OT Student* and *for the OTA Student*. It is designed to assess performance skills that build a foundation for successful completion of Level II fieldwork.

This tool is divided into five sections:

- I. Fundamentals of Practice
- II. Foundations of Occupational Therapy
- III. Professional Behaviors
- IV. Screening and Evaluation
- V. Intervention

The first 3 sections are identified as mandatory, as they are applicable to all practice settings and assess basic skills.

The last 2 sections are *optional*, allowing an OT/OTA academic program to select relevant sections for a particular Level I experience in that program.

The AFWC should make this clear to the FW Ed. The criterion for satisfactory performance is determined by the OT/OTA academic program.

Directions

This tool is to be completed by the identified FW Ed for the level I experience.

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."

U	Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	Outstanding	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

AOTA Level I Fieldwork Competency Evaluation for OT Students

Missouri State University Program in Occupational Therapy

STUDENT INFORMATION:			
Student Name: _	First	Middle	Last
Site Name:	Date: _____		
	Semester: Spring / Fall		
	Practice Setting: _____		
Hours Completed:	FW Sequence: 1 ☐ 2 ☐ 3 ☐		

PRIMARY FWEd INFORMATION			
FWEd Name:	First	Last	Credentials
FWEd License #:	Past Experience: _____		
Years of Experience: _____	(# of FWI Students) (# of FWII students) FWEd Credentials: OT OTA ☐ Other: Have you attended the AOTA FWEd Certificate Course? ☐ Yes ☐ No If other: _____		

Indicate the student's level of performance using the scale below.

U	Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	Outstanding	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."

I. FUNDAMENTALS OF PRACTICE

THE STUDENT:	U B M E O
1. Adheres consistently to AOTA's <i>Occupational Therapy Code of Ethics</i>. Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS:	U B M E O
2. Adheres consistently to safety regulations and uses sound judgment to ensure safety. Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS:	U B M E O

I. FOUNDATIONS OF OCCUPATIONAL THERAPY

THE STUDENT:	U B M E O
1. Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience. COMMENTS:	U B M E O
2. Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients. COMMENTS:	U B M E O

II. PROFESSIONAL BEHAVIOR

THE STUDENT:	U B M E O
1. Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time. COMMENTS:	U B M E O
2. Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities. COMMENTS:	U B M E O
3. Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes. COMMENTS:	U B M E O
4. Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation. COMMENTS:	U B M E O
5. Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process. COMMENTS:	U B M E O
6. Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills. COMMENTS:	U B M E O

7. Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed. COMMENTS:	U B M E O
8. Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS:	U B M E O

9. Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:	U B M E O
10. Verbal communication and interpersonal skills with patients/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence. COMMENTS:	U B M E O
11. Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:	U B M E O
12. Use of professional terminology. Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:	U B M E O

SECTIONS IV AND V NOT APPLICABLE DURING PSYCHOSOCIAL LEVEL I FIELDWORK

I. SCREENING AND EVALUATION (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
1. Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review. COMMENT:	U B M E O N/A
2. Completes an interview and drafts an occupational profile. COMMENT:	U B M E O N/A
3. Identifies potential goals from evaluation process. COMMENT:	U B M E O N/A
4. Drafts documentation consistent with practice setting. COMMENT:	U B M E O N/A

II. INTERVENTION (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
1. Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence. COMMENT:	U B M E O N/A
2. Identifies interventions consistent with client evaluation and goals. COMMENT:	U B M E O N/A
3. Identifies (verbal or written) interventions consistent with client-centered approach and provides clinical reasoning for interventions identified. COMMENT:	U B M E O N/A

I. INTERVENTION (conti) (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
4. Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach. COMMENT:	U B M E O N/A
5. Administers interventions that are occupation-based and client-centered within guidelines of facility. COMMENT:	U B M E O N/A
6. Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response. COMMENT:	U B M E O N/A

7. Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response. COMMENT:	U B M E O N/A
8. Drafts documentation for intervention using typical procedures used in FW practice setting. COMMENT:	U B M E O N/A

Summary:

Student Signature:

Date:

FW Ed. Signature:

FW Ed. Printed name:

Date:



Student Feedback of Level I Fieldwork Experience

Students: Please complete this form and discuss it with your FW educator at your final meeting. Submit the completed form via eValue.

Student Name: _____ Date: _____

Supervisor Name: _____ Site: _____

1. What strengths did your supervisor have in teaching and serving as a professional role model?
2. What were the key learning experiences and outcomes for you during this fieldwork?
3. Did you understand what was expected of you? (If not, please explain)
4. How could the experience have been improved?
5. How comfortable were you in approaching your supervisor with questions or concerns?
6. How did the supervisor bridge your learning between coursework and fieldwork (i.e. assist you in thinking about the FW assignment, explain how he/she reasons through problems, etc.)?

Student signature: _____ Date: _____

Supervisor signature: _____ Date: _____

Comments:



Level I Fieldwork Weekly Attendance Log & Supervisor Feedback

If any questions or concerns arise during the student's fieldwork experience, please do not hesitate to contact the Academic Fieldwork Coordinator:

Tara Boehne

(417)836-8990

TaraBoehne@MissouriState.edu

Name: _____ Fieldwork Site: _____

Date: _____

- | | | |
|---|-----------|----------|
| 1. The student arrived promptly at scheduled time | Yes _____ | No _____ |
| 2. The student interacted appropriately with staff | Yes _____ | No _____ |
| 3. The student interacted appropriately with clients | Yes _____ | No _____ |
| 4. The student followed all safety precautions, as applicable | Yes _____ | No _____ |
| 5. The student was dressed professionally and demonstrated professional behaviors while at the site | Yes _____ | No _____ |

Additional Comments:

Hours on Site this date: (Start time: End time:): _____

Student Signature: _____

Supervisor Signature: _____

LEVEL II FIELDWORK POLICIES AND PROCEDURES

Introduction to Level II Fieldwork

Level II FW focuses on the in-depth process of the delivery of occupational therapy services to clients. This is a full-time, 24-week or equivalent experiential education at approved FW sites off campus, with mandatory assignments facilitated by the AFWC. Under the supervision of a qualified OT practitioner, the student integrates academic coursework by focusing on the application of purposeful and meaningful occupation in the administration and management of occupational therapy services.

Definition and Purpose

The purpose of level II FW is three-fold:

1. Promotion of clinical reasoning and reflective practice skills.
2. Application of the OT process including occupational assessment and intervention.
3. Professional behavior development.

An additional purpose of level II FW “is to develop competent, entry-level, generalist occupational therapists.” Level II FW provides experiences that promote clinical reasoning and develop and increase a student’s skill in evaluation, planning, and intervention related to human purpose. The experiences shall include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.

Linkage of Fieldwork to Coursework

OTE 780 and OTE 790 are the level II FW courses that occur following the satisfactory completion of all established criterion and didactic coursework. Students participate in 24 weeks of level II FW on either a full-time or part-time basis, as defined by the FW sites’ usual or customary personnel policies. It is customary for the student to be assigned to two affiliations of 12-week duration in facilities throughout the United States or internationally. However, the student can complete level II FW in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings. The FW education site, the education program, and the OTS cooperatively develop a FW plan and objectives for these experiences.

Participation in level II FW is contingent upon several factors including, but not limited to, student preparation, clinical site availability and suitability for clinical skill development. The general intent of level II FW is to provide the broadest exposure to the field of occupational therapy with experiences across the lifespan and an exposure to a variety of settings or treatment models. Participation in level II FW is designed to include experiences in settings including traditional and emerging practice areas, where psychosocial, developmental, physical disability, and/or health and wellness evaluation and intervention occur. The goal is a thorough understanding and development of client-centered, meaningful, and occupation-based outcomes.

Fieldwork Site Identification

The AFWC collaborates with faculty to identify and select appropriate sites that may serve as level II FW settings. These sites are selected to optimize student learning consistent with the philosophy of the curriculum. The process of identifying active sites includes exploring the alignment of site philosophies and practices relative to the MOT Program Philosophy and Mission, in conjunction with the specific FW objectives for the level II FW experience. Faculty site visits, as well as connections with colleagues through projects or meetings, help to identify potential FW sites. The MOT program maintains agreements with enough sites to meet student placement needs. In the unlikely event that a site becomes unavailable (i.e., cancellation of placement by that site) the student schedule may be delayed, but that delay is not expected to exceed the time allowed to complete the program.

Various FW sites and service delivery models that reflect current professional practice may provide the setting for level II FW. These settings help students to acquire a rich background of experiences with clients across the lifespan, with psychosocial, developmental, and physical performance deficits, and from diverse cultural and socioeconomic backgrounds.

Clinical Education Agreements

A signed Clinical Education Agreement (also known as a Memorandum of Understanding) between MSU and the clinical site is in place prior to and throughout the student's placement at the site. The Clinical Education Agreement clearly documents the responsibilities of MSU and the FW site, and is signed by both parties. Students are responsible for adhering to the site-specific expectations and can gain easy access to the document via the MOT program administrative assistant.

The Clinical Education Agreements are auto renewed annually, or as specified by the individual FW site. Revisions or adjustments to the agreement may impact the FW schedule. In this case, the student will be informed of the issue as soon as possible to allow for alternate arrangements.

International Fieldwork Policy

The Master of Occupational Therapy (MOT) Program will consider international fieldwork requests from students who meet the following criteria:

- Maintain a cumulative GPA of 3.5 or higher
- Demonstrate exemplary professional behaviors as delineated on the Professional Behavior Checklist and as recommended by the student's primary advisor
- Demonstrate an acceptable record of leadership and participation in Program volunteer events
- Have documented prior travel experience and demonstrate a readiness to live abroad for an extended period

- Have the recommendation of the occupational therapy program faculty based on their interactions with the student in the academic setting and/or level I fieldwork experiences

All qualified students requesting an international fieldwork must adhere to the Missouri State University (MSU) MOT's international fieldwork policy as follows:

- An application must be initiated at least 12 months prior to the rotation start date.
- At least 9 months prior to the placement date, the student must submit to the Academic Fieldwork Coordinator a budget that represents the expected travel and living expenses associated with the international rotation; the budget is to be based on research of the country/area in which the rotation is to occur; students must also provide an explanation of how they will meet the budget; and a signed statement indicating that the student understands that all costs associated with the fieldwork are the student's responsibility including if/when the site cancels the experience, the student no longer meets the requirements and is unable to be placed at the site, and/or travel to the area becomes unsafe as defined by the MSU Study Away office.
- Upon application, students must submit to the Academic Fieldwork Coordinator a current résumé that includes a summary of the student's academic, work, and service/volunteer experiences. A student's résumé must demonstrate strong academic performance, leadership, and professional behaviors up to and throughout the time of the second level II fieldwork experience as measured by a GPA of 3.5 or higher, documented progress on the Professional Behavior Checklist, and leadership roles that were maintained as a MOT student.
- Students must also submit an essay of 300-500 words that clearly states why they desire to complete an international rotation (goals and objectives), what contributions they intend to offer to the site, and the anticipated professional development that is expected by the student (i.e., how does the student expect this experience will influence their development as a professional and a clinician on a long-term basis).
- Students must provide a written acknowledgment that the clinical site has the authority and right to decline a potential/specific student based on their own program requirements and that the identified fieldwork educator at the international clinical site has graduated from a World Federation of Occupational Therapy approved program and has at least one year of practice experience.
- Students must adhere to the University's policy on international travel in addition to adhering to MOT Program's policy.
- Students must follow all policies outlined by any associated sponsoring institutions.
- Students must meet all requirements of the MSU Study Away Office

- An international fieldwork experience will only be considered for a second level II rotation and students must pass their first level II fieldwork in order to proceed to an international fieldwork experience. If students should not pass their first level II experience, the international fieldwork experience will be cancelled, and students incur all associated costs related to cancellation.
- A maximum of 2 students will be placed at an international fieldwork site each year.

The University and/or the MOT Program retain the right to decline requests for international placement based on issues of student safety and matters such as health conditions, crime, unusual entry requirements, areas of instability, the location of the nearest U.S. embassy or consulate in the subject country, and accreditation concerns or challenges.

International Fieldwork Acknowledgment Statement

_____ acknowledges the following:

(Print name)

(Read and initial all following paragraphs)

_____ All costs associated with the fieldwork are the student's responsibility including if/when the site cancels the experience, the student no longer meets the requirements and is unable to be placed at the site, and/or travel to the area becomes unsafe as defined by the Missouri State University Study Away office;

_____ The clinical site has the authority and right to decline a potential/specific student based on site-specific program requirements.

_____ The identified fieldwork educator at the international clinical site has graduated from a World Federation of Occupational Therapy approved program and has at least one year of practice experience.

_____ Student will adhere to the University's policy on international travel in addition to adhering to MOT Program's policy;

_____ Follow all policies outlined by any associated sponsoring institutions.

_____ A maximum of 2 students will be placed at an international fieldwork site each year.

_____ The University and/or the MOT Program retains the right to decline requests for international placement based on issues of student safety and matters such as health conditions, crime, unusual entry requirements, areas of instability, the location of the nearest U.S. embassy or consulate in the subject country, and accreditation concerns or challenges.

Print Name Date

Date

Signature Date

Signature

Schedule

Students begin level II FW upon satisfactory completion of all didactic coursework and three level I FW experiences. Students are required to complete 24 weeks of full-time fieldwork which may be completed on a part-time basis, as defined by the FW site in accordance with the site's usual and customary personnel policies, if the supervising therapist is at least 50% of an FTE at that site. Level II FW must be completed within 24 months of completing the didactic coursework. Level II fieldwork schedules are as follows:

OTE 780 Level II, Part 1

Second summer semester

OTE 790 Level II, Part II

Third fall semester

Fieldwork Educators

Per ACOTE requirements, in the level II FW experience, the primary educator:

1. Must be a registered occupational therapist with at least one year of experience as a practitioner following the successful completion of the certification exam;
2. Must meet state regulations to practice as an OT;
3. May be employed part-time or full-time at the site;
4. May be engaged by the FW site or by the educational program (as in the case of adjunct faculty);
5. Should provide direct supervision initially 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.

Fieldwork Educators are expected to provide supervision and guidance that is commensurate with the level of the student's performance and allows for mastery of entry-level skills and progresses toward a higher level of independence by the end of the experience.

Level II FW may take place at a site where occupational therapy services are not currently provided, if there is a currently licensed OT with at least three years of experience available to provide at least eight hours of supervision per week and have a designated supervisor available in his/her absence. The OT acting as a supervisor must also be available to the student for communication and consultation during working hours via a variety of contact methods.

The MOT Program faculty, including the Program Director, are all capable of supervising a FW student, if a site does not have a qualified OT available to provide supervision for at least eight hours per week.

Before a student is placed at a site where there is no on-site occupational therapy service provision, the AFWC, in collaboration with the site supervisor, the supervising OT, and the Program Director will develop a plan for the provision of OT services, in order to meet guidelines as specified in ACOTE standard C.1.17. This plan will be documented in the FW site file and the student's FW file.

Fieldwork Sites

Students may be required to commute up to 60 miles or relocate to another region for any level I or II FW if there is a limited availability of placements within commutable distance, or per student preference. Priority for local sites is only possible when the student is a primary caregiver for a child, older adult or disabled person. Documentation of this responsibility is required. Many FW sites are located outside of southwest Missouri, and students are responsible for the arrangement and costs of travel and transportation. Before making travel and housing arrangements, the student should contact the AFWC and site supervisor to confirm that there has been no change in the contract/reservation.

Evaluation of Level II Fieldwork Performance

The *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)* is the evaluation instrument recommended by the American occupational Therapy Association and used by most facilities affiliated with the MOT program at MSU. This evaluation instrument will be thoroughly explained to the student by the AFWC prior to the student's first level II FW assignment. This evaluation form measures all aspects of entry-level competence of occupational therapy students to engage in the process of delivering services in a variety of practice settings. Students should familiarize themselves with this tool. Non-traditional FW sites may use an alternative to this form to evaluate student performances more appropriately. In such instances, the specific objectives and evaluation process will be determined prior to the initiation of the FW experience. An original FWPE is provided to the FW II sites by the program.

AOTA has established passing scores to be met on the FWPE. The minimum criterion scores include: 111 points cumulative, a minimum score of three (3) on all items in Fundamentals of Practice (ethics and safety) section, a minimum rating of 2 on all items. All students must meet the minimum scores to pass the level II FW experience. The AFWC records a Pass or Fail grade for each FW experience based on the final score reported on the FWPE. Students must pass level II FW to be eligible for graduation and registration for the certification examination.

Students must be aware that the FW education site, not the MOT department or faculty, makes the determination as to the passing or failure of the FW II experience. The AFWC records a Pass/Not Pass grade for each level II fieldwork experience based on the final score recorded on the FWPE. **Students must pass all level II FW experiences to be eligible for graduation and registration for the certification examination.**

Level II Fieldwork Objectives

At the completion of the level II FW experience, the student is able to:

1. Demonstrate entry level competency in assessment and intervention procedures based on learned theoretical concepts and models;
2. Effectively communicate through written documentation and oral reporting;
3. Establish and sustain confidential therapeutic relationships;
4. Collaboratively work with all levels of OT personnel including the Certified Occupational Therapy Assistant (COTA) and aids, as well as other professional disciplines;

5. Assume responsibility for continued learning and maintaining practice competency;
6. Develop a concern for health and wellness issues.

In addition to the above stated learning objectives, the following level II FW Objectives are also provided to the student and FW Educator, in accordance with the *Fieldwork Performance Evaluation*.

Fundamentals of Practice:

1. **Adheres to ethics:** Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures including when relevant, those related to human subject research.*
2. **Adheres to safety regulations:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.*
3. **Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all FW-related activities.*

Basic Tenets:

4. Clearly and confidently **articulates the values and beliefs** of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.*
5. Clearly, confidently, and accurately **articulates the values of occupation** as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers and the public.*
6. Clearly, confidently, and accurately **communicates the roles of the occupational therapist and occupational therapy assistant** to clients, families, significant others, colleagues, service providers, and the public.*
7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.*

Evaluation and Screening:

8. **Articulates a clear and logical rationale** for the evaluation process.*
9. **Selects relevant screening and assessment methods** while considering such factors as client's priorities, context(s), theories, and evidence-based practice.*
10. **Determines client's occupational profile** and performance through appropriate assessment methods.*
11. **Assesses client factors and context(s)** that support or hinder occupational performance.*

12. **Obtains sufficient and necessary information** from relevant resources such as clients, families, significant others, service providers, and records prior to and during the evaluation process.*
13. **Administers assessments** in a uniform manner to ensure findings are valid and reliable.*
14. **Adjusts/modifies the assessment procedures** based on client's needs, behaviors, and culture.
15. **Interprets evaluation results** to determine client's occupational performance strengths and challenges.*
16. **Establishes an accurate and appropriate plan** based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.*
17. **Documents the results of the evaluation** process that demonstrates objective measurement of client's occupational performance.*

Intervention:

18. **Articulates a clear and logical rationale** for the intervention process.*
19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.*
20. **Chooses occupations** that motivate and challenge clients.*
21. **Selects relevant occupations** to facilitate clients meeting established goals.*
22. **Implements intervention plans that are client-centered.***
23. **Implements intervention plans that are occupation-based.***
24. **Modifies task approach, occupations, and the environment** to maximize client performance.*
25. **Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client's status.*
26. **Documents client's response** to services in a manner that demonstrates the efficacy of interventions.*

Management of Occupational Therapy Services:

27. **Demonstrates through practice of discussion the ability to assign** appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.*
28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.*
29. **Demonstrates understanding of the cost and funding** related to occupational therapy services at this site.*

30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.*

31. **Produces the volume of work** required in the expected time frame.*

Communication:

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

33. **Produces clear and accurate documentation** according to site requirements.*

34. **All written communication is legible**, using proper spelling, punctuation, and grammar.*

35. **Uses language appropriate to the recipient** of the information, including but not limited to funding agencies and regulatory agencies.*

Professional Behaviors:

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

37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with supervisor(s) and others.*

38. **Responds constructively to feedback***

39. **Demonstrates consistent work behaviors** including but not limited to cooperation, flexibility, tact, and empathy.*

40. **Demonstrates effective time management***

41. **Demonstrates positive interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.*

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

*Student learning outcomes are assessed using the *AOTA Fieldwork Performance Evaluation (FPE) for the Occupational Therapy Student* (completed by the on-site Clinical Supervisor).

Fieldwork Level II Expectations

Site Assignment Process

The AFWC schedules and assigns all level II FW placements. Input from the student and faculty advisor are also considered, with the AFWC having final authority in making the assignment. Student input to FW placements is discussed prior to placement and students are given an opportunity to indicate preferences about upcoming level II FW assignments the semester prior to placements being

requested. Student preference forms are due to the AFWC by the end of the first spring semester in order to begin soliciting availability of student placement spots at designated FW sites.

Students will be notified during the beginning of the second spring semester of placement for their level II experiences, in order to allow time for securing travel and living arrangements. Also included in the notification are the learning objectives for the FW experience and contact information for each site.

There will be no changes to assigned FW sites unless in the event of extreme and rare circumstances. Practice settings constantly change; when a site agrees to take a student, it is based on available FWEs at that time. Students should keep in mind that each year FW sites cancel for various reasons, such as staffing, etc. Cancellations can occur at the last minute, and students should be prepared for such an occurrence. The AFWC will facilitate an alternate placement in this circumstance.

Student assignments are tracked throughout progression in the program using the eValue platform to ensure exposure to multiple practice areas and populations.

AFWC Responsibilities

- A. Contact sites to confirm availability of slots for student placement via the course-specific reservation form.
- B. Request a copy of site-specific fieldwork objectives or provide each site with the general objectives and assist with development of site-specific FW objectives.
- C. Review student preference forms and place students in appropriate settings.
- D. Communicate FW placement information to the students and student placement information to the fieldwork site and educator.
- E. Provide students with an explanation of the *AOTA Fieldwork Performance Evaluation Form*, and the *Student Evaluation of Fieldwork Experience Form*, including guidelines for completion and due dates.
- F. Review the *Student /Supervisor Weekly Review* form upon receipt from FW site and follow-up with the student and FWE on any issues indicated prior to the end of the current week.
- G. Complete mid-term visit/conference via phone or virtually between weeks 5-7 with student and FW Educator to discuss student's current status.
- H. Collect and track completion of required documentation upon completion of the FW experience.
- I. Provide counsel, as often as needed, in the event of a student's difficulty with or inability to complete a FW experience.

Student Responsibilities

- A. Read, be familiar with, and ask questions regarding the information presented in the FW manual.

- B. Provide an electronic copy of all items listed on the *Health Status/Clinical Training Attestation* form (p. 3 of the *Fieldwork Experience Personal Data Sheet*) to the fieldwork site and/or to the FWE, upon request.
- C. Complete and send the *Fieldwork Experience Personal Data Sheet* as a method of introduction to the FWE within four weeks of beginning the FW experience.
- D. Secure transportation and housing prior to beginning the FW experience. All travel and accommodation expenses are the student's responsibility.
- E. Check with the site for specific dress expectations; otherwise, follow the MSU MOT Program dress code and always wear the program nametag when on site.
- F. Communicate early, openly and often with the FWE and AFWC in the event of challenges, difficulties, or an inability to complete the FW experience. This includes participation in a weekly meeting with the fieldwork educator to collaboratively complete the *Student-Supervisor Weekly Review form*.
- G. Complete the designated number of hours required for the FW experience. Please note students will work the same schedule as the FWE, which may include weekends, holidays, etc.
- H. Complete all designated FW paperwork and assignments by designated due dates.
- I. Write a thank you note to the FWE prior to the end of the fieldwork experience.
- J. Provide AFWC with the FWEs name and contact information for completion of a Professional Development Unit certificate.

Fieldwork Educators Responsibilities

- A. Communicate with student prior to start of FW experience general information regarding dress code, schedule of FW, and necessary information to provide.
- B. Conduct weekly supervisory meetings with the student to discuss student's strengths and weaknesses, and progress towards learning objectives of the experience. Student and FW educator should complete the *Student /Supervisor Weekly Review* form via the eValue fieldwork management system and submit electronically.
- C. Provide supervision and guidance that is commensurate with the level of the student's performance and allows for mastery of entry-level skills and progresses toward a higher level of independence by the end of the experience.
- D. Communicate any student issues as early as possible to the AFWC and be readily available for conferences as needed.
- E. Complete the *AOTA Student Fieldwork Performance Evaluation Form* at the midterm and upon completion of the experience and discuss the results with the student. Be available for a conference with the AFWC and student if issues are identified.

Level II Fieldwork Failure Policy

When a level II FW experience is terminated early a grade of “Not Pass” will be recorded. A FW site may terminate a student before the end of the 12-week placement for a variety of reasons including, but not limited to: (a) behavior that is unsafe, unethical, or breaks the site policies; (b) lack of fundamental work habits, i.e. arrives late, takes unscheduled breaks, unauthorized cell phone usage, nonadherence to facility dress code, use of offensive language; (c) lack of engagement in learning opportunities; (d) in the opinion of the FW educator the student will not make sufficient progress to earn a passing score on the *Fieldwork Performance Evaluation* (FWPE).

In the case of termination due to behavior that is unsafe, unethical or breaks facility policies, the student will be provided a written explanation of the infraction. The AFWC will receive a copy of the written explanation and will schedule a meeting with the student. A copy of the written explanation will be placed in the student’s secure FW file and the student will receive a “not pass” grade for the course.

The process for terminating a FW experience due to failure to perform assigned duties or to show expected performance skills falls under two categories: (A) failure to meet mid-term objectives; and (B) failure to make progress after a satisfactory mid-term evaluation.

A. Failure to meet mid-term objectives:

1. Near mid-term (week 5, 6, or 7) all students are rated on the *Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (2020)*, by the FWE. A student is considered at risk of failing the FW if they receive a mid-term score of less than 100 points.
2. The AFWC will be informed of the situation by the FWE, and the following steps will be followed:
 - i. A meeting with the student and FWE will be scheduled (either face-to-face or conference call).
 - ii. The AFWC will assist in the development of a learning contract with specific objectives and timelines.
 - iii. The AFWC will assist both the student and FWE in identifying resources to support corrective actions.
 - iv. The AFWC will file a copy of the learning contract in the student’s FW file.
3. The AFWC will closely monitor the progress of the student regarding the Learning contract and will provide support to both the student and the FWE as requested.
4. At the end of the learning contract timeline, the student will be informed in writing whether they are on track to pass the FW. If they are not expected to pass the FW experience, the student will be rated on the *FWPE for the Occupational Therapy Student* by their FWE and a final score will be determined at that time. Students who have not met the terms of their learning contract may be terminated from the FW site prior to the scheduled end date of the FW experience.
5. Once the *FWPE* has been received from the FW site, a grade of ‘Not Pass’ will be recorded for the course.

6. The student will schedule a meeting with the AFWC within three days of the termination. The student's status within the program will be subject to program retention guidelines.
- B. Failure to make progress after a satisfactory mid-term evaluation
1. The student and the AFWC will be informed in writing, no later than week 10 that the student is at risk of not passing the FW course.
 2. Specific behaviors/criteria that are not meeting performance standards/expectations will be explained in the written notification.
 3. A copy of the written notification will be filed in the student's FW file.
 4. The AFWC will initiate a meeting with the student and FWE (may be face-to-face or phone conference)
 5. The AFWC will assist in the development of a learning contract with specific objectives and timelines.
 6. The AFWC will assist both the student and the FWE in identifying resources to support corrective actions.
 7. The AFWC will place a copy of the learning contract in the student's FW file.
 8. The AFWC will closely monitor the progress of the student regarding the learning contract timeline and will provide support to both the student and the FWE as requested.
 9. At the end of the learning contract timeline the student will be informed in writing whether they are on track to pass the FW. If this is the case, the student will be rated on the *FWPE for the Occupational Therapy Student* by their FWE and a final score will be determined at that time. Students who have not met the terms of their learning contract may be terminated from the FW site prior to the scheduled end date of the FW experience.
 10. Once the *FWPE* has been received from the FW site, a grade of 'Not Pass' will be recorded for the course.
 11. The student will schedule a meeting with the AFWC within three days of the termination. The student's status within the program will be subject to program retention guidelines.

Withdrawal from FW

Students who have trouble during FW have the option to voluntarily withdraw from the site or terminate the experience early. A student who is considering this option should contact the AFWC as soon as possible to discuss their concerns. The student also needs to contact the Office of Student Financial Aid to discuss and understand the implications on their financial aid package, if applicable. Students are only allowed to consider a voluntary withdrawal option prior to the midterm evaluation or due to extenuating circumstances, following a successful midterm evaluation. Students who withdraw after receiving a failing *FWPE* score (at either the mid-term or final) will have a "Not pass" grade recorded for the course and will need to repeat the course. The student will meet with the AFWC to determine options available for alternative placement, if appropriate.

LEVEL II FIELDWORK FORMS

Student Preference Form for Fieldwork II Planning

Name: _____ Date: _____

Phone: _____ Email: _____

Permanent Address: _____

Level II FW Requested for Semester, Year: _____

Second year MOT students should complete this form and return to the AFWC as part of the reflective process for determining placement in upcoming Level II FW experiences.

Part I: Reflective Profile of Previous Experiences:

Please indicate all previous level I FW experiences.

Level I FW Experience	Site/Setting
FW I, Part 1: OTE 680 (Spring I)	
FW I, Part 2: OTE 690 (Fall II)	
FW I, Part 2: OTE 690 (Spring II)	

Please indicate specific information regarding the types of experiences and populations observed during level I FW experiences.

Age Group	Infants, children, adolescents, young adults, middle age, older adults
Type of Setting	Acute care, rehab, outpatient, long term care, home health, retirement community, center-based (day program, etc.), other community-based program
Practice Models	Medical, Social, Public School, Private Practice, Not-for-Profit, For-Profit, Community-based
Region/Setting	Rural, Suburban, Urban
Diagnostic Groups/Populations	Mental Illness, Cognitive Disability, Developmental Disability, Physical Disability, Chronic Conditions, Well elderly
Socioeconomic Status (SES)	High; middle; low income; underserved/impoverished

Part II: Priorities

Thinking pragmatically about future placements, please indicate the top five priorities that influence your FW II selection. Rate only five priorities, 1-5 (one being your top priority).

- _____ Have an in-depth experience in my area of special focus: _____
- _____ Experience a wide range of practice (populations and settings)
- _____ Make contacts in a region where I hope to practice after graduation
- _____ Experience in a practice setting where I hope to work upon graduation
- _____ Experience with a different population, culture, SES, or setting
- _____ Experience with an underserved population
- _____ Challenge myself in a dynamic and complex setting
- _____ Experience in an area that builds self-confidence and sustained performance
- _____ Experience in a particular practice model: medical, school-based; community-based, etc.
- _____ Experience at the organizational level (AOTA, etc.)
- _____ Other: _____

Part III: Preferences

Further considerations prior to indicating your preferences:

- You will complete two additional level I FW experiences (adults/older adults, pediatrics) prior to starting FW Level II A & B
- All travel and accommodation expenses are the responsibility of the student.
- Upon graduation you will be a generalist, competent to begin practice in a wide range of settings.

Please indicate your first, second and third preferences in the boxes below to indicate your order of preferences.

Setting:

<i>Age Group</i>	<i>Continuum of Service</i>	<i>Practice Area</i>
_____ Children/ Youth	_____ Community-based	_____ Psychosocial
_____ Adults	_____ Facility based	_____ Physical Dysfunction
_____ Older Adults	_____ Organization based	_____ Pediatrics/ School System

☐ No Preference	☐ No Preference	☐ Other/ no Preference
--	--	---

Location:

☐ Rural	☐ In Springfield	** Please indicate preferred areas in Missouri: 1) 2) 3)
☐ Urban	☐ In State**	
☐ Suburban	☐ Out-of-State	
☐ No Preference	☐ No Preference	

Please list two professional goals. What practice areas of Occupational Therapy do you see yourself working in immediately after graduation? In 5 years? In 10 Years?

Do you have a specific area of interest? _____

What is your preferred style of learning? _____

Do you speak any other languages? _____

Please indicate level of fluency _____

Specific Site Requests:

Instructions: List the site, address, and phone number in order of preference for any site you are interested. Indicate the dates preferred and any relevant comments. There is no guarantee that you will be scheduled at a particular site; all requests will be considered on a case by case basis.

1.	2.

3.	4.

Missouri State University
Master of Occupational Therapy Program

Fieldwork Experience Personal Data Sheet

Date: _____

Last Name	FirstName	MI	Preferred Phone # (Include area code)
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Local Address	Email Address
---------------	---------------

Emergency Contact Name	Relationship to Student	Phone Number (Include area code)
------------------------	-------------------------	----------------------------------

Student medical Insurance Carrier	Policy Number
-----------------------------------	---------------

Professional Liability Insurance Coverage Limits: Mercer Consumer: Liberty Insurance Underwriters Inc.
Limits: \$1,000,000 per Occurrence \$3,000,000 Aggregate

MOT Curriculum

FALL	SPRING	SUMMER
Year 1		
OTE 610 Foundations and Theory in OT (4) OTE 612 Occupational Development through the Lifespan (3) OTE 645 Clinical Gross Anatomy (5) OTE 732 Applied Research Methods in Health Care (2)	OTE 620 Psychosocial Perspectives in OT Practice (3) OTE 640 Evidence-based Practice (2) OTE 646 Neuroscience (4) OTE 650 Intro to Biomedical Biomechanics (3) OTE 680 FW Level I, Part I (1) OTE 798 Research Project (1)	OTE 720 Conditions 1: Cognitive Dysfunction (3) OTE 765 Community and Health Practice in OT (3) OTE 612 Clinical Reasoning and Documentation (1) OTE 798 Research Project (1)
Year 2		
OTE 730 Conditions II: Physical Dysfunction (4) OTE 760 Specialty Topics (1) OTE 745 Therapeutic Skills I: Practice with Adults and Older Adults (4)	OTE 750 Therapeutic Skills II: Children/Adolescents (4) OTE 760: Specialty Topics (1) OTE 746 Management and Policy in OT Practice (3) OTE 770 Professional Capstone: Issues, Diversity & Ethics (4) OTE 690 FW Level I, Part 2 (1)	OTE 780 FW Level II, Part 1 (6)

OTE 725 Environmental Adaptations and Assistive Technology (2) OTE 690 FW Level I, Part 2 (1) OTE 798 Research Project (1)		
Year 3		
OTE 790 FW Level II, Part 2 (6)		

Schedule of fieldwork experiences

Fieldwork Rotation	Site Name	Dates	Client diagnoses/ages
Level I, Part 1			
Level I, Part 2			
Level I, Part 2			
Level II, Part 1			
Level II, Part 2			

NAME: _____

- What do you feel are your strengths?
- What do you feel are your growth areas?
- Areas of interest, activities, hobbies, etc.:
- What do you expect to gain from your fieldwork experience?
- Do you have reliable transportation for the duration of your fieldwork? YES_____ NO_____

Please attach your updated resumé as page 3 of this document.

Health Status/Clinical Program Training Attestation Form

1. I verify the following information for the required **health screenings, immunizations or documented health status** and will provide documentation upon request.
 - a. Tuberculosis screening within the past 12 months (negative PPD skin test or a chest x-ray and health care provider review if a previous positive PPD reaction) **dated:** _____
 - b. Measles, mumps, and rubella (MMR) immunity (positive antibody titers or 2 doses of MMR) **dated:** _____ and _____
 - c. Diphtheria, pertussis, and tetanus immunity (Tdap, Adacel, or Boostrix) **dated:** _____
 - d. Polio immunity (3-dose series or positive antibody titer) **dated:** _____
 - e. Varicella immunity (positive history of chickenpox and positive antibody titer or Varicella immunization **dated:** _____
 - f. Hepatitis B immunity (3-dose series and positive antibody titer) **dated:** _____
 - g. Seasonal flu vaccine **dated:** _____
2. Missouri State University provides the following required program instruction to all students. I verify that I have received instruction in all areas:
 - a. CPR certification **Date:** _____ **Recommended Renewal:** _____
 - b. Confidentiality (Patient Rights)
 - c. Dress Code
 - d. Universal Precautions, including needle safety **date:** _____
3. I attest that a retrospective background check was completed upon my admission to the Master of Occupational Therapy Program. The background check included the following reviews:
 - a. Social Security number verification
 - b. Criminal search (7 years)
 - c. Multi-state Sex Offender Registry
4. I attest that a urine 10 panel + Alcohol drug test was completed.

I agree to abide by all policies and procedures of the sites hosting my clinical experiences.

My signature acknowledges that the information I have provided is complete and accurate and that I authorize the above information to be disclosed to fieldwork educators prior to clinical experiences.

Student Name (Print)

Student Signature

Date



Student/Supervisor Weekly Review

Week #:

Student:

Fieldwork Instructor:

Strengths:

Growth Areas:

Goals for Next week:

Meetings, Assignments due, Etc.:

*Adapted from Washington University School of Medicine Program in Occupational Therapy.

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;
- Provide objective information to students who are selecting sites for future Level II fieldwork; and

This form is designed to offer each program the opportunity to gather meaningful and useful information.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:

Complete the STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). Make a copy of the form for yourself. This form gets submitted to your fieldwork educator during or after you review your final fieldwork performance evaluation (FWPE). The SEFWE is signed by you and the fieldwork educator(s).

Instructions to the Fieldwork Educator(s):

Review the SEFWE with the students after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed. The SEFWE is signed by both the fieldwork educator(s) and the student. Return both the FWPE and SEFWE promptly upon completion of the fieldwork to the academic fieldwork coordinator.

Student Evaluation of the Fieldwork Experience Form

Fieldwork Site: _____

Address: _____

Type of Fieldwork: _____

Placement Dates: from _____ to _____

Order of Placement: [] First [] Second [] Third [] Fourth

Student work schedule:

Hours required: _____ per week

☐ Weekends required ☐ Evenings required

☐ Flex/Alternate Schedules Describe: _____

Identify Access to Public Transportation: _____

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

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

Experience report on. _____
(date)

Student's Signature

FW Educator's Signature

Student's Name (Please Print)

FW Educator's Name and credentials (Please Print)

FW Educator's years of experience _____

ORIENTATION—WEEK 1

Indicate the adequacy of the orientation by checking “Yes” (Y) or “Needs Improvement” (I).

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

CLIENT PROFILE

Check age groups worked with

List most commonly seen occupational performance issues in this setting

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

Occupational Performance Issues

Describe the typical population: _____

Occupational Therapy Process

I. EVALUATION

List assessment tools used	Observed	Performed

II. INTERVENTION

List major therapeutic interventions frequently used and indicate whether each was provided as individual, group, or co-treatment, or as a consultation. List other professionals involved.

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

Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement				
Education: provides knowledge & enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines				
Training: develops concrete skills for specific goal attainment. Targets client performance				
Advocacy: promotes occupational justice and empowers clients				

Identify theory(ies) that guided intervention: _____

III. OUTCOMES

Identify the types of outcomes measured as a result of OT intervention provided:

Type of outcome	yes	no	Provide example
Occupational Performance			
Prevention			
Health & Wellness			
Quality of Life			
Participation			
Role competence			

Well-being			
Occupational Justice			

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

	Yes	No
The current Practice Framework was integrated into practice		
Evidence-based practice was integrated into OT intervention		
There were opportunities for OT/OTA collaboration		
There were opportunities to collaborate with other professionals		
There were opportunities to assist in the supervision of others—specify:		

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.

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

Level II Evaluation of Student Fieldwork Experience

AOTA FWPE Form

(Fieldwork Performance Evaluation Form)

The AOTA FWPE document is completed at midterm and upon completion of the rotation. The student and FWE receive a specific URL code via email to complete the self-evaluation.

Sample form attached.

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

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

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

15	Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.
INTERVENTION	
16	Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.
17	Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models. Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals
18	Uses evidence from research and relevant resources to make informed intervention decisions.
19	Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.
20	Implements client-centered and occupation-based intervention plans.
21	Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes. Examples: prevention, restoration, maintenance, promotion
22	Modifies task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
23	Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.
24	Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.
MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES	
25	Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. Examples: paraprofessionals, nurses' aides, volunteers

26	Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27	Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications
28	Meets productivity standards or volume of work expected of occupational therapy students.
COMMUNICATION AND PROFESSIONAL BEHAVIORS	
29	Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, service providers, administration, the public
30	Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
31	Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
32	Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
33	Responds constructively to feedback in a timely manner.
34	Demonstrates consistent and acceptable work behaviors. Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
35	Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected timeframe
36	Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
37	Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity

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

Rating Scale

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

Rating scale definitions

Exemplary performance	Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.
Proficient performance	Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.
Emerging performance	Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
Unsatisfactory performance	Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

FWPE for OTS Scoring:

- All items included must be scored to receive a Pass on the FWPE for OTS
- A sum score of 111 or higher will be required to receive a Pass on the FWPE for OTS
- A score of 3 or higher on the items
 - # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
 - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and



- # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTS

FWPE for OTAS Scoring:

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

APPENDICES

Student Requirements for Fieldwork Participation

A. Student Immunization Requirements

- 1) **Diphtheria and Tetanus:** Documentation of primary series of diphtheria and tetanus toxoid, and a booster within the past ten years.
- 2) **Measles:** Documentation of two doses of live measles (or MMR combined) vaccine separated by at least one month on or after the first birthday, or documentation of physician-diagnosed disease or laboratory evidence of immunity. Because routine childhood immunization schedules for two doses of measles vaccine have only recently been implemented most students now entering the University will need the second dose for live measles vaccine. Individuals who received killed measles vaccine, combination of killed and live measles vaccine, or measles vaccine of an unknown type in the period 1963-1978 are considered unvaccinated and should receive two doses of live vaccine at least one month apart.
- 3) **Mumps:** Documentation of one dose of live mumps (or MMR combined) vaccine on or after the first birthday, or documentation of physician-diagnosed mumps or laboratory evidence of immunity. Persons who received killed mumps vaccine which was available from 1950-1978 may benefit from revaccination.
- 4) **Rubella:** Documentation of one dose of rubella (or MMR combined) vaccine on or after the first birthday, or documentation of laboratory evidence of immunity.
- 5) **Varicella:** Documentation of two doses of live varicella vaccine separated by at least one month, or documentation of physician-diagnosed disease, or laboratory evidence of immunity.
- 6) **Meningitis:** Optional: recommended for students greater than 21 years of age who are at increased risk for the disease.
- 7) **Tuberculosis Test:**
 - a. Tuberculosis testing is mandated for all students.
 - i. Students with signs or symptoms of active tuberculosis, a positive tuberculosis skin test or close contacts with a person known to have active tuberculosis.
 - ii. Students who have worked in nursing homes, hospitals, or other residential institutions.
 - iii. Positive skin tests require a separate physician statement documenting absence of active/infectious tuberculosis.
 - b. It is recommended that all students traveling from countries where tuberculosis is endemic update their TB test 12 weeks after their trip. It is also recommended that all incoming students who are at high risk for TB should have a current TB test.

- c. For more information, go to the CDC website

(http://www.cdc.gov/tb/publications/factsheets/testing/TB_Factsheet.pdf)

8) **Hepatitis B:** Immunization against Hepatitis B is required for health professions students prior to their clinical assignments.

9) **Polio:** Polio vaccine primary series.

10) **Influenza vaccine:** Available every fall semester from Taylor Health and Wellness Clinic. If a student chooses to decline this vaccination due to medical or religious reasons, a written declination form must be provided to the AFWC and this may limit a student's fieldwork site placement.

B. Applicability, Documentation and Enforcement of Immunizations

- 1) This policy applies to all domestic and international students entering the University for the first time, unless medical or religious exemptions pertain.
- 2) Submission of these records, by date specified, is mandatory. Failure to comply will result in participation in fieldwork experiences being cancelled and/or restricted.

C. Additional Fieldwork Placement Requirements

- 1) **Occupational Safety and Health Administration (OSHA) Blood-borne Pathogen and Tuberculosis Education:** Students are required to complete mandatory annual OSHA Blood-borne Pathogen and Tuberculosis education each fall.
- 2) **Health Information Portability Accountability Act (HIPAA):** Students are required to complete a HIPAA course module during the first fall semester of the MOT program.
- 3) **Background checks/Drug Screens/Additional Medical Screening:** A criminal background check (CBC) and drug test is required for all students prior to formal admission to the MOT program and having any opportunity for patient/client interaction.
 - a. A single negative check does NOT preclude the requirement of additional checks at a future time.
 - b. Students should be aware that any affirmative results from a CBC could restrict ability to participate in a clinical experience and therefore restrict the ability to complete degree requirements.
 - c. In addition, the lack of an acceptable report on a CBC could bar the student from sitting for certification examinations and thus from practice.
 - d. If requested, students are required to submit drug or additional medical screenings as a result of affiliation agreements at the fieldwork center.
 - e. Students are responsible for any cost associated with the above requirements.

4) **Incident Reporting:** Students involved in an activity requiring the completion of the facility's incident report must immediately communicate the occurrence to the facility supervisor and Academic

Fieldwork Coordinator. Each will direct you to further action, including personal documentation of your inclusion in the occurrence. If you become ill or are injured as a result of participating in the incident, medical attention should be sought immediately.

5) Professional Liability Insurance: Students participating in FW experiences are required to provide proof of professional liability insurance. Annual student premium fees for the insurance will be collected each fall semester.

- a. This policy sets forth the terms, conditions, and limits of medical professional liability coverage provided to each student under the program.
- b. It details the coverage afforded and describes the student's responsibilities in the event of an occurrence.
- c. It is very important to note that coverage only applies while the student is acting within the scope and course of normal student responsibilities.

6) Compliance Failure: Failure to comply with these requirements will result in the student's inability to participate in applied experiences, thus resulting in an Incomplete (I) or Failing (F) grade for the associated class (es).

7) Professional Dress and Appearance Policy: In addition to appropriate behaviors and attitudes, presentation extends to appearance and demeanor. Attire should reflect your intent to be perceived as a professional and suitable to the setting and activity. The following information describes suitable dress and personal hygiene.

1) For class outings, applied community service experiences, and level I and level II fieldwork you may not wear/display:

- a. Clothing that reveals undergarments, cleavage, or midriff and gluteal areas, especially when you are reaching above the head or bending over. Thin straps such as 'spaghetti-straps' or tank tops must be covered with a sweater or jacket.
- b. Pajama style or sweatpants
- c. Slippers/house shoes
- d. Jewelry that is excessive, can injure a client/yourself, or that interferes with activity demands.

2) Appropriate hygiene is always expected.

3) All tattoos and facial piercings must be covered when participating in fieldwork experiences.

4) Footwear should be functional and modest. Most sites require socks and closed toe/heel shoes such as an athletic or leather shoe.

5) Sites vary in guidelines, and therefore, students will follow the requirements of the facility, such as requirement of scrubs.

Required dress code for all class outings, applied community service experiences, and level I and level II fieldwork experiences are the program-specific Polo shirt paired with conservative black slacks. Additional dress codes may be required by individual fieldwork sites.