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.
GENERAL PROGRAM CONTACT INFORMATION

Missouri State University
Master of Occupational Therapy Program
O'Reilly Clinical Health Sciences Center
901 S. National Ave.
Springfield, MO 65897
417-836-6109

MASTER of OCCUPATIONAL THERAPY FACULTY

Program Director:
Dr. Sapna Chakraborty, OTD, OTR/L 417-836-8749
sapnachakraborty@missouristate.edu

MOT Faculty:
  Tara Boehne, MS/OTR/L  417-836-8990
  Dr. Ashlea D. Cardin, OTD, OTR/L, BCP  417-836-8721
  Traci Garrison, MS/OTR/L  417-836-8569

Academic Fieldwork Coordinator
Tara Boehne, MS/OTR/L  417-836-8990
taraboehne@missouristate.edu

MOT Program Administrative Assistant II:
Erin Snider  417-836-6109
erinsnider@missouristate.edu

Fax:  417-836-6208
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>2</td>
</tr>
<tr>
<td>General Program Information</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to the MOT Program</td>
<td>7</td>
</tr>
<tr>
<td>Mission, Vision, and Philosophy of the Program</td>
<td>7</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>9</td>
</tr>
<tr>
<td>Curricular Threads</td>
<td>11</td>
</tr>
<tr>
<td>Relation of Fieldwork Experiences to Curriculum</td>
<td>12</td>
</tr>
<tr>
<td>Course Sequence 2015 Curriculum</td>
<td>13</td>
</tr>
<tr>
<td>AOTA Official Documents</td>
<td>14</td>
</tr>
<tr>
<td>Definition of Occupational Therapy Practice for the AOTA Model</td>
<td>14</td>
</tr>
<tr>
<td>Practice Act</td>
<td>16</td>
</tr>
<tr>
<td>The Philosophical Base of Occupational Therapy</td>
<td>17</td>
</tr>
<tr>
<td>Philosophy of Occupational Therapy Education</td>
<td>18</td>
</tr>
<tr>
<td>The Purpose and Value of Occupational Therapy Fieldwork Education</td>
<td>18</td>
</tr>
<tr>
<td>The Occupational Therapy Code of Ethics and Ethics Standards</td>
<td>20</td>
</tr>
<tr>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Fieldwork Level II and Occupational Therapy Students: A Position Paper</td>
<td>20</td>
</tr>
<tr>
<td>Level I Fieldwork Policies and Procedures</td>
<td>21</td>
</tr>
<tr>
<td>Introduction to Level 1 Fieldwork</td>
<td>21</td>
</tr>
<tr>
<td>Definition and Purpose</td>
<td>21</td>
</tr>
<tr>
<td>Linkage of Fieldwork to Coursework</td>
<td>22</td>
</tr>
<tr>
<td>Fieldwork Site Identification</td>
<td>22</td>
</tr>
<tr>
<td>Clinical Education Agreement</td>
<td>23</td>
</tr>
<tr>
<td>Schedule</td>
<td>23</td>
</tr>
<tr>
<td>Level I Fieldwork Experience Dates for the Class of 2017</td>
<td>23</td>
</tr>
<tr>
<td>Fieldwork Educators</td>
<td>23</td>
</tr>
<tr>
<td>Fieldwork Sites</td>
<td>24</td>
</tr>
<tr>
<td>Evaluation of Level I Fieldwork Performance</td>
<td>24</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>AFWC Responsibilities</td>
<td>48</td>
</tr>
<tr>
<td>Student Responsibilities</td>
<td>49</td>
</tr>
<tr>
<td>Fieldwork Educator Responsibilities</td>
<td>49</td>
</tr>
<tr>
<td>Level II Fieldwork Failure Policy</td>
<td>50</td>
</tr>
<tr>
<td>Level II Fieldwork Forms</td>
<td>53</td>
</tr>
<tr>
<td>Student Preference Form for Fieldwork II Planning</td>
<td>54</td>
</tr>
<tr>
<td>Fieldwork Experience Personal Data Sheet</td>
<td>58</td>
</tr>
<tr>
<td>Student Evaluation of the Fieldwork Experience (SEFWE)</td>
<td>61</td>
</tr>
<tr>
<td>Level II Evaluation of the Student Fieldwork Experience:</td>
<td>71</td>
</tr>
<tr>
<td>AOTA FWPE Form</td>
<td>68</td>
</tr>
<tr>
<td>Appendices</td>
<td>80</td>
</tr>
<tr>
<td>Student Immunization Requirements</td>
<td>80</td>
</tr>
<tr>
<td>Applicability, Documentation, and Enforcement of Immunizations</td>
<td>81</td>
</tr>
<tr>
<td>Additional Fieldwork Placement Requirements</td>
<td>81</td>
</tr>
</tbody>
</table>
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 serve a diverse society by providing 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, 2011). In concordance with this philosophy, we assert that:

Humans are complex beings with an innate need 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 is accomplished through an on-going process of self-determination, direct participation, intrinsic motivation, authentic focus, and collaborative problem solving (Kearsley & Shneiderman, 1998; Knowles, 2012). Classroom, lab, and community experiences are structured to facilitate learner reflection and enhance human problem solving (Schön, 1983), which is considered central to learning and necessary for evidence-based practice. Authentic focus emphasizes real-world learning and client interface 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 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).


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 (MOT) Program at MSU 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 vision of the MOT Program at MSU is that it will be nationally recognized as a dynamic program grounded in the core values of occupational therapy whose graduates serve a diverse society by providing quality care through evidence-based practice, interprofessional collaboration, scholarship, and a commitment to life-long learning.

The MOT Program at MSU embraces the Philosophical Base of Occupational Therapy (American Occupational Therapy Association, 2011). In concordance with this philosophy, we assert that:

Humans are complex beings with an innate need 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 principles (Knowles, Holton, & Swanson, 2011) and engagement theory (Kearsley & Shneiderman, 1998), knowledge and skill acquisition is accomplished through an on-going process of self-determination, direct participation, intrinsic motivation, authentic focus, and collaborative problem solving.
Classroom, lab, and community experiences are structured to facilitate learner reflection and enhance human problem solving (Schön, 1983), which is considered central to learning and necessary for evidence-based practice. Authentic focus emphasizes real-world learning and client interface to promote transfer of didactic knowledge to 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).


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 1, 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 1, Part 1 draws upon didactic coursework addressing psychosocial dysfunction, assessment tools, and evaluation techniques learned during the semester. Fieldwork I-Part 2 (OTE 690 – section 001) 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. Fieldwork level I, Part 2 (OTE 690 – section 002) occurs during the second spring semester of the program. This experience addresses the concept of pediatrics, and is affiliated with Therapeutic Skills II: Children and Adolescents (OTE 750). Fieldwork level 1, Part 2 consists of students observing and interacting in various settings providing services to children and/or adolescents. This final fieldwork I experience provides an opportunity for the application of didactic coursework addressing dysfunction related to children and adolescents, assessment tools, and evaluation techniques learned during the semester.

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 and Competency Checklist, will ensure a comprehensive relationship between didactic preparation and practical clinical experiences. Level II fieldwork experiences are scheduled during the final summer and fall semesters of the program. 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 2015 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 (4)
OTE 765 Community and Health Practice in OT (3)
OTE 615 Clinical reasoning and Documentation (1)
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 (2)
OTE 746 Management and Policy in OT Practice (3)
OTE 700 Professional Capstone-Issues, Diversity, & Ethics (4)
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)
Definition of Occupational Therapy Practice for the AOTA Model Practice Act

The practice of occupational therapy means the therapeutic use of occupations, including everyday life activities with individuals, groups, populations, or organizations to support participation, performance, and function in roles and situations in home, school, workplace, community, and other settings. Occupational therapy services are provided for habilitation, rehabilitation, and the promotion of health and wellness to those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction. Occupational therapy addresses the physical, cognitive, psychosocial, sensory-perceptual, and other aspects of performance in a variety of contexts and environments to support engagement in occupations that affect physical and mental health, well-being, and quality of life.

The practice of occupational therapy includes:

A. Evaluation of factors affecting activities of daily living (ADL), instrumental activities of daily living (IADL), rest and sleep, education, work, play, leisure, and social participation, including:
   1. Client factors, including body functions (such as neuromusculoskeletal, sensory-perceptual, visual, mental, cognitive, and pain factors) and body structures (such as cardiovascular, digestive, nervous, integumentary, genitourinary systems, and structures related to movement), values, beliefs, and spirituality.
   2. Habits, routines, roles, rituals, and behavior patterns.
   3. Physical and social environments, cultural, personal, temporal, and virtual contexts and activity demands that affect performance.
   4. Performance skills, including motor and praxis, sensory-perceptual, emotional regulation, cognitive, communication and social skills.

B. Methods or approaches selected to direct the process of interventions such as:
   1. Establishment, remediation, or restoration of a skill or ability that has not yet developed, is impaired, or is in decline.
   2. Compensation, modification, or adaptation of activity or environment to enhance performance, or to prevent injuries, disorders, or other conditions.
   3. Retention and enhancement of skills or abilities without which performance in everyday life activities would decline.
   4. Promotion of health and wellness, including the use of self-management strategies, to enable or enhance performance in everyday life activities.
   5. Prevention of barriers to performance and participation, including injury and disability prevention.
C. Interventions and procedures to promote or enhance safety and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), rest and sleep, education, work, play, leisure, and social participation, including:

1. Therapeutic use of occupations, exercises, and activities.
2. Training in self-care, self-management, health management and maintenance, home management, community/work reintegration, and school activities and work performance.
3. Development, remediation, or compensation of neuromusculoskeletal, sensory-perceptual, visual, mental, and cognitive functions, pain tolerance and management, and behavioral skills.
4. Therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process.
5. Education and training of individuals, including family members, caregivers, groups, populations, and others.
6. Care coordination, case management, and transition services.
7. Consultative services to groups, programs, organizations, or communities.
8. Modification of environments (home, work, school, or community) and adaptation of processes, including the application of ergonomic principles.
9. Assessment, design, fabrication, application, fitting, and training in seating and positioning, assistive technology, adaptive devices, and orthotic devices, and training in the use of prosthetic devices.
10. Assessment, recommendation, and training in techniques to enhance functional mobility, including management of wheelchairs and other mobility devices.
11. Low vision rehabilitation.
12. Driver rehabilitation and community mobility.
14. Application of physical agent modalities, and use of a range of specific therapeutic procedures (such as wound care management; interventions to enhance sensory-perceptual, and cognitive Processing; and manual therapy) to enhance performance skills.
15. Facilitating the occupational performance of groups, populations, or organizations through the modification of environments and the adaptation of processes.

Adopted by the Representative Assembly 4/14/11 (Agenda A13, Charge 18)
THE PHILOSOPHICAL BASE OF OCCUPATIONAL THERAPY

Occupations are activities that bring meaning to the daily lives of individuals, families, and communities 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. As such, participation in meaningful occupation is a determinant of health.

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

The focus and outcome of occupational therapy are individuals’ engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end to 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 may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/adaptation. The use of occupation to promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

Authors
The Commission on Education:
Jyothi Gupta, PhD, OTR/L, OT(C), Chairperson
Andrea R. Bilics, PhD, OTR/L, FAOTA
Donna M. Costa, DHS, OTR/L, FAOTA
Debra J. Hanson, PhD, OTR
Mallory Duncan (ASD)
Susan M. Higgins, MA, OTR/L
Linda Orr, MPA, OTR/L
Diane Parham, PhD, OTR/L, FAOTA
Jeff Snodgrass, PhD, MPH, OTR, CWCE
Neil Harvison, PhD, OTR/L, FAOTA (Staff Liaison)

Adopted by the Representative Assembly
Revised by the Commission on Education, 2011

This revision replaces the 1979 The Philosophical Base of Occupational Therapy (previously published and copyrighted in 1995 by the American Occupational Therapy Association in the American Journal of Occupational Therapy, 49, 1026). Reviewed by COE and COP in 2004. Copyright © 2011 by the American Occupational Therapy Association.


- 16 -
PHILOSOPHY OF OCCUPATIONAL THERAPY EDUCATION

Revised 2014

Preamble:

Occupational therapy (OT) education prepares occupational therapy practitioners to address the occupational needs of individuals, groups, communities, and populations. The education process includes both academic and fieldwork components. The philosophy of occupational therapy education parallels the philosophy of occupational therapy, yet remains distinctly concerned with beliefs about knowledge, learning and teaching.

What are the Fundamental Beliefs of Occupational Therapy Education?

Students are viewed as occupational beings, in dynamic transaction with the learning context and the teaching-learning process. The learning context includes the curriculum and pedagogy and conveys a perspective and belief system that includes a view of humans as occupational beings, occupation as a health determinant, and participation as a fundamental right. Education promotes clinical reasoning and the integration of professional values, theories, evidence, ethics and skills. This will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation (AOTA, 2014). Occupational therapy education is the process by which practitioners acquire their professional identity.

What Are the Values Within Occupational Therapy Education?

Enacting the above beliefs to facilitate the development of a sound reasoning process that is client-centered, occupation-based, theory-driven, while encouraging the use of best evidence and outcomes data to inform the teaching learning experience may include supporting:

- Active and diverse learning within and beyond the classroom environment;
- A collaborative process that builds on prior knowledge and experience;
- Continuous professional judgment, evaluation and self-reflection; and
- Lifelong learning.

The Commission on Education

Andrea Bilics, PhD, OTR/L, FAOTA, Chairperson

Adopted by the Representative Assembly – Charge number: 2014NovCO49
THE PURPOSE AND VALUE OF OCCUPATIONAL THERAPY FIELDWORK EDUCATION

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 assignments 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 assignments constitute an integral part of the occupational therapy and occupational therapy assistant education curricula. Through fieldwork, 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. While on fieldwork, each student develops competency to ascertain client occupational performance needs to identify supports or barriers affecting health and participation and document interventions provided. Fieldwork also provides opportunities for the student to develop advocacy, leadership, and managerial skills in a variety of practice settings. 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, 2005b) and the Occupational Therapy Code of Ethics (AOTA, 2005a).

As students proceed through their fieldwork assignments, performance expectations become progressively more challenging. Level I fieldwork experiences occur concurrently with academic coursework and are “designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process” (Accreditation Council for Occupational Therapy Education [ACOTE], 2007a, 2007b, 2007c). 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, 2007a, 2007b, 2007c). Level II fieldwork assignments feature in-depth experience(s) in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and evidence-based practice through exposure to a “variety of clients across the life span and to a variety of settings” (ACOTE, 2007a, 2007b, 2007c).

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 (NBCOT) and many state regulatory boards as a legitimate venue for achieving continuing competency requirements for occupational therapy practitioners.

Another benefit to the fieldwork site for sponsoring a fieldwork education program is with 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 first-hand 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


The Commission on Education
René Padilla, PhD, OTR/L, FAOTA, Chairperson
Andrea Bilics, PhD, OTR/L
LEVEL 1 FIELDWORK POLICIES AND PROCEDURES

I. 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.

I. 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.

II. Linkage of FW to Coursework

Level I FW occurs in conjunction with specified courses and begins in the second semester of study. During the first year, FW I, Part I (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 I Part II (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 Part II experience also draws upon didactic coursework addressing physical dysfunction, assessment tools and evaluation techniques during this semester. FW I Part II (OTE 690) is repeated a second time, and 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!

III. FW 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 particular 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 a sufficient number of 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.
1. 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.

IV. Schedule

The course instructor and the AFWC project FW needs for each placement before the semester starts. The AFWC then communicates requests for student placements to the FWE via the course specific Level I Fieldwork Reservation Form. The AFWC and each fieldwork 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 to be scheduled on days and times that do not conflict with regularly scheduled classes.

**LEVEL 1 FW EXPERIENCE DATES FOR THE CLASS OF 2017**

OTE 680: Level I Psychosocial Fieldwork Experience: Jan. 29-April 08, 2016
OTE 690, Level I, Part 1 Adult/Older Adult Fieldwork Experience: Nov. 14-18, 2016
OTE 690, Level I, Part II Pediatric Fieldwork Experience: March 27-31, 2017
OTE 790 Level II, Part 2: September 11-December 01, 2017

V. FW 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.
VI. FW SITES

Settings for level 1 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.

VII. EVALUATION OF LEVEL I FW 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 1 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 should sign the form and the student must turn in the completed evaluation form to the AFWC upon returning to campus as criterion to pass the course. *(See level I Forms Section)*

3. **Level 1 Fieldwork Student Evaluation**: The student is responsible for providing this form to their FWE prior to the conclusion of the experience for their completion. Student and FWE should discuss the student's performance and rating upon completion of the experience and both parties should sign the form. The student must turn in the completed evaluation form to the AFWC upon returning to campus as a criterion to pass the course. *(See level I Forms Section)*

4. **Student Feedback to Fieldwork Supervisor Form**: Students will complete the form prior to completion of the experience and discuss it with their FWE at the final meeting. Both parties should sign the form and the original should be given to the AFWC upon returning to campus as a criterion to pass the course. *(See level I Forms Section)*
5. **Attendance Log:** Students complete this form each day (OTE 690 I & II)/week (OTE 680), review with their FWE and obtain a signature which indicates attendance and participation at the FW site. Attendance logs are due by 8:00 am on the following Monday (OTE 680). All attendance forms must be filled out completely and received by the AFWC upon return to campus as a criterion to pass the course. *(See level I Forms Section)*

The FWE may mail the forms directly to the AFWC or may request that the student return the forms by hand. Students will be given a copy of the evaluation after the instructor has reviewed the evaluation. The 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.

**VIII. Level 1 FW 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.
FW LEVEL 1 EXPECTATIONS

I. 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. Student input to FW placements is discussed prior to placement and students are given an opportunity to indicate preferences about upcoming FW assignments. The only exception to this rule is the FW I, Part I (OTE 680) placement, which is made prior to the student beginning the program. As the student progresses through the program the AFWC seeks their increased input into placements. In the first summer semester of the program, the student is given a form to state their preferences of FW sites for the remaining two level I FW experiences. 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.

Approximately three months prior to the start of the semester with a scheduled level 1 FW experience, the course specific Level 1 Fieldwork Reservation Form is sent to applicable sites with which the program has an established clinical education agreement. The AFWC compiles the responses from these forms and generates a list of available sites for student placement.

Students are notified via email of FW placement one week prior to the end of the previous semester in order to allow time for travel and living arrangements, if needed. Also included in the email notification are the learning objectives for the level 1 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 Fieldwork Clerk database system, to ensure exposure to multiple practice areas and populations.

II. AFWC Responsibilities

A. Contact sites to confirm availability of slots for student placement via the course-specific reservation form.

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 1 experience.

C. Track student placements via the Fieldwork Clerk Database system.

D. Communicate FW placement information, as well as objectives and site
expectations, to the students prior to the end of the previous semester.

E. Provide students with:

1. An explanation of the Level 1 Fieldwork Performance Plan document,
   Level 1 Fieldwork Student 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. Complete mid-term visit/conference as needed.

G. Collect and track completion of required documentation upon completion
   of the FW experience.

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

III. 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. Students are required to store these
   items on a flash drive.

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

D. Arrange specific dates/times to complete FW hours.

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

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

G. Complete all designated paperwork and return to AFWC by designated
due dates/upon return to campus.

H. Write and mail a thank you note to the FEW within one week of completing
   the FW experience.
I. Provide AFWC with the FWEs name and contact information for completion of a PDU certificate.

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

IV. Course Instructor’s Responsibilities

A. Provide objectives and assignments linking didactic material to FW experience.

B. Collect all paperwork related to FW experience.

C. Answer any questions regarding course assignments related to fieldwork experience.

V. Level 1 FW Failure Policy

In order to successfully complete level 1 FW the student must pass each assigned experience with a grade of 73% or greater on the Level 1 Fieldwork Student 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 1 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 1 FW site, to be scheduled by the AFWC.

E. Any student who is unsuccessful in completing the remediation placement for level 1 FW will receive a not pass for the course and his/her status within the program will be subject to program retention guidelines.
Missouri State University
Master of Occupational Therapy Program

Fieldwork Experience
PERSONAL DATA SHEET

Date: __________________

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Preferred Phone # (Include area code)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Address</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergency Contact Name</th>
<th>Relationship to Student</th>
<th>Phone Number (Include area code)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student medical Insurance Carrier</th>
<th>Policy Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**MOT Curriculum**

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

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

<table>
<thead>
<tr>
<th>Year 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OTE 790 FW Level II, Part 2 (6)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Schedule of fieldwork experiences

<table>
<thead>
<tr>
<th>Fieldwork Rotation</th>
<th>Site Name</th>
<th>Dates</th>
<th>Client diagnoses/ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1, Part 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1, Part 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1, Part 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level II, Part 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level II, Part 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
Level I Fieldwork Performance Plan
OTE 680, Fieldwork Level 1, Part 1

Name: ______________________________________

Student’s Current OT Competencies

<table>
<thead>
<tr>
<th>Definition of OT</th>
<th>Basic skills in therapeutic use of self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Activity Analysis</td>
<td>Basic skills in planning, leading, &amp;</td>
</tr>
<tr>
<td></td>
<td>participating in groups</td>
</tr>
<tr>
<td>Basic medical terminology</td>
<td>Basic understanding of OT Practice</td>
</tr>
<tr>
<td></td>
<td>Framework document</td>
</tr>
</tbody>
</table>

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:
Level I Fieldwork Performance Plan
OTE 690, Fieldwork Level 1, Part 2 (Fall)

Name: ______________________________________

Student’s Current OT Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of OT</td>
<td>Activity Analysis</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>Code of Ethics</td>
</tr>
<tr>
<td>Basic skills in planning, leading &amp;</td>
<td>Basic skills in therapeutic use of self</td>
</tr>
<tr>
<td>participating in groups</td>
<td></td>
</tr>
<tr>
<td>Understanding of OT Practice Framework</td>
<td>Human Development across the Lifespan</td>
</tr>
<tr>
<td>document</td>
<td></td>
</tr>
<tr>
<td>Understanding of human anatomy and neuroanatomy</td>
<td>Understanding of difference between</td>
</tr>
<tr>
<td></td>
<td>observation and assessment of client</td>
</tr>
<tr>
<td>MMT</td>
<td>ROM</td>
</tr>
</tbody>
</table>

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:
Level I Fieldwork Performance Plan
OTE 690, Fieldwork Level 1, Part 2 (Spring)

Name: ______________________________________

Student’s Current OT Competencies

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

| 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:
Missouri State University
Master of Occupational Therapy Program
Level I Fieldwork Student Evaluation Form

Student Name: _________________________________________________  Course Number: _______________________

Facility Name: ________________________________________________  Dates of Fieldwork: ________________

School Name: ____________________________  Type of Setting: ____________________

Please indicate the student’s performance on each item using the rating scale below. The following definitions are provided for consistency and clarity. Remember to consider students will need clinical supervision and guidance during this experience. The focus of these experiences is not intended to be independent performance.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Needs Improvement: Performance is inconsistent or requires constant supervision and cueing/assistance from fieldwork educator to perform tasks safely and effectively. Performance is weak in many of the required tasks or activities and may occasionally be unacceptable. This student might show minimal interest in the activities/tasks. Opportunities for improvement exist, but further training/experience is indicated.</td>
</tr>
<tr>
<td>M</td>
<td>Meets Expectations: Carries out required tasks and activities in a safe and effective manner. This student demonstrates good solid performance in required activities and shows initiative/enthusiasm. This rating would ideally be used more than all others.</td>
</tr>
<tr>
<td>E</td>
<td>Exceeds Expectations: Frequently demonstrates clinical performance that surpasses requirements. At times, performance is exceptional. This student shows initiative above what is expected.</td>
</tr>
<tr>
<td>NA</td>
<td>Not Applicable/No Opportunity: This is to be used when an item to be scored either was not observed by the supervisor or there was no opportunity for the activity to occur in this setting.</td>
</tr>
</tbody>
</table>

RATING ___ 1. TIME MANAGEMENT SKILLS
is prompt, responsible, and flexible.
Comments: ____________________________

RATING ___ 2. ORGANIZATION
Sets priorities, is dependable, organized, and follows through with responsibilities.
Plans adequately to complete program assignments.
Comments: ____________________________

RATING ___ 3. WRITTEN COMMUNICATION
Correct grammar, spelling and legibility are noted. Information contained in the written work matches the consumer activity in which the student participated or observed.
Comments: ____________________________

RATING ___ 4. CLINICAL REASONING/PROBLEM SOLVING
Self-reflective, willing to ask questions, able to analyze, synthesize and interpret information; understands the OT process.
Comments: ____________________________
5. USE OF PROFESSIONAL ETHICS
RATING ___ A. Respects confidentiality and consumer's rights
RATING ___ B. Uses precautions and effective safety techniques at all times
RATING ___ C. Complies with facility's policies and procedures
Comments: ________________________________________________________________

RATING ___ 6. OBSERVATION SKILLS
Observes relevant behaviors for performance areas and performance components and verbalizes perceptions and observations.
Comments: ________________________________________________________________

RATING___ 7. PARTICIPATION IN THE SUPERVISORY PROCESS
Gives, receives and responds to feedback; seeks guidance when necessary; follows proper lines of command.
Comments: ________________________________________________________________

RATING ___ 8. VERBAL COMMUNICATION AND INTERPERSONAL SKILLS WITH CONSUMERS/STAFF/CAREGIVERS
Interacts appropriately with individuals (e.g. - eye contact, empathy, active listening, respectfulness, use of authority, etc.; degree/quality of verbal interactions; use of body language and non-verbal communication)
Comments: ________________________________________________________________

RATING ___ 9. PATIENT RELATED ACTIVITIES
Develops therapeutic relationship with consumer taking into consideration contextual dimensions (religion, ethnicity, culture, lifestyle); generates appropriate strategies to facilitate achievement of consumer's goals and if feasible plans and assists with carrying out one or more intervention/evaluation sessions.
Comments: ________________________________________________________________

10. PROFESSIONAL BEHAVIOR
RATING ___ A. Overall appearance and dress appropriate for the facility
RATING ___ B. Asks appropriate questions and shows initiative to seek and acquire information from a variety of resources
RATING ___ C. Shows the ability to take responsibility for own learning and demonstrates motivation
RATING ___ D. Sets appropriate limits in response to undesirable physical or social behaviors if applicable
RATING ___ E. Deals with personal emotions maturely
RATING ___ F. Demonstrates ability to work in collaboration with the consumer and/or family and a variety of service providers
RATING ____  11. OVERALL IMPRESSION OF STUDENT’S PERFORMANCE
Comments: ____________________________________________

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
<th>Signature of Rater and Title</th>
<th>Date</th>
</tr>
</thead>
</table>

- 38 -
STUDENT FEEDBACK OF LEVEL I FIELDWORK EXPERIENCE

Students: Please complete this form and discuss it with your FW educator at your final meeting. Return the completed copy to the Academic Fieldwork Coordinator upon your return to campus.

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 FW POLICIES AND PROCEDURES

I. INTRODUCTION TO LEVEL II FW

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.

II. 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.

III. Linkage of FW 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. 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.

IV. FW 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 a sufficient number of 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.

A. 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 are able to 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.

V. Schedule

Students begin level II FW upon satisfactory completion of all didactic coursework and three level 1 FW experiences. Students are scheduled for 24 weeks of full-time experience, 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, as long as it 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 FW dates for the class of 2017 are:
VI. FW 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.

Level II FW may take place at a site where occupational therapy services are not currently provided, as long as 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, in the event that 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.

VII. FW Sites

Students may be required to commute up to 60 miles or to relocate to another region for any level I or II FW if there is a limited availability of placements within commuting 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.

VIII. Evaluation of Level II FW 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 the majority of 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 more appropriately evaluate student performances. 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: 122 points and above, as well as a minimum score of three (3) on all items in Fundamentals of Practice (ethics) section. 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.**

IX. Level II FW 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.

I. 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.*

II. BASIC TENETS:

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

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.*

III. 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.*

**IV. 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.*

**V. 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.*

**VI. 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.*

**VII. 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).
FW LEVEL II EXPECTATIONS

I. 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. Student preference forms are due to the AFWC by August 01, 2016 in order to begin investigating availability of student placement slots at designated FW sites. Students will be notified via email of placement for their first level II experience at the start of the spring semester and their second level II by end of the spring semester, in order to allow time for securing travel and living arrangements. Also included in the email 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.

Approximately six to nine months prior to the start of the semester with a scheduled level II FW experience, the Level II Fieldwork Reservation Form is sent to applicable sites with which the program has an established clinical education agreement. The AFWC compiles the responses from these forms and generates a list of available sites for student placement.

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

II. AFWC Responsibilities

A. Contact sites to confirm availability of slots for student placement via the course-specific reservation form.

B. 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 at the start of and at midterm of the spring semester.

E. Provide students with an explanation of the AOTA Student Fieldwork Performance Evaluation Form, and the Student Evaluation of Fieldwork Experience Form, including guidelines for completion and due dates.

F. Complete mid-term visit/conference with student and FW Educator.
G. Complete mid-term visit/conference as needed.

H. Collect and track completion of required documentation upon completion of the FW experience.

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

III. 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 (p. 3 of the Fieldwork Experience Personal Data Sheet) to the MOT Program Administrative Assistant II and to the FWE, upon request. Store these items on a flash drive.

C. Complete and mail/send electronically 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 wear the program nametag at all times when on site.

F. 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.

G. Complete all designated FW paperwork and assignments and return to the AFWC by designated due dates/upon return to campus.

H. Write and mail/deliver a thank you note to the FWE within one week of completing the experience.

I. Provide AFWC with the FWE’s name and contact information for completion of a Professional Development Unit certificate.

J. Provide the FWE with a copy of the AOTA Student Fieldwork Performance Evaluation Form.

IV. FWE 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, sign it; the student will fax the form to the AFWC each week.

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.

V. Level II FW Failure Policy

When a level II FW experience is terminated 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 (2002), by the FWE. A student is considered at risk of failing the FW if they receive a mid-term score of less than 90 points.
   2. The AFWC will be informed of the situation by the FWE and the following will occur:
      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 in regards to 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 or not 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 (2002)*, 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 in regards to 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 or not 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 (2002)* 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 experience difficulty during FW have the option to voluntarily withdraw from the site. 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 who withdraw after receiving a failing FWPE score (at either the mid-term or final) will have a “Withdrawal/Fail” 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 FW FORMS
Student Preference Form for Fieldwork II Planning

Name: _________________________________ Date: ______________________________
Phone: _________________________________ Email: _____________________________
Level II FW Requested for Semester, Year: _________________________________

Second year MOT students should complete this form and return to the AFWC by August 01 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.

<table>
<thead>
<tr>
<th>Level I FW Experience</th>
<th>Site/Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>FW I, Part 1: OTE 680 (Spring I)</td>
<td></td>
</tr>
<tr>
<td>FW I, Part 2: OTE 690 (Fall II)</td>
<td></td>
</tr>
<tr>
<td>FW I, Part 2: OTE 690 (Spring II)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Curricular Thread</th>
<th>Indicate site/example of thread observed in clinical</th>
</tr>
</thead>
</table>
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:

- 55 -
• 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:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Continuum of Service</th>
<th>Practice Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Children/ Youth</td>
<td>____ Community-based</td>
<td>____ Psychosocial</td>
</tr>
<tr>
<td>____ Adults</td>
<td>____ Facility based</td>
<td>____ Physical Dysfunction</td>
</tr>
<tr>
<td>____ Older Adults</td>
<td>____ Organization based</td>
<td>____ Pediatrics/ School System</td>
</tr>
<tr>
<td>____ No Preference</td>
<td>____ No Preference</td>
<td>____ Other/ no Preference</td>
</tr>
</tbody>
</table>

Location:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>** Please indicate preferred areas in Missouri:</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Rural</td>
<td>____ In Springfield</td>
<td>1)</td>
</tr>
<tr>
<td>____ Urban</td>
<td>____ In State**</td>
<td>2)</td>
</tr>
<tr>
<td>____ Suburban</td>
<td>____ Out-of-State</td>
<td>3)</td>
</tr>
<tr>
<td>____ No Preference</td>
<td>____ No Preference</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Missouri State University  
Master of Occupational Therapy Program  

Fieldwork Experience  
PERSONAL DATA SHEET  

Date: ________________

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Preferred Phone # (Include area code)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Local Address</th>
<th>Email Address</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Emergency Contact Name</th>
<th>Relationship to Student</th>
<th>Phone Number (Include area code)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student medical Insurance Carrier</th>
<th>Policy Number</th>
</tr>
</thead>
</table>

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

MOT Curriculum

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTE 610 Foundations and Theory in OT (4)</td>
<td>OTE 620 Psychosocial Perspectives in OT Practice (3)</td>
<td>OTE 720 Conditions 1: Cognitive Dysfunction (3)</td>
</tr>
<tr>
<td>OTE 612 Occupational Development through the Lifespan (3)</td>
<td>OTE 640 Evidence-based Practice (2)</td>
<td>OTE 765 Community and Health Practice in OT (3)</td>
</tr>
<tr>
<td>OTE 645 Clinical Gross Anatomy (5)</td>
<td>OTE 646 Neuroscience (4)</td>
<td>OTE 612 Clinical Reasoning and Documentation (1)</td>
</tr>
<tr>
<td>OTE 732 Applied Research Methods in Health Care (2)</td>
<td>OTE 650 Intro to Biomedical Biomechanics (3)</td>
<td>OTE 798 Research Project (1)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Year 3</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OTE 790 FW Level II, Part 2 (6)</td>
<td></td>
</tr>
</tbody>
</table>
Schedule of fieldwork experiences

<table>
<thead>
<tr>
<th>Fieldwork Rotation</th>
<th>Site Name</th>
<th>Dates</th>
<th>Client diagnoses/ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1, Part 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1, Part 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1, Part 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level II, Part 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level II, Part 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
5. 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: ______________

6. 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: ______________

7. 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

8. 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 EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

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

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

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

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

Fieldwork Site _______________________________ Site Code ________

Address ____________________________________________________________________________

Placement Dates: from _________________________ to _________________________

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

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

Public transportation in the area:

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

______________________________________

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

_______________________________________  ______________________________________
Student's Signature  FW Educator's Signature

_______________________________________  ______________________________________
Student's Name (Please Print)  FW Educator's Name and credentials (Please Print)
FW Educator’s years of experience ____________

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

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

Comments or suggestions regarding your orientation to this fieldwork placement:
____________________________________________________________________________________
____________________________________________________________________________________

CASELOAD
List approximate number of each age category in your caseload.

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–3 years old</td>
<td></td>
</tr>
<tr>
<td>3–5 years old</td>
<td></td>
</tr>
<tr>
<td>6–12 years old</td>
<td></td>
</tr>
<tr>
<td>13–21 years old</td>
<td></td>
</tr>
<tr>
<td>22–65 years old</td>
<td></td>
</tr>
<tr>
<td>&gt; 65 years old</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Condition/Problem</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OCCUPATIONAL THERAPY PROCESS

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

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

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.
Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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)

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

**ASPECTS OF THE ENVIRONMENT**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff and administration demonstrated cultural sensitivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Practice Framework was integrated into practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student work area/supplies/equipment were adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities to network with other professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities to interact with other OT students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities to interact with students from other disciplines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff used a team approach to care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities to observe role modeling of therapeutic relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities to expand knowledge of community resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities to participate in research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional educational opportunities (specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Credentials</th>
<th>Frequency</th>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>Adequacy for Placement</th>
<th>Relevance for Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low 1 2 3 4 5</td>
<td>Low High 1 2 3 4 5</td>
</tr>
<tr>
<td>Anatomy and Kinesiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neurodevelopment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Human development</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Evaluation</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Intervention planning</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Interventions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Theory</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Documentation skills</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Leadership</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Professional behavior</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Therapeutic use of self</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Level I fieldwork</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Program development</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Expectations of fieldwork experience were clearly defined</th>
<th>1 = Strongly disagree</th>
<th>2 = Disagree</th>
<th>3 = No Opinion</th>
<th>4 = Agree</th>
<th>5 = Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations were challenging but not overwhelming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiences supported student's professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiences matched student's expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

- 70 -
LEVEL II EVALUATION OF STUDENT FIELDWORK EXPERIENCE
AOTA FWPE FORM
(Fieldwork Performance Evaluation Form)

The student will bring a blank copy of this form to the fieldwork site, to be completed by the FW Educator at both the midterm and final. The form is to be faxed to the AFWC after both evaluation periods.

Sample form attached: (pg.69-76)
Fieldwork Performance Evaluation
For The Occupational Therapy Student

YEAR

NAME [LAST] [FIRST] [MIDDLE]

COLLEGE OR UNIVERSITY

FIELDWORK SETTING:

NAME OF ORGANIZATION/FACILITY

ADDRESS: [STREET OR P.O. BOX]

CITY STATE ZIP

TYPE OF FIELDWORK

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

FINAL SCORE

PASS: NO PASS:

SIGNATURES:
I HAVE READ THIS REPORT.

SIGNATURE OF STUDENT

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

SIGNATURE OF RATER 1

PRINT NAME/CREDENTIALS/POSITION

SIGNATURE OF RATER 2 (IF APPLICABLE)

PRINT NAME/CREDENTIALS/POSITION

SUMMARY COMMENTS:
(ADDRESSES STUDENT'S CLINICAL COMPETENCE)

AOTA permits permission to photocopy the Fieldwork Performance Evaluation for the Occupational Therapy Student for training purposes only. Training purposes encompass:

- Using the PMPE forms in student notebooks and training manuals for clinical fieldwork assignments.
- In training sessions for practitioners on the program and scoring of the form.
- For students to complete a self-analysis during their fieldwork training. Permission to use the forms must be obtained from copyright@ota.org

1
Fieldwork Performance Evaluation
For The Occupational Therapy Student

This evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapy Student and was produced by a committee of the Commission on Education.

PURPOSE

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

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the Accreditation Council for Occupational Therapy Education Standards and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results. In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

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

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

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: (1) a student exhibits unsatisfactory behavior in a substantial number of tasks or (2) a student's potential for achieving entry-level competence by the end of the affiliation is in question.

DIRECTIONS FOR RATING STUDENT PERFORMANCE

- There are 48 performance items.
- Every item must be scored, using the one-to-four point rating scale (see below).
- The rating scale should be carefully studied prior to using this evaluation. Definitions of the scales are given at the top of each page.
- Circle the number that corresponds to the description that best describes the student's performance.
- The ratings for the Ethics and Safety Items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience. If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on his/her performance.
- Record midterm and final ratings on the Performance Rating Summary Sheet.
- Compare overall midterm and final score to the scale below.

OVERALL MIDTERM SCORE

Satisfactory Performance .......................... 90 and above
Unsatisfactory Performance ................... 89 and below

OVERALL FINAL SCORE

Pass: ........................................ 122 points and above
No Pass: ...................................... 121 points and below

RATING SCALE FOR STUDENT PERFORMANCE

1 - Exceeds Standards: Performance is highly skilled and well initiated. This rating is rarely given and would represent the top 5% of all students you have supervised.

2 - Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterms and is a strong rating at final.

3 - Needs Improvements: Performance is progressing but still makes improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.

4 - Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.
RATING SCALE FOR STUDENT PERFORMANCE

4. Expecta Standard: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all students you have supervised.

3. Meet Successful: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2. Need Improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and most ratings of 2 may be reasonable at the final.

1. Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

I. FUNDAMENTALS OF PRACTICE:

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

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

   Midterm 1 2 3 4
   Final 1 2 3 4

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

   Midterm 1 2 3 4
   Final 1 2 3 4

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

   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:

* Midterm

* Final

II. BASIC TENETS:

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

   Midterm 1 2 3 4
   Final 1 2 3 4

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

   Midterm 1 2 3 4
   Final 1 2 3 4

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

   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:

* Midterm

* Final
### RATING SCALE FOR STUDENT PERFORMANCE

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent: Performance is highly skilled and sophisticated. This rating is rarely given and would represent the top 5% of all the students you have supervised.</td>
<td>Midterm 1 2 3 4</td>
</tr>
<tr>
<td>4</td>
<td>Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.</td>
<td>Final 1 2 3 4</td>
</tr>
<tr>
<td>3</td>
<td>Needs Improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 3 may be reasonable at the final.</td>
<td>Midterm 1 2 3 4</td>
</tr>
<tr>
<td>2</td>
<td>Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.</td>
<td>Final 1 2 3 4</td>
</tr>
</tbody>
</table>

### III. EVALUATION AND SCREENING:

8. Articulates a clear and logical rationale for the evaluation process.
   - Midterm 1 2 3 4
   - Final 1 2 3 4

9. Selects relevant screening and assessment methods while considering such factors as clients' priorities, context(s), theories, and evidence-based practice.
   - Midterm 1 2 3 4
   - Final 1 2 3 4

10. Determines client's occupational profile and performance through appropriate assessment methods.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

11. Assesses client factors and context(s) that support or hinder occupational performance.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

12. Obtains sufficient and necessary information from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

13. Administers assessments in a uniform manner to ensure findings are valid and reliable.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

14. Adjusts/modify the assessment procedures based on client's needs, behaviors, and culture.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

### IV. INTERVENTION:

15. Interprets evaluation results to determine client's occupational performance strengths and challenges.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

16. Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

17. Documents the results of the evaluation process that demonstrate objective measurement of client's occupational performance.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

Comments on strengths and areas for improvement:

- Midterm
- Final
20. Chooses occupational treatments that motivate and challenge clients.
   Midterm: 1 2 3 4
   Final: 1 2 3 4

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

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

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

   Midterm: 1 2 3 4
   Final: 1 2 3 4

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

26. Documents client’s response to service in a manner that demonstrates the efficacy of interventions.
   Midterm: 1 2 3 4
   Final: 1 2 3 4

Comments on strengths and areas for improvement:
- Midterm

- Final

V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

27. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.
   Midterm: 1 2 3 4
   Final: 1 2 3 4

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

29. Demonstrates understanding of the costs and funding related to occupational therapy services at the site.
   Midterm: 1 2 3 4
   Final: 1 2 3 4

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

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

Comments on strengths and areas for improvement:
- Midterm

- Final
RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

3 — Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 — Needs improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and even ratings of 2 may be reasonable at the final.

1 — Unsatisfactory: Performance is below standards and requires developmental for entry-level practice. This rating is given when there is a concern about performance.

VI. COMMUNICATION:

32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
   Midterm 1 2 3 4
   Final 1 2 3 4

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

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

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

Comments on strengths and areas for improvement:

• Midterm

• Final

VII. PROFESSIONAL BEHAVIORS:

36. Collaborates with supervisor(s) to maximize the learning experience.
   Midterm 1 2 3 4
   Final 1 2 3 4

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

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

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

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

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

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

Comments on strengths and areas for improvement:

• Midterm

• Final
## PERFORMANCE RATING SUMMARY SHEET

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

**MIDTERM:**
- Satisfactory Performance ............. 90 and above
- Unsatisfactory Performance .......... 59 and below

**FINAL:**
- Pass ...................................... 122 points and above
- No Pass ................................... 121 points and below
REFERENCES


7. Evidence-based Practice: "Conscious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based (health care) means integrating individual clinical expertise with the best available external clinical evidence from systematic research." (Sackett and colleagues, Evidence-based medicine: How to practice and teach EBM, 1997, p. 4) (From the Mary Jane article "Evidence-Based Practice: What Can It Mean for Me?", www.aota.org)

8. Occupation: Groups of activities and tasks of everyday life, named, organized, and given value and meaning by individuals and cultures. Occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure) and contributing to the social and economic fabric of their communities. (prodically by the domain of concern and the therapeutic medium of occupational therapy. (Townsend, ed., 1997. Enabling Occupation: An Occupational Therapy Perspective, p. 18)

9. Occupational Performance: The result of a dynamic, interactive relationship between persons, environment, and occupation over a person's lifespan. The ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, ed., 1997. Enabling Occupation: An Occupational Therapy Perspective, p. 18)

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

11. Spirituality: (a context) The fundamental orientation of a person's life that gives meaning and purpose to individual (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606-639)

12. Theory: "An organized way of thinking about given phenomena. In occupational therapy, the phenomenon of concern is occupational environment. Theory attempts to (1) define and explain the relationships between concepts and ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational theory is concerned with four major concepts related to occupational performance: person, environment, health, and occupation." (Niedenstert and Crespeau, eds., World & Spackman's Occupational Therapy: 9th ed., 1998, p. 524)
APPENDICES

I. 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.

5) **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.

6) **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.

7) **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).

8) **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 sweat pants
c. Slippers/house shoes

d. Jewelry that is excessive, can injure a client/yourself, or that interferes with activity demands

2) Appropriate hygiene is expected at all times.

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 is the program-specific Polo shirt paired with conservative black slacks. Additional dress codes may be required by individual fieldwork sites.