



# MISSOURI STATE UNIVERSITY

## FIELDWORK EDUCATION MANUAL

Doctor of Occupational  
Therapy Program

640 E Cherry St.  
Springfield, Missouri 65897

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## PREFACE

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

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## INTRODUCTION TO THE OCCUPATIONAL THERAPY PROGRAM

### *Mission and Values*

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 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 promotes **occupation-based practice, community engagement, cultural humility, scientific inquiry, ethical leadership, and lifelong learning** to develop generalist practitioners who are prepared to meet the needs of persons, groups, and populations across a variety of settings, including those in rural and underserved communities.

The Occupational Therapy Programs at Missouri State University will be nationally recognized as dynamic programs grounded in the core values of occupational therapy. Graduates will function as change agents and partner with a diverse society to facilitate quality care through evidence-based practice, interprofessional collaboration, scholarship, and a commitment to lifelong learning.

### *Statement of Philosophy*

The Occupational Therapy (OT) Program at Missouri State University embraces the Philosophical Base of Occupational Therapy (American Occupational Therapy Association [AOTA], 2017) and the Philosophy of Occupational Therapy Education (AOTA, 2018). In concordance with this philosophy, we assert that:

Humans are complex beings with an innate need and inalienable right to engage in purposeful activity, who learn through participation in meaningful occupation and are intrinsically and extrinsically motivated, creative, and inquisitive. The OT Program integrates these concepts to foster academic achievement and self-reflection in students as they prepare to serve individuals, groups, communities, and populations (AOTA, 2018).

In alignment with Adult Learning and Engagement Theories, knowledge and skill acquisition are accomplished through an on-going process of self-determination, direct participation, intrinsic motivation, authentic focus, and collaborative problem solving (Kearsley & Schneiderman, 1998; Knowles, 2012). Individuals bring with them life experience and prior knowledge that will shape the learning of both teacher and student.

In-person and virtual classrooms, labs, community experiences, and clinical seminars are structured to facilitate learner reflection and enhance human problem-solving skills (AOTA, 2018; Schön, 1983). These attributes are considered central to lifelong learning, cultural humility, and ethical, evidence-based practice. Small group work encourages collaboration and consensus among members of the learning community and facilitates dynamic understanding, diversity exploration, and enhancement of leadership, advocacy, and communication skills. Authentic focus emphasizes real-world learning to promote transfer of didactic knowledge to current and emerging practice settings.

In concordance with the American Occupational Therapy Association (AOTA, 2007), 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” (p. 678).

### *Curricular Threads*

The curriculum is organized around six major curricular threads. The curricular threads are woven through the fabric of each OT Program and represent the key integrated learning elements emphasized throughout the courses. Curricular threads influence course content, preparing students for self-directed occupational therapy practice. They include:

1. **Occupation-Based Practice:** Using meaningful occupation as both a therapeutic means and an end; maximizing health status and well-being through provision of opportunities for occupational engagement; embracing a strengths-based perspective to facilitate occupational performance.
2. **Ethical Leadership:** Understanding the ethical dimensions of leadership and transferring didactic and experiential learning to individual practice areas and communities to create positive change.
3. **Community Engagement:** Developing collaborative relationships with persons, groups, and populations in the local, national, and global community to promote cultural sensitivity and reflective occupational therapy practice that addresses the diverse needs and interests.
4. **Cultural humility:** Developing self-awareness of personal and cultural biases as well as awareness and sensitivity to significant cultural issues of others through reflection, lifelong inquiry, and recognition of power differentials. Core to the process of cultural humility is the practitioner’s deliberate reflection of their values and biases (Yeager & Bauer-Wu, 2013).
5. **Scientific Inquiry:** Building on foundational sciences and theory to foster holism and create curiosity, scholarly investigation, and rigorous examination of evidence used to guide professional practice.
6. **Lifelong Learning:** Undertaking learning activity throughout life, with the aim of improving knowledge, skills, and competence to remain current in occupation-based and client-centered practice; intentionally bettering oneself for the betterment of others.

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### RELATION OF FIELDWORK EXPERIENCES TO CURRICULUM

Fieldwork experiences are considered an integral component of the educational process within the OT Program. The fieldwork program has been developed and integrated within the curriculum to ensure that students learn to apply theoretical and scientific principles learned in the didactic portion of the program in preparation for addressing actual client needs during the fieldwork experiences. All level I fieldwork courses are linked with a didactic course to promote carryover of skills and knowledge to the fieldwork experience. Level I fieldwork occurs in conjunction with specified courses and begins in the second semester of study. During the first year, Fieldwork Level I Seminar, Part 1 (OTE 761) occurs in the spring, in conjunction with Psychosocial Perspectives in Occupational Therapy Practice (OTE 620). This experience consists of students observing and interacting in various settings providing services to individuals with psychosocial and mental health conditions. Fieldwork Level I Seminar draws upon didactic coursework addressing psychosocial dysfunction, assessment tools, and evaluation techniques learned during the semester. Fieldwork Level I Seminar Part 2 (OTE 761) occurs during the second fall semester, in conjunction with Therapeutic Skills I: Adult Practice (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 common adult medical conditions, assessment tools, and evaluation techniques learned during the semester. Fieldwork Level I Seminar Part 3 (OTE 761) occurs during the second spring semester of the program. This experience addresses the pediatric population and is affiliated with Therapeutic Skills II: Pediatric Practice (OTE 750). This experience consists of students observing and interacting in various settings providing services to children and/or adolescents. The pediatric fieldwork experience provides an opportunity for the application of didactic coursework addressing pediatric medical conditions related to children and adolescents, assessment tools, and evaluation technique.

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

### FIELDWORK ATTENDANCE POLICY

The student is responsible for maintaining the assigned fieldwork schedule including prompt attendance and following site requirements regarding personal illness or emergency situations, for reporting absences. Only personal illness or emergency situations (severe illness or death in the immediate family) are justifiable reasons for missing fieldwork.

**Absences during any fieldwork rotation should be extraordinarily rare and infrequent.**

**During level II fieldwork, a maximum of three absences is allowed. Any additional absences are required to be made up at the discretion of the fieldwork educator. Due to the short duration of level I fieldwork, any missed days must be made up unless approved by the AFWC.** Options may include evening or weekend scheduling but may also involve extending or rescheduling the rotation. After notifying the fieldwork educator, the student should immediately contact the AFWC to notify them of absence, preferably on the missed day.

## **COURSE SEQUENCE IN DOCTOR OF OCCUPATIONAL THERAPY CURRICULUM**

[Link to full course descriptions](#)

### **Fall I - Semester 1 (15 credits)**

OTE 610 Foundations and Theory in Occupational Therapy (4)  
OTE 612 Occupational Development through the Lifespan (3)  
OTE 645 Clinical Gross Anatomy (5)  
OTE 731 Essentials of Research Methods (2)  
OTE 732 Applied Research Methods in Healthcare (1)

### **Spring I - Semester 2 (14 credits)**

OTE 620 Psychosocial Perspectives in Occupational Therapy Practice (3)  
OTE 640 Evidence-Based Practice (2)  
OTE 646 Neuroscience (4)  
OTE 650 Clinical Biomechanics in Human Performance (3)  
OTE 761 Level I Fieldwork Seminar (2)

### **Summer I - Semester 3 (8 credits)**

OTE 615 Professional Communication and Documentation (2)  
OTE 720 Cognition and Occupations Through the Lifespan (3)  
OTE 765 Community and Health Practice in Occupational Therapy (3)

### **Fall II - Semester 4 (14 credits)**

OTE 725 Environmental Adaptations and Assistive Technology (2)  
OTE 730 Enablers and Barriers: Adult Occupations (4)  
OTE 745 Therapeutic Skills I: Adult Practice (4)  
OTE 760 Specialty Topics (Splinting & PAMS) (2)  
OTE 761 Level I Fieldwork Seminar (2)

### **Spring II - Semester 5 (15 credits)**

OTE 746 Management and Policy in Occupational Therapy Practice (3)  
OTE 749 Enablers and Barriers: Pediatric Occupations (4)  
OTE 750 Therapeutic Skills II: Pediatric Practice (4)  
OTE 760 Specialty Topics (Wheelchair & Professional Transition) (2)  
OTE 761 Level I Fieldwork Seminar (2)

### **Summer II - Semester 6 (6 credits)**

OTE 780 Fieldwork Level II, Part 1 (6)

### **Fall III - Semester 7 (8 credits)**

OTE 790 Fieldwork Level II, Part 2 (6)  
OTE 880 Doctoral Capstone I: Project Planning (2)

### **Spring III - Semester 8 (9 credits)**

OTE 861 Occupational Therapist as an Educator (2)

OTE 881 Doctoral Capstone II: Project Proposal (1)

OTE 901 Advanced Ethics and Advocacy (3)

OTE 921 Cultural and Contextual Influences (3)

**Summer III or Fall IV- Semester 9 (7 credits)**

OTE 980 Doctoral Capstone III: Experience and Project (7)

**Total Program Credits: 99**

## HELPFUL AOTA OFFICIAL DOCUMENTS

### *The Philosophical Base of Occupational Therapy*

[https://research.aota.org/ajot/article/71/Supplement\\_2/7112410045P1/6364/Philosophical-Base-of-Occupational-Therapy](https://research.aota.org/ajot/article/71/Supplement_2/7112410045P1/6364/Philosophical-Base-of-Occupational-Therapy)

### *Occupational Therapy Fieldwork Education: Value and Purpose*

[https://research.aota.org/ajot/article/76/Supplement\\_3/7613410240/23992/Occupational-Therapy-Fieldwork-Education-Value-and](https://research.aota.org/ajot/article/76/Supplement_3/7613410240/23992/Occupational-Therapy-Fieldwork-Education-Value-and)

### *AOTA 2020 Code of Ethics*

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

### *FIELDWORK LEVEL II AND OCCUPATIONAL THERAPY STUDENTS: A POSITION PAPER*

[https://research.aota.org/ajot/article/72/Supplement\\_2/7212410020p1/6516/Fieldwork-Level-II-and-Occupational-Therapy](https://research.aota.org/ajot/article/72/Supplement_2/7212410020p1/6516/Fieldwork-Level-II-and-Occupational-Therapy)

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

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

## LEVEL I FIELDWORK POLICIES AND PROCEDURES

### *Introduction to Level I Fieldwork*

The American Occupational Therapy Association's document entitled *The Standards for an Accredited Educational Program for the Occupational Therapist* governs the format of clinical training required of students pursuing a degree in occupational therapy. The Occupational Therapy (OT) Programs at Missouri State University (MSU) enable students to receive the appropriate amount and type of clinical training experiences needed to meet these standards. The relationship between fieldwork sites and the MSU OT Programs is a collaborative effort of the occupational therapy faculty, Academic Fieldwork Coordinator (AFWC), fieldwork education site representatives/educators, and the occupational therapy student (OTS). The clinical training experiences may also be referred to as “clinical affiliations” or “Fieldwork” (FW) and will occur in varied locations. The OT Program requires completion of three level I FW experiences which correlate with didactic coursework as previously explained. Learning objectives for each experience are designed and provided by the AFWC to facilitate an extension of the didactic material to the FW experience.

### *Definition and Purpose*

The AOTA Accreditation Council for Occupational Therapy Education Standards describe the goal of level I FW “to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients” (ACOTE, 2023). Level I FW is not intended to develop independent performance, but rather to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice and develop professionalism and competence in the occupational therapy student. In accordance with ACOTE standards, no part of level I fieldwork can be substituted for any part of level II fieldwork (ACOTE, 2023, standard C.1.11).

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. Level I FW may be met via supervision 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. Level I FW may also be met via virtual environments, simulated environments, standardized patients, faculty practice, or faculty-led site visits (ACOTE, C1.11). Each level I FW is designed collaboratively with the faculty member, AFWC, and fieldwork educator (FWE).

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

### *Linkage of Fieldwork to Coursework*

Level I FW occurs in conjunction with specified courses and begins in the second semester of study. During the first year, Level I FW Seminar, Spring 1 - Psychosocial Emphasis (OTE 761) 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. Level I FW Seminar, Fall 1 – Adult Emphasis (OTE 761) occurs during the second fall semester, in conjunction with OTE 745 (Therapeutic Skills I: Adult Practice) and consists of interactions with adults and older adults. Level I FW Seminar, Spring 2 – Pediatric Emphasis (OTE 761) 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: Pediatric Practice). During this experience, students will spend time in a setting with children and/or adolescents.

Students must successfully pass all three level I FW rotations. **No part of level I FW can be substituted for level II FW.**

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

### *Fieldwork Site Identification*

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

## Clinical Education Agreements

A signed Clinical Education Agreement (also known as a Written Agreement or Affiliation Agreement) 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 Fieldwork Education Specialist.

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

## *Schedule*

The AFWC projects FW needs for each placement before the semester starts. The AFWC communicates requests for student placements to the fieldwork sites via a *Fieldwork Reservation Form* at least three months prior to the scheduled level I fieldwork experience. The AFWC and each fieldwork site student coordinator or educator collaborate on student placement, objectives, and scheduling. The AFWC serves as the liaison for the University, Program, faculty, and FW sites on all fieldwork issues. Fieldwork experiences are scheduled on days and times that do not conflict with regularly scheduled classes. Students are notified of fieldwork placement no later than the first 4 weeks of the semester in which the fieldwork experience occurs. Reserved FW placement spots are confirmed by the AFWC no later than the start of the semester in which the FW experience occurs.

### Level I Fieldwork Experience Schedule:

*OTE 761: Level I Fieldwork Seminar - Psychosocial Fieldwork Experience - First spring semester*

*OTE 761, Level I Fieldwork Seminar, Adult Fieldwork Experience - Second fall semester*

*OTE 761, Level I Fieldwork Seminar, Pediatric Fieldwork Experience - Second spring semester*

## *Fieldwork Educators: Level I Experiences*

Qualified personnel for supervision of students may include but are not limited to, academic faculty 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. To ensure a quality learning experience, it is the policy of the OT program that no more than a ratio of 1:2 (1 FWE to 2 FW students) should occur when providing one on one client care and no more than 4 students for a FWE when offering group interventions.

## *Fieldwork Sites*

Settings for level I FW experiences vary and depend upon the objectives of the FW. Common examples of possible FW placements include homeless programs, community based mental health centers, hospitals, outpatient clinics, residential care facilities, specialized autism programs, inpatient psychiatric hospital, schools, rehabilitations facilities, and adult day care centers.

### *Evaluation of Level I Fieldwork Performance*

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

1. **Personal Data Sheet:** 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 4 weeks prior to the start of the FW experience and is sent electronically to the FWE. **(See level I Forms Section)**
2. **Level I FW Performance Plan:** The student completes this form prior to starting the FW experience and lists at least three goals/ideas for professional growth during the FW experience. Upon arrival at the FW site, the student shares this form with the FWE, who then documents site-specific planned opportunities to support student growth during the FW experience. Upon completion of the experience, the student and FWE reflect on the professional growth that occurred during participation in the experience. Both parties sign the form, and the student submits the completed evaluation form to the AFWC upon returning to campus as criterion to pass the course. **(See level I Forms Section)**
3. **AOTA Level 1 Fieldwork Competency Evaluation for OT Students:** This document is completed by the educator via the eValue platform. Student and FWE discuss the student's performance and rating upon completion of the experience and both parties should sign the form. The completed evaluation form is submitted via the eValue platform and the AFWC reviews it as a criterion to pass the course. **(See level I Forms Section)**
4. **Student Feedback to Fieldwork Supervisor Form:** Students complete the form via the eValue platform prior to completion of the experience and discuss it with their FWE at the final meeting. Completion of this form is a criterion to pass the course. **(See level I Forms Section)**
5. **Attendance Log:** Students log all hours they attend their fieldwork site and submit via the eValue system. The educator then verifies the student's hours through the eValue platform.
6. Students can review their evaluations within the eValue platform. Level I FW evaluations are reviewed by the course instructor and the AFWC. Any concerns are communicated in writing to the student's advisor and are kept in a secure student file.

### *Level I Fieldwork Objectives*

The AFWC, Clinical Education Coordinators and/or FWE collaborate on an ongoing basis through the development of site-specific learning objectives prior to student placement at the FW site. The AFWC meets with the Clinical Education Coordinator or 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 FW handbook, providing handouts, research articles, and other resources for suggested FW activities, and ongoing communication. When present, site specific objectives in addition to the MSU objectives listed below are provided to the student via the eValue platform.

The OT 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 accurately describe observations verbally and/or in writing from an occupational therapy perspective.
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.
7. Examine the psychosocial factors for a client at the fieldwork site and explain how those factors influence occupational engagement.

### *Level I Fieldwork Expectations*

#### **Site Assignment Process**

The AFWC schedules and assigns all FW placements. Input from the student and student's faculty advisor is also considered, with the AFWC having final authority in making the assignment. The AFWC then confirms availability of sites and matches the student to a site. Sites then assign available and qualified educators. See "Schedule" section above for discussion of timing of assignments.

There will be no changes to level I FW site assignments unless in the event of extreme and rare circumstances that warrant a change. 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, company acquisition, etc. Cancellations are out of the control of the OT program and can occur at the last minute. Students should be prepared for cancellations and the financial impact this may create for transportation, housing, etc. The AFWC will facilitate an alternate placement in this circumstance to ensure the student can progress as soon as possible through the fieldwork courses.

Student FW assignments are tracked throughout progression in the program via the eValue platform and program documents with the goal of offering experiences in a variety of practice areas and populations.

#### **AFWC Responsibilities**

- A. Contact sites to confirm availability of slots for student placement via the program fieldwork reservation form at least three months prior to the start of the semester of the scheduled level I FW experience.
- B. Collaborate with the Clinical Education Coordinator and/or FWE to determine site-specific learning objectives. The AFWC may provide the site with general objectives, as an example, if no site-specific objectives have been developed for the level I experience or the site may opt to use the program's objectives.
- C. Track student placements via the eValue platform.
- D. Communicate FW placement information, known objectives, and site expectations to the student no later than 6 weeks prior to the beginning of the rotation. Unavoidable delays occasionally occur due to site specific changes (e.g., policy change, FWE or education coordinator changes, etc.)
- E. Provide students with:



1. An explanation of the *Level I Fieldwork Performance Plan* document, *AOTA Level I Fieldwork Competency Evaluation Form*, and the *Student Feedback to Fieldwork Supervisor* form, including guidelines for completion and due dates.

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

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

### Student Responsibilities

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

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

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

D. Contact your FWE to determine the schedule you will work. This may include ten-hour days, evenings, weekends, etc.

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

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

G. Complete all assignments and return to AFWC by course due dates.

H. Send a thank you note to the FWE within one week of completing the FW experience.

I. Provide AFWC with the FEW's name and contact information for completion of a PDU certificate.

J. Notify the AFWC as soon as possible of any personal absences from fieldwork or changes in FWE supervision.

### Level I Fieldwork Failure Policy

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

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

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

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

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

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

**LEVEL I FIELDWORK FORM TEMPLATES**

*Fieldwork Experience Personal Data Sheet*

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Last Name	First Name	MI	Preferred Phone #
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Local Address	Email Address
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Emergency Contact Name	Relationship to Student	Phone Number
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Student medical Insurance Carrier	Policy Number
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**\*Professional Liability Insurance Coverage Limits:** AMBA: Liberty Insurance Underwriters Inc.; Limits: \$1,000,000 per Occurrence; \$3,000,000 Aggregate

**OTD Curriculum Schedule and Credit Hours**

FALL	SPRING	SUMMER
<b>Year 1</b>		
OTE 610 Foundations and Theory in Occupational Therapy (4) OTE 612 Occupational Development through the Lifespan (3) OTE 645 Clinical Gross Anatomy (5) OTE 731 Essentials of Research Methods (2) OTE 732 Applied Research Methods in Health Care (1)	OTE 620 Psychosocial Perspectives in Occupational Therapy Practice (3) OTE 640 Evidence-based Practice (2) OTE 646 Neuroscience (4) OTE 650 Clinical Biomechanics in Human Performance (3) OTE 761 Level I FW Seminar (Psychosocial Emphasis; 2)	OTE 615 Professional Communication and Documentation (2) OTE 720 Cognition & Occupations Through the Lifespan (3) OTE 765 Community and Health Practice in Occupational Therapy (3)
<b>Year 2</b>		
OTE 725 Environmental Adaptations and Assistive Technology (2) OTE 730 Enablers and Barriers: Adult Occupations (4) OTE 745 Therapeutic Skills 1: Adult Practice (4) OTE 760 Specialty Topics (Splinting; 1) OTE 760 Specialty Topics (PAMS; 1) OTE 761 Level I FW Seminar (Adult Emphasis; 2)	OTE 746 Management and Policy in Occupational Therapy Practice (3) OTE 749 Enablers and Barriers: Pediatric Occupations (4) OTE 750 Therapeutic Skills II: Pediatric Practice (4) OTE 760: Specialty Topics (Wheelchair Seating and Mobility; 1) OTE 760: Specialty Topics (Transition to Practice; 1) OTE 761 Level I FW Seminar (Pediatric Emphasis; 2)	OTE 780 FW Level II, Part 1 (6)
<b>Year 3</b>		
OTE 790 FW Level II, Part 2 (6) OTE 880 Doctoral Capstone I: Project Planning (2)	OTE 861 Occupational Therapist as an Educator (2) OTE 881 Doctoral Capstone II: Project Proposal (1) OTE 901 Advanced Ethics and Advocacy (3) OTE 921 Cultural and Contextual Influences (3)	OTE 980 Doctoral Capstone III: Experience and Project (7) *Summer III or Fall IV

**Student Fieldwork Experiences**

<b>Fieldwork Rotation</b>	<b>Site Name</b>	<b>Dates</b>	<b>Client Population</b>
Level I, Spring 1			
Level I, Fall 2			
Level I, Spring 2			
Level II, Part 1			
Level II, Part 2			

- **What do you feel are your strengths?**
  
- **What do you feel are your growth areas?**
  
- **Areas of interest, activities, hobbies, etc.:**
  
- **What do you expect to gain from this fieldwork experience?**
  
- **Do you have reliable transportation for the duration of your fieldwork? YES\_\_\_\_\_ NO\_\_\_\_\_**

*Please attach your 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 (2 negative PPD skin tests, 1 blood 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 vaccination) **dated:** \_\_\_\_\_
  - c. Diphtheria, pertussis, and tetanus vaccination within the last 10 years (Tdap, Adacel, or Boostrix) **dated:** \_\_\_\_\_
  - d. Polio immunity (3-dose series or positive antibody titer) **dated:** \_\_\_\_\_
  - e. Varicella immunity (positive antibody titer or 2 doses of Varicella vaccination) **dated:** \_\_\_\_\_
  - f. Hepatitis B immunity (3-dose series or positive antibody titer) **dated:** \_\_\_\_\_
  - g. Seasonal flu vaccine **dated:** \_\_\_\_\_
  - h. COVID vaccine series (optional) **dated:** \_\_\_\_\_ Booster \_\_\_\_\_
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 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 Completed/Updated

*Level I Fieldwork Performance Plan*  
**Missouri State University Occupational Therapy Program**

**Name:**

**Level I Rotation (highlight):**                      Psychosocial                      Adult                      Pediatrics

**Students should present this document to their fieldwork educator on the first day of fieldwork.**

**Highlight Current Competencies:**

Describe/define Occupational Therapy	Working knowledge of activity analysis
Understanding of medical terminology	Understanding of the Code of Ethics
Basic skills in planning, leading & participating in groups	Basic knowledge of therapeutic use of self
Working knowledge of the OT Practice Framework document	Understanding of human development across the lifespan
Understanding of human anatomy and neuroanatomy	Understanding of the difference between observation and assessment of a client
Basic knowledge of MMT	Understanding of the impact of psychosocial factors on care
Basic knowledge of sensory testing	Basic knowledge of ROM

**Level I Fieldwork Learning Objectives (Ideas for Learning Activities)**

1. Develop and demonstrate increased comfort when interacting with individuals within settings that promote wellness, prevent disease or injury, and offer medical model services. (Ideas: OTS explains the profession to a client, caregiver, or team member. OTS interacts with interprofessional team members to better understand their roles.)
2. Appreciate the client’s perception of quality of life, well-being, and occupation. (Ideas: OTS participates in collecting a portion of the occupational profile.)
3. Demonstrate concepts of empathy and respect for the values and diversity of persons with disabilities, caregivers, staff, and families. (Ideas: OTS guides a portion of an assessment or intervention under the close guidance of the educator).
4. Observe client behaviors and describe observations accurately verbally or in writing. (Ideas: OTS takes notes during assessment or intervention session and later discusses observations or has FWE review a note draft without PHI.)
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. (Ideas: OTS develops and describes ideas for goals, the next intervention session, or home program.)
6. Demonstrate the ability to respond to supervisory feedback and conduct one’s behavior in an ethical and professional manner. (Ideas: OTS asks for feedback from the educator after client interactions. Suggested question prompts: How can I best help you? How could I have improved that interaction?)
7. Examine the psychosocial factors for a client at the fieldwork site and explain how those factors influence occupational engagement. (Ideas: OTS observes session and later summarizes specific psychosocial factors impacting the client’s care.)

**Collaborative Student and Educator Goals for Level I Fieldwork**

**A. OTS priorities and professional growth plan for this fieldwork experience:**

**B. Site-specific opportunities to support student growth (per Fieldwork Educator):**

**C. OTS's reflection on professional growth during the fieldwork experience (completed at conclusion of FW):**

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Fieldwork Educator

\_\_\_\_\_

Date

## AOTA Level I Fieldwork Competency Evaluation for OT and OTA Students

### Introduction

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

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

This tool is divided into five sections:

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

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

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

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

### Directions

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

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

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



**Level I Fieldwork Competency Evaluation for OT Students**  
**Missouri State University Program in Occupational Therapy**

<b>STUDENT INFORMATION:</b>	
Student Name:	Date:
Site Name:	Semester:
	Practice Setting:
Total Hours Completed:	FW Sequence:    1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

<b>PRIMARY FIELDWORK EDUCATOR (FWE) INFORMATION</b>			
FWE Name:	FWE Experience:		
First	Last	Credentials	(# of FWI Students)      (# of FWII students)
FWE License #: _____	FWE Credentials: OT	OTA	Other:
Years of Experience: _____			
Have you attended the AOTA FWE Certificate Course? Yes \ No			

Please use the scale below to indicate the student's level of performance on the assessment questions.

U	<b>Unacceptable</b>	Performance is poor in most required tasks and activities. Work is frequently unacceptable for this point in the OTS's academic progression.
B	<b>Below Standards</b>	OTS has clear need for improvement to meet standard. The OTS has not demonstrated consistent or adequate response to feedback.
M	<b>Meets Standards</b>	Carries out required tasks and activities as expected for this point in OTS's academic progression. <b>This rating represents good, solid performance and should be used most</b>
E	<b>Exceeds Standards</b>	Frequently carries out tasks and activities that surpass requirements/expectations for this point in the OTS's academic progression. At times, performance is exceptional.
O	<b>Outstanding</b>	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any OTS at this point in their academic progression.

**\*\*COMMENTS ARE REQUIRED FOR ALL ITEMS SCORED "B" or "U". OTHERWISE, PLEASE PROVIDE A MINIMUM OF A SUMMARY COMMENT ON THE LAST PAGE.\*\***

**I. FUNDAMENTALS OF PRACTICE**

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

## II. FOUNDATIONS OF OCCUPATIONAL THERAPY

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

## III. PROFESSIONAL BEHAVIOR

THE STUDENT:	U B M E O
1. <b>Time management skills.</b> Student is prompt, arriving to site and completing assignments ontime. COMMENTS:	U B M E O
2. <b>Organization.</b> Student is able to set/discuss appropriate professional priorities, is dependable, organized, and follows through with given responsibilities. COMMENTS:	U B M E O
3. <b>Engagement in FW experience.</b> Student demonstrates consistent interest, active participation, and investment in individuals and treatment outcomes. COMMENTS:	U B M E O
4. <b>Self-directed learning.</b> Student takes responsibility for own learning and demonstrates motivation to become a strong practitioner. COMMENTS:	U B M E O
5. <b>Reasoning and problem solving.</b> Student demonstrates ability to use self-reflection to improve performance, asks appropriate questions and analyzes, synthesizes, and interprets information appropriately for this point in their academic progression. Shows evidence of understanding the OT process. COMMENTS:	U B M E O
6. <b>Written communication.</b> Student uses proper grammar and spelling, successfully completes written assignments, and shows appropriate documentation skills for this point in their academic progression. COMMENTS:	U B M E O
7. <b>Initiative.</b> Student demonstrates initiative, ability to seek and acquire information from a variety of reliable sources, and demonstrates flexibility as needed. COMMENTS:	U B M E O

8. <b>Observation skills.</b> Student shows ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS:	U B M E O
9. <b>Participation in supervisory process.</b> Student is able to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:	U B M E O
10. <b>Verbal communication and interpersonal skills with clients, staff, and caregivers.</b> Student interacts appropriately with all individuals (e.g., eye contact, empathy, limit-setting, respectfulness, etc.), is aware of quality of verbal and non-verbal interactions, and demonstrates appropriate confidence for this point in their academic progression. COMMENTS:	U B M E O
11. <b>Professional and personal boundaries.</b> Student recognizes and handles personal and professional frustrations, balances personal and professional obligations, works with others cooperatively, considerately, and effectively, and is appropriately responsive to social cues. COMMENTS:	U B M E O
12. <b>Privacy and use of professional terminology.</b> Student respects confidentiality and appropriately applies professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:	U B M E O

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

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

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

THE STUDENT:	U B M E O N/A
<b>1. Contributes to intervention process.</b> For level I, may include preparing clinic area and identifying resources and evidence. Pays attention and follows instructions throughout intervention. COMMENT:	U B M E O N/A
<b>2. Identifies basic intervention ideas consistent with client-centered care.</b> COMMENT:	U B M E O N/A
<b>3. Adequately describes clinical reasoning for interventions.</b> COMMENT:	U B M E O N/A
<b>4. Engages in and discusses value of evidence-based practice by seeking evidence to support or negate intervention approach.</b> COMMENT:	U B M E O N/A
<b>5. Student participates in administering occupation-based and client-centered interventions with appropriate competence and supervision for current level of academic progression.</b> COMMENT:	U B M E O N/A
<b>6. Shows understanding of the need to modify or stop interventions based on client response.</b> COMMENT:	U B M E O N/A
<b>7. Drafts documentation for intervention using typical procedures used in FW practice setting. Receives feedback and adjusts documentation as needed.</b> COMMENT:	U B M E O N/A

**Summary comments of overall performance:** (To support the student’s growth, please briefly note strengths, growth areas, and suggestions for goals at next fieldwork placement and/or in the classroom.)

**Student Signature:**

**Date:**

**FWE Signature:**

**Date:**

**FWE Printed name:**

*Student Feedback of Level I Fieldwork Experience*

*Submitted via eValue*

Students: Please complete this form about your FWE. You are encouraged to discuss the information at your final meeting. However, the FWE does not see this information unless you share it with them. Your insights and comments are valued and used to strengthen our FW program.

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.)?

Additional Comments:

## LEVEL II FIELDWORK POLICIES AND PROCEDURES

### *Introduction to Level II Fieldwork*

Level II FW focuses on the in-depth process of the delivery of occupational therapy services to clients. This is a full-time, 12-week or equivalent experiential education at approved FW sites off campus, with mandatory assignments facilitated by the AFWC. Under the supervision of a qualified OT practitioner, the student integrates academic coursework by focusing on the application of purposeful and meaningful occupation in the administration and management of occupational therapy services.

### *Definition and Purpose*

The purpose of level II FW is three-fold:

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

An additional purpose of level II FW “is to develop competent, entry-level, generalist occupational therapists.” (AOTA, 2023). 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 occupation. The experiences include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.

### *Linkage of Fieldwork to Coursework*

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

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

### *Fieldwork Site Identification*

The AFWC collaborates with faculty and students to identify and select appropriate sites that may serve as level II FW settings. Sites are selected to optimize student learning consistent with the philosophy of the curriculum. The process of identifying FW sites includes exploring the alignment of site philosophies and practices relative to the OT 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 OT program maintains agreements with enough sites to meet student placement needs. In the unlikely event that a site becomes

unavailable (i.e., cancellation of placement by that site) the student schedule may be delayed, but that delay is not expected to exceed the time allowed to complete the program.

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

### Clinical Education Agreements

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

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

### *International Fieldwork Policy*

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

- Maintain a cumulative GPA of 3.5 or higher
- Demonstrate exemplary professional behaviors as delineated on the Professional Identity Evaluation and as recommended by the student's advisor
- Demonstrate an acceptable record of leadership and participation in Program volunteer events
- Have documented prior travel experience and demonstrate a readiness to live abroad for an extended period
- Have the recommendation of the occupational therapy program faculty based on their interactions with the student in the academic setting and/or level I fieldwork experiences

All qualified students requesting an international fieldwork must adhere to the Missouri State University (MSU) OT International Fieldwork Policy as follows:

- An application must be initiated at least 12 months prior to the rotation start date.
- At least 9 months prior to the placement date, the student must submit to the Academic Fieldwork Coordinator a budget that represents the expected travel and living expenses associated with the international rotation; the budget is to be based on research of the country/area in which the rotation is to occur; students must also provide an explanation of how they will meet the budget; and a signed statement indicating that the student understands that all costs associated with the fieldwork are the student's responsibility including if/when the site cancels the experience, the student no longer meets the requirements and is unable to be placed at the site, and/or travel to the area becomes unsafe as defined by the MSU's Office of Education Abroad.

- Upon application, students must submit to the Academic Fieldwork Coordinator a current résumé that includes a summary of the student's academic, work, and service/volunteer experiences. A student's résumé must demonstrate strong academic performance and leadership up to and throughout the time of level II fieldwork experiences as measured by a GPA of 3.5 or higher, documented progress on the Professional Identity Evaluation, and leadership roles that were maintained as an OT student.
- Students must also submit an essay of 300-500 words that clearly states why they desire to complete an international rotation (goals and objectives), what contributions they intend to offer to the site, and the anticipated professional development that is expected by the student (i.e., how does the student expect this experience will influence their development as a professional and a clinician on a long-term basis).
- Students must provide a written acknowledgment that the clinical site has the authority and right to decline a potential/specific student based on their own program requirements and that the identified fieldwork educator at the international clinical site has graduated from a World Federation of Occupational Therapy approved program and has at least one year of practice experience.
- Students must adhere to the University's policy on international travel in addition to adhering to OT Program policies.
- Students must follow all policies outlined by any associated sponsoring institutions.
- Students must meet all requirements of the MSU Office of Education Abroad.
- An international fieldwork experience will only be considered for a second level II rotation and students must pass their first level II fieldwork to proceed to an international fieldwork experience. If students should not pass their first level II experience, the international fieldwork experience will be cancelled, and students incur all associated costs related to cancellation.
- A maximum of 2 students will be placed at an international level II fieldwork site each year.

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



*International Fieldwork Acknowledgment Statement*

\_\_\_\_\_ acknowledges the following:  
(Print name)

(Read and initial all following paragraphs)

\_\_\_\_\_ All costs associated with the fieldwork are the student's responsibility including if/when the site cancels the experience, the student no longer meets the requirements and is unable to be placed at the site, and/or travel to the area becomes unsafe as defined by the Missouri State University Office of Education Abroad.

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

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

\_\_\_\_\_ Student will adhere to the University's policy on international travel in addition to adhering to OT Program policies;

\_\_\_\_\_ Follow all policies outlined by any associated sponsoring institutions.

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

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

\_\_\_\_\_  
Print Name Date

\_\_\_\_\_  
Signature Date

### *Level II Schedule*

Students begin level II FW upon satisfactory completion of all didactic coursework and three level I FW experiences. Students are required to complete 24 weeks of full-time level II FW. Documentation must specify if part-time completion is available as agreed upon by the site and the program. The length of the part-time program must be equivalent in length to a minimum of 24 weeks full-time. Level II fieldwork schedules are as follows:

*OTE 780 Level II, Part 1 - Second summer semester*

*OTE 790 Level II, Part 2 - Third fall semester*

### *Fieldwork Educators*

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

1. Adequately prepared to serve as a fieldwork educator.
2. Currently a licensed or otherwise regulated occupational therapist.
3. Has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the level II FW.
4. May be engaged by the FW site or by the educational program (as in the case of adjunct faculty).
5. Must 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 to support progression toward entry-level competence.

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

Level II FW may take place at a site where occupational therapy services are not currently provided. In this situation per ACOTE (2023), it must be documented and verified that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An onsite supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

The OT Program faculty, including the Program Director, who meet the FEW requirements may supervise a FW student, if a site does not have a qualified OT available to provide supervision for at least eight hours per week.

Before a student is placed at a site where there is no on-site occupational therapy service provision, the AFWC, in collaboration with the site supervisor, the supervising OT, and the Program Director will develop a plan for the provision of OT services, to meet guidelines as specified in ACOTE (2023) standard C.1.16. This plan will be documented in the FW site file and the student's FW file.

### *Fieldwork Sites*

Students may be required to commute up to 60 miles or relocate to another region for any level I or II FW if there is a limited availability of placements within commutable distance, or per student preference. Priority for local sites is only

possible when the student is a primary caregiver for a child, older adult, or disabled person. Documentation of this responsibility is required. Many FW sites are located outside of southwest Missouri, and students are responsible for the arrangement and costs of travel and transportation. Before making travel and housing arrangements, the student should contact the AFWC and site supervisor to confirm that there has been no change in the contract/reservation.

### *Evaluation of Level II Fieldwork Performance*

The *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)* is the evaluation instrument recommended by the American Occupational Therapy Association and used by the OT program at MSU. This evaluation instrument can be found below and will be 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 the occupational therapy student to engage in the process of delivering services in a variety of practice settings. Students should familiarize themselves with this tool.

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

**Students must be aware that the FW educator, not the OT program or faculty, makes the determination as to the passing or failure of the FW II experience. Students must pass all level II FW experiences to be eligible for graduation and registration for the certification examination.**

### *OT Program-Specific Level II Fieldwork Objectives*

The Accreditation Council for Occupational Therapy Education (ACOTE) standards require that the fieldwork educators and the Academic Program meet the following standard:

*C.1.3. Document that academic and fieldwork educators agree on fieldwork objectives prior to the start of the fieldwork experience. Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation.*

### **MSU Level II FW Objectives:**

1. Student will develop skills for entry-level competency by the end of the Level II Fieldwork rotation as defined by achieving a passing score on the *AOTA Fieldwork Performance Evaluation* document.
2. Student will assume all responsibilities for full client caseload, as defined by the fieldwork site, by the end of the rotation.
3. Student will submit correct and complete documentation promptly, according to policies and procedures of the fieldwork site.
4. Student will consistently report to the fieldwork site on time.
5. Student will attend all meetings as directed by fieldwork educator or student coordinator at site.
6. Student will follow all policies and procedures and complete all assignments as outlined by the fieldwork site and the MSU Occupational Therapy Program.

7. Student will demonstrate initiative when exploring new learning opportunities.
8. Student will be familiar with and utilize assessment and intervention approaches that demonstrate in-depth knowledge of the various frames of reference in occupational therapy practice and evidence-based practice.
9. Student will examine and address the psychosocial factors for clients at the fieldwork site and explain how those factors influence occupational engagement.
10. Student will actively participate in the supervisory process.
11. Students will utilize resources available to them when planning and performing assigned duties. These resources include, but are not limited to, other personnel at the fieldwork site, reference material, or experts outside of those available at the fieldwork site.

### *Fieldwork Level II Expectations & Processes*

#### **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 up to and including the semester prior to placement. Student preference forms are due to the AFWC by the end of the first spring semester to begin soliciting availability of student placement spots at designated FW sites.

Students will be notified no later than the beginning of the second spring semester of placement for their level II experiences, to allow time for securing travel and living arrangements. Also included in the notification are the learning objectives for the FW experience and contact information for each site.

There will be no changes to level II FW site assignments unless in the event of extreme and rare circumstances that warrant a change. 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, company acquisition, etc. Cancellations are out of the control of the OT program and can occur at the last minute. Students should be prepared for cancellations and the financial impact this may create for transportation, housing, etc. The AFWC will facilitate an alternate placement in this circumstance to ensure the student can progress as soon as possible through the fieldwork courses.

Student FW assignments are tracked throughout progression in the program via the eValue platform and program documents with the goal of offering experiences in a variety of practice areas and populations.

#### **AFWC Responsibilities**

- A. Contact sites to confirm availability of slots for student placement via the course-specific reservation form.
- B. Request a copy of site-specific fieldwork objectives or provide each site with the general objectives and assist with development of site-specific FW objectives as indicated.
- C. Review student preference forms and place students in appropriate settings.

- D. Communicate FW placement information to the students and student placement information to the fieldwork site and educator.
- E. Provide students with an explanation of the *AOTA Fieldwork Performance Evaluation Form*, and the *Student Evaluation of Fieldwork Experience Form*, including guidelines for completion and due dates.
- F. Review the *Student/Educator Weekly Review* form upon receipt from FW site and follow-up with the student and FWE on any issues indicated prior to the end of the current week.
- G. Communicate with student and FWE via email, phone, LMS, or video conference by midterm or more frequently as needed to check student's progression.
- H. Collect and track completion of required documentation upon completion of the FW experience.
- I. Provide counsel, as often as needed, in the event of a student's difficulty with or inability to complete a FW experience.

#### Student Responsibilities

- A. Read, be familiar with, and ask questions regarding the information presented in the FW manual.
- B. Provide an electronic copy of all items listed on the *Health Status/Clinical Training Attestation* form (included in the *Fieldwork Experience Personal Data Sheet*) to the fieldwork site and/or to the FWE upon request.
- C. Complete and send the *Fieldwork Experience Personal Data Sheet* as a method of introduction to the FWE within four weeks prior to 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 OTD Program dress code and always wear the program nametag when on site.
- F. Communicate early, openly, and often with the FWE and AFWC in the event of challenges, difficulties, or an inability to complete the FW experience. This includes participation in a weekly meeting with the fieldwork educator to collaboratively complete the *Student-Educator Weekly Review form*.
- G. Work a full-time schedule as defined by the site, typically 32-40 hours per week. Please note students will work the same schedule as the FWE, which may include more than 40 hours/week, weekends, holidays, etc. Should your FWE take vacation during your rotation, you may be assigned to an alternate therapist or assignment as needed. Notify the AFWC as soon as possible when supervision changes for greater than 1 day. \*\*No vacation time for the student is allowed during level II Fieldwork rotations.
- H. Complete all designated FW paperwork and assignments by designated due dates.
- I. Write a thank you note to the FWE prior to the end of the fieldwork experience.
- J. Provide AFWC with any updates to the FWE's name and contact information for completion of a Professional Development Unit certificate.

#### Fieldwork Educator Responsibilities

- A. Communicate with student prior to start of FW experience general information regarding dress code, schedule of FW, and any site-specific information that supports the student's success.

- B. Review and sign-off on site-specific learning objectives and/or collaborate with AFWC in the development of learning objectives.
- C. Conduct weekly feedback meetings with the student to discuss the student's strengths and weaknesses, and progress towards learning objectives of the experience. Student and FW educator complete the *Student /Supervisor Weekly Review* form via the eValue fieldwork management system and submit electronically.
- D. Verify the student's completed fieldwork hours via the eValue system.
- E. 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.
- F. Communicate any student issues as early as possible to the AFWC and be readily available for conferences as needed.
- G. Complete the *AOTA Student Fieldwork Performance Evaluation Form* at the midterm and upon completion of the experience and discuss the results with the student. Be available for a conference with the AFWC and student if issues are identified.

### Level II Fieldwork Failure Policy

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 breaking facility policies, the student will be provided a written explanation of the infraction(s). The AFWC will receive a copy of the written explanation and will schedule a meeting with the student. A copy of the written explanation will be placed in the student's secure FW file and the student will receive a "not pass" grade for the course.

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

#### A. Failure to meet mid-term objectives:

1. Near mid-term (week 5, 6, or 7) all students are rated on the *Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (2020)*, by the FWE. A student is considered at risk of failing the FW if they receive a mid-term score of less than 85 points.
2. The AFWC will be informed of the situation by the FWE, and the following steps will be followed:
  - i. A meeting with the student and FWE will be scheduled (either face-to-face or virtual).
  - 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 learning contract will be signed by the student, FWE, and AFWC.
  - v. The AFWC will file a copy of the learning contract in the student's electronic FW file.
3. The AFWC will closely monitor the weekly progress of the student regarding the objectives outlined in the learning contract and will provide support and resources to both the student and the FWE prn.
4. At the end of the learning contract timeline, the student will be informed in writing whether they are on track to pass the FW. If they are not expected to pass the FW experience, the student will be rated on the *FWPE for the Occupational Therapy Student* by their FWE and a final score will be determined at that time. Students who

have not met the terms of their learning contract may be terminated from the FW site prior to the scheduled end date of the FW experience.

5. Once the *FWPE* has been completed by the FWE 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 the beginning of week 10, that the student is at risk of not passing the FW course due to limited progress after midterm.

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 virtual).

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 electronic FW file.

8. The AFWC will closely monitor the weekly progress of the student regarding the learning contract timeline and weekly review forms and will provide support to both the student and the FWE as requested.

9. Nearing the end of the learning contract timeline the student will be informed in writing by the FWE whether they have met or are expected to meet the learning contract objectives with the set timelines. If they are not expected to meet these objectives, the student will be rated on the *FWPE for the Occupational Therapy Student* by their FWE and a final score will be determined at that time. If a score of 110 or less is given, a course grade of ‘Not Pass’ will be submitted to the university.

\*Students who are not progressing toward their objectives in the terms of their learning contract also may be terminated from the FW site prior to the scheduled end date of the FW experience and/or learning contract.

10. If a student does meet the learning contract objectives, the *FWPE* is completed by the FWE at the conclusion of the fieldwork.

11. Students who do not achieve a score of 111 or higher on the *FWPE* will schedule a meeting with the AFWC within three days of the completed *FWPE*. The student’s status within the program will be subject to program retention guidelines.

**Withdrawal from FW**

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

## LEVEL II FIELDWORK FORM TEMPLATES

### Student Preference Form for Fieldwork II Planning

Name:

Date Completed:

Phone:

Email:

Permanent Address:

Expected City & State of Residence After Graduation: (list more than one as needed)

Type this form and submit to Brightspace by posted due date as part of the reflective process for determining placement in upcoming fieldwork (FW) experiences.

#### Part I: Level I 1-week Experience and Interest Areas

Please indicate all previous level I FW experiences you have completed to this point in the program. If not completed, indicate your *current* preference for the indicated fieldwork by **highlighting all areas of interest**.

Level I FW Experience	Site/Setting
FW I, Part 1: OTE 761 (Spring I)	
FW I, Part 2: OTE 761 (Fall II – Adults)	Acute Hospital, Inpatient Rehab, SNF, OP, Home Health
FW I, Part 2: OTE 761 (Spring II – Pediatrics)	Acute Hospital, Inpatient Rehab, OP, Home Health, Schools

#### Part II: Priorities for Level II 12-week Experiences

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

\_\_\_\_\_ Have an in-depth experience in my area of interest

**Please specify:**

\_\_\_\_\_ Experience a wide range of practice areas (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 than my observation/work experiences

**Please specify:**

\_\_\_\_\_ 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; biomechanical; neuro; mental health

**Please specify:**



\_\_\_\_\_ Experience at the organizational level (AOTA, non-profit organization, etc.)

\_\_\_\_\_ Other: \_\_\_\_\_

**Part III: Preferences**

Please consider all the following as you complete your preferences:

- Consider all three level I FW experiences (psychosocial, adults, pediatrics) that you may complete prior to starting FW Level II experiences.
- **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 each of the categories below.

**Setting:**

<i>Age Group</i>	<i>Continuum of Service</i>	<i>Practice Area</i>
____ Children/ Youth	____ Community-based	____ Psychosocial
____ Adults	____ Facility based	____ Physical Disabilities
____ Older Adults	____ Organization based	____ Pediatrics/School System
____ Interested in all	____ Interested in all	____ Interested in all

**Location:**

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

- As of right now, what are your immediate professional goals for after graduation? 10-years into practice? (e.g, Graduation: work in a hospital; 10-years: work in schools) It is also totally normal to say, "I'm not sure."
- Do you enjoy a dynamic environment or a more structured setting?
- Do you speak any other languages?  
If so, please indicate your level of fluency:

**Part IV: Specific Site Requests:**

Instructions:

1. Review available sites in eValue.
2. List **current** sites and their location for each rotation in the order of your preference for the summer and fall.
3. Indicate a **minimum of two adult sites and a maximum of two pediatric or other specialty sites (e.g., hands)** in the chart below. Not providing a variety of populations will result in the form being sent back to you and may delay recruitment of appropriate fieldwork sites.

<b>Summer preference #1</b>	<b>Summer preference #2</b>
1.	2.
<b>Fall preference #1</b>	<b>Fall preference #2</b>
3.	4.

Students are allowed to submit 2 site recommendations for **new** sites. A separate form will be provided and must be submitted by **April 1<sup>st</sup>**. If you are planning to submit one or more site recommendations, please list the name(s) and location(s) below. You will be required to provide further details on the other form.

- 1.
- 2.

*I understand there is no guarantee that I will be scheduled at a site listed above and that even if MSU has a legal agreement with a site the fieldwork sites dictate when they will take students. I understand this is the beginning of this discussion and I will continue to communicate changes to the Academic Fieldwork Coordinator before the assignment of level II fieldwork placements in or around January of the year of my graduation. I understand that I will pay tuition for all level I and II fieldwork experiences and that all travel and lodging expenses are my responsibility.*

*Typing your name here indicates acknowledgment of the paragraph above:*

Missouri State University  
Occupational Therapy Program

*Fieldwork Experience Personal Data Sheet*

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Last Name	First Name	MI	Preferred Phone #
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Local Address	Email Address
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Emergency Contact Name	Relationship to Student	Phone Number
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Student medical Insurance Carrier	Policy Number
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**\*Professional Liability Insurance Coverage Limits:** AMBA: Liberty Insurance Underwriters Inc.; Limits: \$1,000,000 per Occurrence; \$3,000,000 Aggregate

**OTD Curriculum Schedule and Credit Hours**

FALL	SPRING	SUMMER
<b>Year 1</b>		
OTE 610 Foundations and Theory in Occupational Therapy (4) OTE 612 Occupational Development through the Lifespan (3) OTE 645 Clinical Gross Anatomy (5) OTE 731 Essentials of Research Methods (2) OTE 732 Applied Research Methods in Health Care (1)	OTE 620 Psychosocial Perspectives in Occupational Therapy Practice (3) OTE 640 Evidence-based Practice (2) OTE 646 Neuroscience (4) OTE 650 Clinical Biomechanics in Human Performance (3) OTE 761 Level I FW Seminar (Psychosocial Emphasis; 2)	OTE 615 Professional Communication and Documentation (2) OTE 720 Cognition & Occupations Through the Lifespan (3) OTE 765 Community and Health Practice in Occupational Therapy (3)
<b>Year 2</b>		
OTE 725 Environmental Adaptations and Assistive Technology (2) OTE 730 Enablers and Barriers: Adult Occupations (4) OTE 745 Therapeutic Skills 1: Adult Practice (4) OTE 760 Specialty Topics (Splinting; 1) OTE 760 Specialty Topics (PAMS; 1) OTE 761 Level I FW Seminar (Adult Emphasis; 2)	OTE 746 Management and Policy in Occupational Therapy Practice (3) OTE 749 Enablers and Barriers: Pediatric Occupations (4) OTE 750 Therapeutic Skills II: Pediatric Practice (4) OTE 760: Specialty Topics (Wheelchair Seating and Mobility; 1) OTE 760: Specialty Topics (Transition to Practice; 1) OTE 761 Level I FW Seminar (Pediatric Emphasis; 2)	OTE 780 FW Level II, Part 1 (6)
<b>Year 3</b>		
OTE 790 FW Level II, Part 2 (6) OTE 880 Doctoral Capstone I: Project Planning (2)	OTE 861 Occupational Therapist as an Educator (2) OTE 881 Doctoral Capstone II: Project Proposal (1) OTE 901 Advanced Ethics and Advocacy (3) OTE 921 Cultural and Contextual Influences (3)	OTE 980 Doctoral Capstone III: Experience and Project* (Summer or Fall)

**Student Fieldwork Experiences**

Fieldwork Rotation	Site Name	Dates	Client Population
Level I, Spring 1			
Level I, Fall 2			
Level I, Spring 2			
Level II, Part 1			
Level II, Part 2			

- **What do you feel are your strengths?**
  
- **What do you feel are your growth areas?**
  
- **Areas of interest, activities, hobbies, etc.:**
  
- **What do you expect to gain from this fieldwork experience?**
  
- **Do you have reliable transportation for the duration of your fieldwork? YES \_\_\_\_\_ NO \_\_\_\_\_**

**Please attach your résumé 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 (2 negative PPD skin tests, 1 blood 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 vaccination) **dated:** \_\_\_\_\_
- c. Diphtheria, pertussis, and tetanus vaccination within the last 10 years (Tdap, Adacel, or Boostrix) **dated:** \_\_\_\_\_
- d. Polio immunity (3-dose series or positive antibody titer) **dated:** \_\_\_\_\_
- e. Varicella immunity (positive antibody titer or 2 doses of Varicella vaccination) **dated:** \_\_\_\_\_
- f. Hepatitis B immunity (3-dose series or positive antibody titer) **dated:** \_\_\_\_\_
- g. Seasonal flu vaccine **dated:** \_\_\_\_\_
- h. COVID vaccine series (optional) **dated:** \_\_\_\_\_ Booster \_\_\_\_\_

2. Missouri State University provides the following required program instruction to all students. I verify that I have received instruction in all areas:

- i. CPR certification **Date:** \_\_\_\_\_ **Recommended Renewal:** \_\_\_\_\_
- j. Confidentiality (Patient Rights)
- k. Dress Code
- l. Universal Precautions, including needle safety **date:** \_\_\_\_\_

3. I attest that a retrospective background check was completed upon my admission to the Occupational Therapy Program. The background check included the following reviews:

- m. Social Security number verification
- n. Criminal search (7 years)
- o. 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 Completed/Updated

*Student/Supervisor Weekly Review*  
Submitted via eValue

Week #:

Student:

Fieldwork Instructor:

Strengths:

Growth Areas:

Goals for Next week:

Meetings, Assignments die, etc.:

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

## Student Evaluation of the Fieldwork Experience (SEFWE)

Sample provided here:



### STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

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

#### Purpose:

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

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to 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 (C.1.1)
- Provide objective information to students who are selecting sites for future Level II fieldwork (C.1.12, C.1.13, C.1.14)

This form is designed to offer each program the opportunity to gather meaningful and useful information. Programs may adapt this form to suit their needs.

#### Instructions:

- Complete the SEFWE before your final meeting with your fieldwork educator(s).
- Please use the "save & resume later" option before submitting the evaluation in order to review with your FWE.
- You will receive a copy of the evaluation via email upon your submission.

### General Information

Student Name \*

First Name

Last Name

Student Email\*

Type of fieldwork\*

Fieldwork Site Name\*

Fieldwork Site Address\*

Address Line 1

Address Line 2

City

State

ZIP Code

Placement Start Date\*

Placement End Date\*

Order of Placement\*

First  Second  Third  Fourth

Hours required per week\*

Work Schedule\*

Weekends required  Evenings required  Flex/Alternative schedules

Other:

Can the site be accessed by public transportation?\*

Yes  No

Is parking available at the site?\*

Yes  No

Can future students contact you and ask you about your experience at this site?\*

Yes  No

**Patient Information**

Age Groups you worked with \*

0-5 years old  6-12 years old  13-21 years old  22-65 years old  65+ years old

Describe the typical patient population\*

- In-Patient Acute
- In-Patient Rehab
- SNF/ Sub-Acute/ Acute Long- Term Care
- General Rehab Outpatient
- Outpatient Hands
- Pediatric Hospital/Unit
- Peds Hospital Outpatient
- In-Patient Psych
- Peds Community
- Behavioral Health Community
- Older Adult Community Living
- Older Adult Day Program
- Outpatient/hand private practice
- Adult Day Program for DD
- Home Health
- Peds Outpatient Clinic
- Early Intervention
- School
- Other:

Describe how you addressed the psychological and social factors of your clients during THIS Level II fieldwork placement



## Orientation - Week 1

Indicate the adequacy of the orientation by checking "Yes" (Y) or "Needs Improvement" (I) for each area.

### Orientation Topics\*

	Yes	Needs Improvement
Site-specific fieldwork objectives	<input type="radio"/>	<input type="radio"/>
Student supervision process	<input type="radio"/>	<input type="radio"/>
Requirements/assignments for students	<input type="radio"/>	<input type="radio"/>
Student schedule (daily/weekly/monthly)	<input type="radio"/>	<input type="radio"/>
Agency/Department policies and procedures	<input type="radio"/>	<input type="radio"/>
Documentation procedures	<input type="radio"/>	<input type="radio"/>
Safety and Emergency Procedures	<input type="radio"/>	<input type="radio"/>

### Comments for the Orientation

# Occupational Therapy Process

## I. Evaluation

### Formal Assessment Tools Used\*

- Allen Cognitive Level Screening
- Allen Diagnostic Module
- Ashworth Scale (Tone)
- Assessment of Motor & Perceptual Skills
- Beery Visual Motor Integration test
- Box and Block
- Bruininks-Oseretsky Test -2
- BTE
- Childrens Assessment of Participation & Enjoyment/Preference for Activities of Children
- Children's Occupational Self Assessment
- Canadian Occupational Performance Measure
- Cognistat
- Cognitive Assessment of Minnesota
- Coping Inventory
- Dynamometer
- Early Coping Inventory
- Functional Independence Measure
- Gardner DVPT: Motor/Non-Motor
- Goniometry
- Harter Self Perception Profile
- Hawaii Early Learning Profile
- Jepsen Hand Function Test
- Kitchen Task Assessment
- Kohlman Evaluation of Living Skills
- LOTCA
- Manual Muscle Testing
- Middlesex Elderly Assessment of Mental State
- Michigan
- Mini Mental State
- Motor-Free Visual Perception Test (MVPT-3)
- Moberg Pick Up Test
- Nine Hole Peg Test
- Occupational Performance History Interview
- Occupational Self Assessment
- Peabody Developmental Motor Scale
- Pediatric Evaluation of Disability (PEDI)
- Piers-Harris Self Concept Scale
- Pinch Meter
- Routine Task Inventory
- School Function Assessment (SFA)
- Self-Assessment of Occupational Functioning
- Semmes-Weinstein Monofilament
- Sensory Profile
- Social Skills Rating System
- Volumeter
- WeeFIM
- Other:

## Occupational Therapy Process II. Intervention

### Types of Intervention

**Occupations:** Broad and specific daily life events that are personalized and meaningful to client (AOTA, 2020, p. 59)\*

Individual  Group  Population

**Activities:** Components of occupations that are objective and separate from the client's engagement or contexts (AOTA, 2020, p. 59)\*

Individual  Group  Population

**PAMS and Mechanical Modalities:** Modalities, devices and techniques to prepare the client for occupational performance (AOTA, 2020, p. 59)\*

Individual  Group  Population

**Orthotics & Prosthetics:** Construction of devices to mobilize, immobilize, or support body structures to enhance participation in occupations (AOTA, 2020, p. 60)\*

Individual  Group  Population

**Assistive technology and environmental modifications:** Assessment, selection, provision, and education and training in use of high and low tech assistance technology; application of universal design principles and recommendations for changes to the environment or activity to support the client's ability to engage in occupational (AOTA, 2020, p. 60)\*

Individual  Group  Population

**Functional/Wheeled mobility:** Products and technologies that facilitate a client's ability to maneuver through space (AOTA, 2020, p. 60)\*

Individual  Group  Population

**Self-Regulation:** Actions the client performs to target specific client factors or performance skills (AOTA, 2020, p. 60)\*

Individual  Group  Population

**Education:** Imparting of knowledge and information about occupation, health, well-being, and participation too enable the client to acquire helpful behaviors, habits and routines (AOTA, 2020, p. 61) \*

Individual  Group  Population

**Training:** Facilitation of the acquisition of concrete skills for meeting specific goal in a real-life, applied situation (AOTA, 2020, p. 61)\*

Individual  Group  Population

**Advocacy:** Advocacy efforts undertaken by the practitioner (AOTA, 2020, p. 61)\*

Individual  Group  Population

**Self Advocacy:** Advocacy efforts undertaken by the client with support by the practitioner (AOTA, 2020, p. 62)\*

Individual  Group  Population

**Functional groups, activity groups, task groups, social groups or other groups:** Groups used in health care settings, within the community or within organization that allow clients to explore and develop skills for participation, including basic social interaction skills and tools for self-regulation, goal setting and positive choice making (AOTA, 2020, p. 62)\*

Individual  Group  Population

**Telehealth:** Use of technology to plan, implement, and evaluation occupational therapy intervention, education and consultations (AOTA, 2020, p. 62)\*

Individual  Group  Population

## Occupational Therapy Process II. Intervention

### Approaches to Intervention

Assistance technology and environmental modifications: Assessment, selection, provision, and education and training in use of high and low tech assistance technology; application of universal design principles and recommendations for changes to the environment or activity to support the client's ability to engage in occupational (AOTA, 2020, p. 60)\*

Individual  Group  Population

Wheeled mobility: Products and technologies that facilitate a client's ability to maneuver through space (AOTA, 2020, p. 60)\*

Individual  Group  Population

Self-Regulation: Actions the client performs to target specific client factors or performance skills (AOTA, 2020, p. 60)\*

Individual  Group  Population

Education: Imparting of knowledge and information about occupation, health, well-being, and participation too enable the client to acquire helpful behaviors, habits and routines (AOTA, 2020, p. 61)\*

Individual  Group  Population

Training: Facilitation of the acquisition of concrete skills for meeting specific goal in a real-life, applied situation (AOTA, 2020, p. 61)\*

Individual  Group  Population

Advocacy: Advocacy efforts undertaken by the practitioner (AOTA, 2020, p. 61)\*

Individual  Group  Population

Self Advocacy: Advocacy efforts undertaken by the client with support by the practitioner (AOTA, 2020, p. 62)\*

Individual  Group  Population

Training: Facilitation of the acquisition of concrete skills for meeting specific goal in a real-life, applied situation (AOTA, 2020, p. 61)\*

Individual  Group  Population

Advocacy: Advocacy efforts undertaken by the practitioner (AOTA, 2020, p. 61)\*

Individual  Group  Population

Self Advocacy: Advocacy efforts undertaken by the client with support by the practitioner (AOTA, 2020, p. 62)\*

Individual  Group  Population

What percentage of interventions were provided in the following formats: (The total should be equal to 100%)

Individual\*



0

Group\*



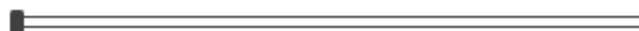
0

Co-treatment\*



0

Consultation\*



0

Total

## Occupational Therapy Process

### III. Outcomes

Identify the types of outcomes measured as a result of OT intervention provided (AOTA, 2020)

	Yes	No
Occupational Performance	<input type="radio"/>	<input type="radio"/>
Improvement	<input type="radio"/>	<input type="radio"/>
Enhancement	<input type="radio"/>	<input type="radio"/>
Prevention	<input type="radio"/>	<input type="radio"/>
Health & Wellness	<input type="radio"/>	<input type="radio"/>
Quality of Life	<input type="radio"/>	<input type="radio"/>
Participation	<input type="radio"/>	<input type="radio"/>
Role Competence	<input type="radio"/>	<input type="radio"/>
Well Being	<input type="radio"/>	<input type="radio"/>
Occupational Justice	<input type="radio"/>	<input type="radio"/>

## Overall Evaluation

### Aspects of the environment\*

	Yes	No
The current Practice Framework was integrated into practice	<input type="radio"/>	<input type="radio"/>
Evidence-based practice was integrated into OT intervention	<input type="radio"/>	<input type="radio"/>
There were opportunities for OT/OTA collaboration	<input type="radio"/>	<input type="radio"/>
There were opportunities to collaborate with other professionals	<input type="radio"/>	<input type="radio"/>
There were opportunities to assist in the supervision of others	<input type="radio"/>	<input type="radio"/>
There were opportunities to interact with other students	<input type="radio"/>	<input type="radio"/>
There were opportunities to expand knowledge of community resources	<input type="radio"/>	<input type="radio"/>
Student work area/supplies/equipment were adequate	<input type="radio"/>	<input type="radio"/>

### Additional educational opportunities provided with comments (specify)

#### Documentation Format\*

- Narrative  
  SOAP  
  Checklist  
 Handwritten documentation  
  Electronic  
 Other:

#### Time Frame and Frequency of Documentation\*

- Daily  
  Weekly  
  BiWeekly  
 Other:

#### Caseload expectation at the end of the student experience\*

# of clients per week or day

#### Productivity expectation at the end of the student experience\*

% per day (direct care)

#### Frequency of meetings with fieldwork educator\*

- Daily  
 Weekly  
 Bi-Weekly  
 Other:

#### What was the primary model of supervision used? \*

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

#### Supervisory methods to promote reflective practice \*

- Journaling  
 Processing verbally  
 Student self assessment  
 Written submission of intervention plans and rationale  
 Other:

#### General comments on supervision \*

## Summary of Fieldwork Experience

Rate your expectations\*

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Expectations of fieldwork experience were clearly defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expectations were challenging but not overwhelming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiences supported student's professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please identify the extent of opportunities that students will have to incorporate the following themes in occupational therapy practice during the fieldwork experience\*

	No Opportunity	Limited Opportunities	Some Opportunities	Many Opportunities (with most clients)	Consistent Opportunities (for all clients)
Client-centered Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occupation-based Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence-based Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership & Advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interprofessional Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify the themes that were not listed in the list above

What other disciplines of the student presence were at the site?

- PT  
  PTA  
  SLP  
  Nursing  
  Social work  
  Medical  
  PA  
  MD  
  DO  
  Recreational therapy  
 Athletic trainer  
 Other:

If other OT/OTA student present, what level?

- OTA Associate  
  OTA Baccalaureate  
  OT Master  
  OT Doctor

Do you feel you were adequately prepared for placement?\*

- Yes  
  No

What particular qualities or personal performance skills should a student have to function successfully on this fieldwork placement?\*

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

How likely will you recommend this fieldwork site to other students?\*

0-Unlikely 10-Very Likely

Please specify the reasons for your recommendation\*

Your fieldwork experience must be discussed with your supervisor before you submit this form\*

Yes, I have discussed my fieldwork experience with my supervisor

Date\*

Students Signature \*

[clear](#)



## Student Evaluation of the Fieldwork Educator

Sample form provided here -



### Student Evaluation of the Fieldwork Educator

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

#### Purpose

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

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate the fieldwork educator[s]
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs (C.1.1)
- Provide objective information about the fieldwork site's supervision model to the academic programs from the students directly

The SEFWE is shared with AFWC, Site and other students in your program. This evaluation of fieldwork educator **MUST** be shared with the AFWC, but is not required to be shared with fieldwork site or educator at the time of submission.

#### Instructions

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

Student Name\*

First Name

Last Name

Student Email\*

Fieldwork Site Name\*

Placement Start Date\*

Placement End Date\*

Fieldwork Educator Name\*

First Name

Last Name

Fieldwork Educator Email\*

Fieldwork Educator Years of Experience\*

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

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Provided ongoing positive feedback in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided ongoing constructive feedback in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewed written work in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made specific suggestions to student to improve performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided clear performance expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sequenced learning experiences to grade progression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a variety of instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught knowledge and skills to facilitate learning and challenge student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified resources to promote student development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presented clear explanations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitated student's clinical reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a variety of supervisory approaches to facilitate student performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elicited and responded to student feedback and concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusted responsibilities to facilitate student's growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervision changed as fieldwork progressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a positive role model of professional behavior in practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeled and encouraged occupation-based practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeled and encouraged client-centered practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeled and encouraged evidence-based practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeled and encouraged interprofessional collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeled and encouraged intra-professional collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Additional Comments

AOTA FWPE Form

(Fieldwork Performance Evaluation Form)

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

Sample form provided here. May also be found on [AOTA's Fieldwork Management website](#).

		aota.org
<b>Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)</b>		
<b>FUNDAMENTALS OF PRACTICE</b>		
<b>1</b>	<b>Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.</b> Examples: Medicare, Medicaid, client privacy, social media, human subject research	
<b>2</b>	<b>Adheres to safety regulations and reports/documents incidents appropriately.</b> Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures	
<b>3</b>	<b>Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.</b> Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety	
<b>BASIC TENETS</b>		
<b>4</b>	<b>Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.</b> Examples: families, caregivers, colleagues, service providers, administration, the public	
<b>5</b>	<b>Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.</b> Examples: families, caregivers, colleagues, service providers, administration, the public	
<b>6</b>	<b>Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.</b> Examples: families, caregivers, colleagues, service providers, administration, the public	
<b>SCREENING AND EVALUATION</b>		
<small>©2020 by the American Occupational Therapy Association. This material may be copied and distributed for personal or educational uses without written consent. For all other uses, contact <a href="mailto:copyright@aota.org">copyright@aota.org</a>.</small>		

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

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

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

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

### Rating Scale

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

### Rating scale definitions

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

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### FWPE for OTS Scoring:

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

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

#### **FWPE for OTAS Scoring:**

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



## APPENDIX

### *Student Requirements for Fieldwork Participation*

#### **A. Student Immunization Requirements**

- 1) **Diphtheria and Tetanus (Tdap):** Documentation of Tdap vaccination from within the last ten years. If Tdap has expired, must provide proof of your past vaccination and a current booster.
- 2) **Measles/Rubeola, Mumps and Rubella (MMR):** Documentation of two live MMR vaccines or laboratory evidence of immunity. Equivocal or negative titer results are not acceptable. 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) **Varicella:** Documentation of two doses of live varicella vaccine or laboratory evidence of immunity. Equivocal or negative titer results are not accepted.
- 4) **Tuberculosis Test:**
  - a. Students have the following options for TB testing:  
TB Blood Test (Quantiferon, T-Spot, IGRA) or TB Skin Tests  
If you choose the blood test option, only one test and result are required. If you choose the skin test option, you will be required to complete two tests at least seven days apart, no more than three weeks apart. You will have to provide two two-step test results to be considered complete.
  - b. If you receive, or have received, a positive result for TB testing you will have to provide proof of a negative chest x-ray from a certified health care provider. They must attest that you are not infectious and are able to work in the health care industry.
  - c. 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.
  - d. For more information, go to the CDC website  
([http://www.cdc.gov/tb/publications/factsheets/testing/TB\\_Factsheet.pdf](http://www.cdc.gov/tb/publications/factsheets/testing/TB_Factsheet.pdf))
- 5) **Hepatitis B:** Documentation of a series of three vaccines (within 6-month period) or a Reactive titer.
  - a. Reactive – Immune (indicates baseline protection). No other testing or immunizations needed.
  - b. Nonreactive – Not immune, student must complete a second vaccination series
- 6) **Polio:** documentation of 4 dose Polio vaccination or a titer will need to be performed to prove immunity. If titer shows non-reactive (not immune), a booster shot will be required.
- 7) **Influenza vaccine:** Available every fall semester from Magers Health and Wellness Clinic. If a student chooses to decline this vaccination due to medical or religious reasons, a signed declination form must be provided to the AFWC and this may limit a student's fieldwork site placement.
- 8) **COVID vaccination series and Booster shot:** many fieldwork sites require a student to show proof of the COVID vaccination series and possibly a Booster shot. Students who decline this immunization may be at risk of not meeting the timeline for graduation. Students may have the option to file a religious or medical exemption but are required to follow the fieldwork site's guidelines for the exemption process.

## **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 OT 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 OT 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 because of affiliation agreements at the fieldwork center.
  - e. Students are responsible for any cost associated with the above requirements.
- 4) **CPR certification:** Students are required to obtain Basic Life Support (BLS) through the American Heart Association.
- 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 because 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. Required dress code for all class outings, applied community service experiences, and level I and level II fieldwork experiences are the program-specific Polo shirt paired with conservative black slacks, closed-toed shoes, and your program nametag. Additional dress codes may be required by individual fieldwork sites. The following information describes suitable dress and personal hygiene.

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

a. Clothing that reveals undergarments, cleavage, or midriff and gluteal areas, especially when you are reaching above the head or bending over. Thin straps such as 'spaghetti-straps' or tank tops must be covered with a sweater or jacket.

b. Pajama style or sweatpants

c. Slippers/house shoes

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

2) Appropriate hygiene is always expected.

3) All tattoos and facial piercings must be covered when participating in fieldwork experiences. (Must adhere to site requirements)

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.