



# FAULKNER

DEPARTMENT OF OCCUPATIONAL THERAPY

Fieldwork Manual  
for  
Students and Educators

*Updated: April 2024*

## **Fieldwork Manual for Occupational Students and Educators**

This manual is designed to provide fieldwork educators and students with easily accessible information about the academic and fieldwork portions of the occupational therapy program at Faulkner University located in Montgomery, Alabama.

Fieldwork is intended to complement academic preparation by offering additional opportunities for growth, to apply knowledge, develop and test clinical skills and validate abilities that comprise professional competence. The academic setting emphasizes the acquisition of knowledge and affective growth of the student. The fieldwork site provides opportunity to practice and apply knowledge through supervised intervention and professional role modeling.

The goal of level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. Level I fieldwork is integral to the program's curriculum design and includes experiences designed to enrich coursework through directed observation and selected participation in learning the OT process. This course introduces students to the fieldwork experience and encourages them to develop a more in-depth comfort with clients and their families as well as the fieldwork educator.

The goal of level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork is integral to the program's curriculum design and provides students with an in-depth experience in delivering occupational therapy services to clients, focusing on the application of evidence-based and meaningful occupation. Fieldwork experiences are designed to promote clinical reasoning and reflective practice and to transmit the values and beliefs that enable ethical practice and the development of professional competence.

The fieldwork program is possible through the cooperative efforts of the Faulkner University Occupational Therapy Program, fieldwork partners, and participating students. Information relevant to each party regarding policies, procedures, and general guidelines pertaining to both level I and level II fieldwork education can be found in this manual.

The occupational therapy faculty at Faulkner University would like to express appreciation to our fieldwork partners for their continuing contribution to the education of future occupational therapists.

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### **About the Faulkner University Doctor of Occupational Therapy Program**

Faulkner University's Department of Occupational Therapy's ultimate goal is to teach students to assimilate knowledge by putting it into practice. In order to ensure that all efforts the program undertakes are underpinned by the philosophy, mission, and curricular themes, the program created a document that demonstrates its top-down, bottom-up approach to the development of the mission, vision, philosophy, and program and student assessment. In so doing, the program has ensured that the common thread of experiential learning and the three themes of service, integration of faith, and interprofessional education are woven throughout all the program's processes and curriculum and drive the pedagogical approaches to the classroom and beyond.

### **Program Accreditation (A.4.3.)**

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org).

The program has been granted Candidacy Status by ACOTE and is now in the Pre-accreditation Review step of the accreditation process. A complete on-site evaluation must be completed by ACOTE, and Faulkner must be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. The first cohort is expected to graduate in May of 2025.

Accreditation Council for Occupational Therapy Education (ACOTE)  
6116 Executive Blvd, Suite 200  
North Bethesda, MD 20852-4929  
301-652-6611  
[accred@aota.org](mailto:accred@aota.org)

National Board for Certification in Occupational Therapy (NBCOT) One Bank Street  
Suite 300  
Gaithersburg, MD 20878  
301-990-7979  
<https://www.nbcot.org>

American Occupational Therapy Association (AOTA) <https://www.aota.org>  
Alabama Occupational Therapy Association (ALOTA) <https://www.alota.org>  
Alabama State Board of Occupational Therapy <https://www.ot.alabama.gov>

Complaints about the OTD program or University related to curriculum or compliance with accreditation standards must be submitted in writing to the National Board for Certification in Occupational Therapy or the Accreditation Council for Occupational Therapy Education (ACOTE). (See above for contact information.)

### **Mission of the Department of Occupational Therapy (A.5.4.)**

The mission of Faulkner's OTD program is to glorify God by preparing students to become

occupational therapists who exhibit excellence in clinical practice, research, and servant leadership in order to holistically treat patients and serve the communities in which they live and work. Consistent with and supportive of the Institution's mission, the mission of Faulkner's Department of Occupational Therapy is designed to educate the whole person, preparing students both academically and personally for a productive and meaningful career as an occupational therapist. Based on the program's three themes of service, integration of faith, and interprofessional education, the program emphasizes a hands-on, experiential approach to learning that, as described in the philosophy, will mold students into practitioners who not only possess the appropriate knowledge, skills, and dispositions required for practice, but also possess the ability to apply those to real-world situations. Based on these themes and built upon a foundational mission, vision, and philosophy that underpins all elements of the program, the Department of Occupational Therapy is uniquely and strategically designed to advance the mission of Faulkner University.

### **Vision**

The vision of Faulkner's OTD program is to earn a reputation as a leading contributor to the field of occupational therapy by graduating exceptional occupational therapists who have a heart for service, advancing the field through the development of distinguished faculty members, promoting academic and professional excellence through academic research, and serving the local community through exemplary therapy services.

### **Philosophy of the Program (A.5.4.)**

The program takes a bifurcated approach to the development of the program, defining its philosophy as it relates to the profession and its philosophy of teaching and learning.

### **Program's Philosophy of Occupational Therapy Practice (A.5.4.)**

The overarching themes of Faulkner's Occupational Therapy (OT) program are service, integration of faith, and interprofessional education. The program believes that devotion to service is one of the underpinning values of occupational therapy practice. After all, occupational therapists are servants in a helping profession that use their knowledge, skills, and abilities to improve the lives of individuals. As the first point in the philosophical base for the profession states, "occupations are activities that bring meaning to the daily lives of individuals, families, and communities and enable them to participate in society." In order to accomplish this goal, occupational therapists must serve the people with whom they work. Therefore, the primary philosophy of the OT program is that occupational therapists must be servants to the individual, community, and practice. As has been previously explored, one of the cornerstones of Christianity is the idea of service. As Christians, we strive to be Christlike in all we do and say. Thus, we, as Christians, must be servants, for, as Mark noted, "even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many" (Mark 10:45). For this reason, service and integration of faith are intrinsically tied to the program philosophy. Just as the program's mission states, the glorification of God through the preparation of practitioners who exhibit excellence in clinical practice, research, and servant leadership is pivotal to the program's design. Faith is integrated throughout the curriculum, and it is the program's belief that this integration can enhance the empathy, service orientation, and ethical standards of its students.

Aligned with this idea of integration of faith, several of the points in the philosophical base promote Christian principles, albeit indirectly. The point that "all individuals have an innate need and right to engage in meaningful occupations throughout their lives" and that "occupations occur within diverse social, physical, cultural, personal, temporal, or virtual contexts" is supported by several verses in the Bible that deal with work, such as "in all toil there is profit" (Proverbs 14:23) and "whatever you do, work heartily, as for the Lord and not for men" (Colossians 3:23).

Finally, the third core theme is interprofessional education. The program ascribes to the college's belief that interprofessional education is key to successful practice in the health sciences. Occupational therapists are an integral part of the care team, just as the point in the philosophical base indicates: "the use of occupation to

promote individual, community, and population health is the core of occupational therapy practice, education, research, and advocacy.” The best way in which this can be promoted is through a concerted effort of practitioners advocating for the patient collaboratively and inter-professionally. As evidenced by the above narrative, the three themes of the program are innately linked to the program’s philosophy. As such, the curriculum development, programmatic assessment all stem from the program’s philosophy, as is appropriate. This further solidifies the top-down, bottom-up approach.

### **Philosophy of Teaching and Learning (A.5.4.)**

As previously mentioned, The Department of Occupational Therapy values experiential learning as a means for students to not only acquire the knowledge, skills, and dispositions needed to be excellent practitioners, but also as a tool to instill the ability to apply those attributes to real-world situations, thus operating in the higher levels of cognition as described by Benjamin Bloom (applying, analyzing, evaluating, and creating). Using this pedagogical theory, the program has designed a curriculum that will introduce students to new ideas, assist them in performing tasks that implement that new knowledge, reflect on the experiences, and become independent actors in the implementation of occupational therapy theories and practices.

Faulkner University has adopted the pedagogical theory of experiential learning as developed by David A. Kolb. Specifically, the program ascribes to Kolb’s model of learning in which the learner has a concrete experience, engages in reflective observation on the experience, draws conclusions through abstract conceptualization, and, finally, engages in active experimentation. Fundamental to this pedagogical outlook is the belief that human beings must be an active participant in the learning process. As such, the program will introduce students to new ideas and then put them in hands-on situations in which they can apply previous learning and develop new ways of thinking. This will allow students to engage in higher order thinking based on Benjamin Bloom’s model of hierarchical learning. As such, the program developed student learning outcomes (SLOs) that correspond with this philosophy.

### **Curriculum Design and Curricular Themes**

Faulkner’s Department of Occupational Therapy designed its curriculum with emphasis placed on three major themes: service, integration of faith, and interprofessional education. These three themes are interwoven throughout the curriculum, as evidenced by the program’s selection of courses. For example, three courses specifically have service in their titles: OTD 6240: Service in Occupational Therapy I; OTD 6200: Ethics, Service, and Multiculturalism in Occupational Therapy; and OTD 7241: Service in Occupational Therapy II. While each course offered at Faulkner strives to incorporate faith into the academy, several courses emphasize faith in the overall emphasis of the course, specifically OTD 6256: Faith, Health, and Quality of Life. Finally, an emphasis has been placed on interprofessional education throughout Faulkner’s College of Health Sciences (CHS), as evidenced by the requirement of all CHS students to participate in Grand Rounds (for the OTD program, these courses are OTD 6000: Grand Rounds I and OTD 7001: Grand Rounds II). Furthermore, the OTD program offers OTD 7255: Wellness and Health within the Community to further emphasize the importance of this theme.

These themes are consistent with the program’s mission statement as they promote servant leadership, holistic treatment of patients, and the glorification of God. Furthermore, the curriculum design is distinctly linked to the program’s beliefs about learning and these foundations are evidenced in the rationale for courses offered, sequencing of courses, and evaluation strategies. For example, students begin the program with a basic human anatomy course to establish understanding of how the body is designed, including its structure and function. OTD 6312: Movement Science I and OTD 6313: Pathology and Medical Management accompany the anatomy course to further solidify this knowledge of the human body. The coursework then progresses through more advanced levels until an understanding is established.

Throughout all these courses, students are required to be active participants in the learning process, completing formative evaluations that involve hands-on learning. As summative assessments of students' learning, students are sent into practice in the Fieldwork courses. The program follows Kolb's model of providing the learner a concrete learning experience, engaging the student in reflective observation on the experience, requiring students to draw conclusions through abstract conceptualization, and requiring students to engage in active experimentation. Furthermore, special emphasis was placed on the essential concepts of the profession's philosophy of occupational therapy when designing the curriculum. As the program's philosophy is directly tied to the program's themes, a discussion of the philosophy in relation to curriculum development would be redundant to the narrative regarding the link between curriculum design and curricular themes. The themes permeate throughout all areas of the program, ensuring all aspects of the are aligned. Beyond the themes that drive the curriculum, however, special attention is paid to instructional design to ensure appropriate content delivery is included. As already evidenced, the coursework builds upon itself throughout each semester, starting with foundational knowledge and culminating in practice in the field and a doctoral capstone. The program's curriculum is wide in scope, exhibiting both depth and breadth.

Content is explored in significant detail while attention is given to a vast array of areas within the practice. For example, research is explored in depth over three courses: OTD 6331: Evidence-Based Practice, OTD 6350: Quantitative Research Methods, and OTD 7350: Qualitative Research Methods. While each area of research is covered in depth, the different kinds of research are also covered, making instruction broad, as well.

### **Program Goals**

As previously described, the program goals were established and inspired by the philosophy of the OT program as well as the philosophy of the institution. In order to achieve our mission and fulfill our vision, the OT program has set the following program goals:

1. Teach students to apply research skills and the principles of evidence-based practice in order to provide relevant, quality services to all patients.
  - a. To achieve this program goal, students will be taught utilizing the experiential learning theory and engaging students in higher order thinking, based on Benjamin Bloom's model of hierarchical learning.
2. Train students to engage in inter-professional practice and the integration of faith into clinical practice to serve the community with holistic healthcare services.
  - a. In order to accomplish this program goal, faculty will employ the experiential learning theory to teach students to utilize holistic services, while also incorporating the importance of other healthcare professionals, as well as implementing the student's faith into their daily OT practice.
  - b. Link to Curricular Themes: Service, Integration of Faith, and Interprofessional Education: The program goal succinctly addresses all three curricular themes, as all three themes are interwoven together and throughout the program design. As previously mentioned, while service can be independent from faith, a primary principle of the Christian faith is to be a servant. By requiring students to participate in service activities to serve the needs of the local and global community, the program is encouraging students to promote the profession through acts of service while also incorporating the core tenets of the Christian faith. Furthermore, in order to ensure students are competent, capable practitioners who take a holistic approach to healthcare, interprofessional education is woven into the curriculum alongside the themes of service and integration of faith.
3. Prepare graduates to be servant-leaders in their communities and professionals of integrity by promoting the values and ethics of occupational therapy.
  - a. To achieve this program goal, faculty will again rely on the experiential learning theory to educate students so they will experience and understand the importance of service-based

- practice. Students will experience the service aspect of occupational therapy by attending and engaging in the Service in OT courses and through numerous opportunities to participate in service projects in and around the community.
4. Provide a quality academic experience that encourages retention and matriculation rates of 90% or above for each student.
    1. To ensure achievement of this goal, data tracking will be used. Also, encouraging students and providing hands-on, engaging courses that promote continued learning through the program will be utilized. This will encourage and motivate students to continue their pursuit of an OT education and career.
  5. Graduate students with the knowledge and skills necessary to achieve a pass rate on the National Board for Certification in Occupational Therapy Examination (NBCOT) at or above 80% within twelve (12) months of graduation.
    1. To ensure achievement of this goal, data tracking will be implemented. Both the experiential learning theory and the higher-level thinking skills created based on Bloom's model of hierarchical learning will be incorporated into all course work and study sessions to prepare students to sit for the national exam (NBCOT).
  6. Produce competent therapists, as evidenced by an employment rate within twelve months of graduation above 90%.
    - a. To ensure achievement of this goal, data tracking will be used. The experiential learning theory will have been utilized in coursework by introducing new ideas and providing hands-on experiences. Students will gain this new knowledge and develop higher order of thinking, using Bloom's model of hierarchical learning, to ensure competence and promote encouragement and motivation to be employed and to stay employed.

### **Student Learning Outcomes (SLOs)**

As previously described, the program's student learning outcomes (SLOs) were drawn from its philosophy. In order to fulfill the intent to teach students via implementation of the experiential learning theory, the program developed the following SLOs:

1. Synthesize foundational knowledge, theories, and basic tenets of occupational therapy for entry-level practice across the lifespan and the continuum of care.
  - a. In order to achieve this goal, students must be presented with situations in which they can actually apply these foundational knowledge, theories, and basic tenets in order to integrate them in such a way that they can be applied through practice.
2. Conduct the clinical process, including referral, screening, assessment, diagnosis, intervention, and discharge, in order to deliver client-centered, evidence-based, and occupation-based services.
  - a. Achievement of this goal is characterized by the ability to adapt knowledge of the clinical process to specific situations. This ability can best be developed by being given experiences in which students can put their knowledge and skills into action.
3. Apply knowledge of professional issues, including ethics, values, and responsibilities, to leadership and management of all service delivery contexts.
  1. In order to achieve this goal, students will relate and put into practice the skills and knowledge they have learned about leadership, ethics, values and responsibilities in everyday practice as a service minded OT practitioner.
4. Employ interpersonal and communication skills necessary to effectively communicate and collaborate with all healthcare team members, as well as communicate with patients and their families to provide optimal interprofessional care.
  - a. Goal achievement for this SLO incorporates newly learned interpersonal and communication skills to effectively handle various situations in OT practice as well as interaction and engaging with all care providers (including patient and family) that are involved in the case.



- b. Link to Curricular Theme: Interprofessional Education: Essential to interprofessional collaboration is the ability to communicate effectively and work collaboratively. This SLO directly relates to the curricular theme of interprofessional education because it ensures students are able to do these and do them well.
- 5. Engage in qualitative and quantitative research in order to describe and interpret the scope of the profession, build research capacity, establish new knowledge, and apply this knowledge to practice.
  - 1. Achievement of this goal requires students to draw upon their knowledge of different types of research, develop new knowledge through new endeavors of research, and then apply that new knowledge directly into service practice.
- 6. Utilize knowledge and skills to serve the local and global community to be the hands and feet of Christ.
  - a. In order to achieve this goal, students will apply and implement their desire to serve and will demonstrate Christian values by serving those in need, throughout the community.
  - b. Link to Curricular Themes: Service and Integration of Faith: This SLO directly supports the curricular themes of service and integration of faith in a way that is unique to the program. While service can be independent from faith, a primary principle of the Christian faith is to be a servant. As James defines it in James 1:27, “Pure religion and undefiled before God and the Father is this, To visit the fatherless and widows in their affliction, and to keep himself unspotted from the world.” By requiring students to participate in service activities to serve the needs of the local and global community, the program is encouraging students to promote the profession through acts of service while also incorporating the core tenets of the Christian faith.

### **CURRICULUM AND COURSE SEQUENCING (A.5.0., A.5.3.)**

The complete curriculum (single cohort) with course sequencing is tabulated as follows:

<b>Course #</b>	<b>Year 1: Semester 1 (Fall)</b>	<b>16 Hours</b>
OTD 6520	Basic Science I: Human Anatomy	5
OTD 6312	Movement Science I	3
OTD 6313	Pathology and Medical Management	3
OTD 6330	Basic Tenets of OT Practice I	3
OTD 6240	Service in Occupational Therapy I	2
<b>Course #</b>	<b>Semester 2 (Spring)</b>	<b>15 Hours</b>
OTD 6420	Basic Science II: Neuroscience	4
OTD 6333	Basic Tenets of OT Practice II	3
OTD 6434	OT Across the Lifespan: Adult Population	4
OTD 6352	Treatment Techniques to Enhance Performance	3
OTD 6120	Fieldwork IA	1
<b>Course #</b>	<b>Semester 3 (Summer)</b>	<b>17 Hours</b>
OTD 6331	Evidence-Based Practice	3
OTD 6430	OT Across the Lifespan: Pediatric Population	4
OTD 6350	Quantitative Research Methods	3
OTD 6200	Ethics, Service, and Multiculturalism in OT	2

OTD 6432	OT Across the Lifespan: Mental Health Population	4
OTD 6121	Fieldwork IB	1
<b>Course #</b>	<b>Year 2: Semester 4 (Fall)</b>	<b>16 Hours</b>
OTD 7433	OT Across the Lifespan: Aging Population	4
OTD 7353	Adaptive Equipment and Patient Care Concepts	3
OTD 7350	Qualitative Research	3
OTD 7212	Clinical Communications	2
OTD 7300	Fieldwork Preparation	3
OTD 7122	Fieldwork IC	1
<b>Course #</b>	<b>Semester 5 (Spring)</b>	<b>9 Hours</b>
OTD 7920	Fieldwork IIA*	9
<b>Course #</b>	<b>Semester 6 (Summer)</b>	<b>14 Hours</b>
OTD 7255	Wellness and Health within the Community	2
OTD 7342	Current Policies and Social Systems Related to OT	3
OTD 7256	Faith, Health and Quality of Life	2
OTD 7257	Servant Leadership	2
OTD 7241	Service in Occupational Therapy II	2
OTD 8360	Doctoral Capstone Preparation	3
<b>Course #</b>	<b>Year 3: Semester 7 (Fall)</b>	<b>9 Hours</b>
OTD 7922	Fieldwork IIB*	9
<b>Course #</b>	<b>Semester 8 (Spring)</b>	<b>14 Hours</b>
OTD 8140	Doctoral Capstone	14
<b>Total</b>		<b>110</b>

\*All semesters are 15 weeks in length.

## **COURSE DESCRIPTIONS: DOCTOR OF OCCUPATIONAL THERAPY**

*Courses appear in the order of their offering sequence (single cohort).*

### **Year One: Semester One (Fall)**

#### OTD 6520 Basic Science I: Human Anatomy (5 hours)

This course is an advanced, detailed examination of the structure and function of the human body. Special emphasis will be on the musculoskeletal, neurological, cardiovascular, and respiratory systems. A variety of learning opportunities will be provided to gain a better understanding of the systems and their interrelationships.

#### OTD 6312 Movement Science I (3 hours)

The course introduces the fundamental concepts underlying human movement. In this course, the principles of anatomy, functional anatomy, biomechanics, and kinesiology will provide a basis for understanding normal and abnormal movement in the human body. Ergonomic assessment and analysis will also be introduced.

#### OTD 6313 Pathology and Medical Management (3 hours)

This course focuses on the pathogenesis, clinical presentation, prognosis, and medical intervention of diseases encountered in occupational therapy practice. The relevance of medical imaging and laboratory values in diagnosis and management will be covered. Students will be introduced to the pharmacological management of various conditions and the implications related to Occupational therapy practice will be discussed.

#### OTD 6330 Basic Tenets of OT Practice I (3 hours)

This course will analyze OT history, philosophical base, theory, frames of reference, Vision 2025, and the sociopolitical climate and their importance in meeting society's current and future occupational needs. Students will also be introduced to documentation and will learn basic documentation skills.

#### OTD 6240 Service in Occupational Therapy I (2 hours)

This course introduces students to information necessary for service-based occupational interventions. This course will focus on entry-level clinical practice as it relates to service in local, national, and international organizations and agencies. This course explores how to serve the community drawing upon faith-based beliefs and following the guidelines and history of the profession.

### **Semester Two (Spring)**

#### OTD 6420 Basic Science II: Neuroscience (4 hours)

This course is an in-depth study of the structure and function of the neurological system and physiology. Students will be introduced to selected pathologies and special tests that facilitate the understanding of how the nervous system affects movement of the human body.

#### OTD 6333 Basic Tenets of OT Practice II (3 hours)

This course will introduce the interaction of occupation and activity, and the distinct nature of occupation. This course will explore therapeutic use of self, safety of self and others, the process of referrals to specialists, reimbursement, documentation, professional development, and personal and professional responsibilities.

#### OTD 6434 OT Across the Lifespan: Adult Population (4 hours)

This course will provide an overview of occupational therapy for adult patients, ages 18 through 59 years. Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

#### OTD 6352 Treatment Techniques to Enhance Performance (3 hours)

This course explores various media and methods to use in treatment. This course provides instruction and hands-on learning for making splints and orthotics and providing appropriate therapy techniques using methods available within various settings. This course will allow students the chance to explore various methods of treatment and will be introduced to activity analysis and grading activities up/down depending on the client. The course is designed to introduce and practice treatment techniques that are specific modalities for physical dysfunctions, such as superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices.

OTD 6120 Fieldwork IA (1 hour)

This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

**Semester Three (Summer)**

OTD 6331 Evidence-Based Practice (3 hours)

This course is designed for students to gain the knowledge and skills required to become an evidence-based practitioner. The course introduces the foundation of evidence-based practice and the integration of clinical reasoning skills.

OTD 6430 OT Across the Lifespan: Pediatric Population (4 hours)

This course will provide an overview of pediatric occupational therapy from birth through adolescence (18 years). Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various pediatric standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 6350 Quantitative Research Methods (3 hours)

In this course students will be introduced to quantitative research methods. This course provides an overview of research design from the perspective of the hierarchy of levels of evidence, including consideration of validity, strength of methodology, and relevance. Students learn to locate, select, analyze, and evaluate existing scholarly literature using descriptive, correlational, and inferential quantitative statistics, as well as design and implement scholarly studies to advance the literature.

OTD 6200 Ethics, Service, and Multiculturalism in OT (2 hours)

In this course students will be introduced to ethical principles and multicultural awareness as they relate to occupational therapy. Students will discuss the social determinants of health as related to sociocultural factors, socioeconomic factors, diversity factors, and lifestyle choices. Students will explore professional ethics using the AOTA Code of Ethics and Standards of Practice.

OTD 6432 OT Across the Lifespan: Mental Health Population (4 hours)

This course will provide an overview of occupational therapy for individuals with mental health concerns. Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 6121 Fieldwork IB (1 hour)

This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

**Year Two: Semester Four (Fall)**

OTD 7433 OT Across the Lifespan: Aging Population (4 hours)

This course will provide an overview of occupational therapy for elderly patients (age 60 through end-of-life). Students will learn the entire clinical process, including screening, assessment, diagnosis, treatment, transition planning, and discharge. Students will be introduced to various standardized and non-standardized assessment tools, treatment techniques, and documentation. Patient and family education and counseling will also be covered.

OTD 7353 Adaptive Equipment and Patient Care Concepts (3 hours)

This course introduces students to various adaptive equipment that may be used with clients. This course also introduces all the latest technology to use when helping and serving clients.

OTD 7350 Qualitative Research Methods (3 hours)

In this course students will be introduced to qualitative research methods. This course provides an overview of research design including hierarchy of levels of evidence, validity, strength of methodology, and relevance. Students learn to locate, select, analyze, and evaluate existing scholarly literature, as well as design and implement scholarly studies, including coding and synthesizing qualitative data, to advance the literature.

OTD 7212 Clinical Communications (2 hours)

In this course students will learn to create professional reports, explore how to develop grant proposals, and develop communication skills for interactions with clients and their families. This course will also teach effective interprofessional collaboration between OT and OTA and interprofessional skills for interprofessional practice.

OTD 7300 Fieldwork Preparation (3 hours)

This course will review treatment techniques, evaluation techniques, and documentation skills to ensure students are prepared for their Fieldwork experience.

OTD 7122 Fieldwork IC (1 hour)

This course introduces students to the fieldwork experience and encourages them to develop a basic comfort level and understanding of the needs of clients. Level I FW will provide experiences designed to enrich didactic coursework through directed observation and selected participation of learning the OT process.

**Semester Five (Spring)**

OTD 7920 Fieldwork IIA (12 weeks) (9 hours)

Students will engage in two full-time 12-week fieldwork placements during the spring and fall semesters. Students will apply their understanding of occupation, professional practice, therapeutic use of self, evidence-based practice, and leadership during these placements. Students will continue to focus on personal transformation as occupational therapists, applying content learned in didactic courses to clinical settings in order to develop the professional competencies of an entry-level occupational therapist.

**Semester Six (Summer)**

OTD 7255 Wellness and Health within the Community (2 hours)

This course will explore sociocultural and socioeconomic factors that apply to occupational therapy service delivery. Students will learn and explore the role of occupational therapy in promoting health and various teaching and learning approaches to promote health literacy within the community. Students will evaluate access to community resources and development of primary care opportunities for occupational therapy within the community.

OTD 7342 Current Policies and Social Systems Related to OT (3 hours)

This course will introduce current policy issues, advocacy to promote occupational therapy, and the system structures that create federal and state regulations for occupational therapy.

#### OTD 7256 Faith, Health and Quality of Life (2 hours)

This course is designed to examine the complex role of the occupational therapist in interactions with clients, colleagues, families, and the profession. Students gain an understanding of the role and impact of illness, disability, health, spirituality, and other factors on clients as well as their own life. Students will explore what it means to be a Christian in healthcare. Emphasis will be placed on self-awareness as well as awareness of others with respect to illness, pain, addictions, cultural differences and sensitivity, spirituality, and coping strategies. Discussions include faith-based foundations, including the Christian moral transition, sociocultural influences, professional codes, organizational norms, and personal ethical norms.

#### OTD 7257 Servant Leadership (2 hours)

The Core Competencies of Leadership will be introduced and meaningful ways to apply leadership skills discussed. This course will cover leadership skills related to business aspects of practice, marketing of services, quality management, servant leadership, liability issues, requirements for credentialing and licensure, professional development requirements, supervision of personnel, professional engagement, and organizational ethics. This course also prepares students for entry into and leadership within academic settings.

#### OTD 7241 Service in Occupational Therapy II (2 hour)

This second course is a continuation of information necessary for service-based occupational interventions. This course will focus on entry-level clinical practice as it relates to service in local, national, and international organizations and agencies. Students will explore the practice of occupational therapy with an emphasis on service and leadership. Pro bono services will be introduced as an act of Christian values and service. This course explores how to serve the community drawing upon faith-based beliefs and following the guidelines and history of the profession.

#### OTD 8360 Doctoral Capstone Preparation (3 hours)

In this course, students will collaborate with the professor to design their capstone project to develop knowledge in their area of interest. Per ACOTE requirements, preparation for the capstone project will include a literature review, needs assessment, goals/objectives, and an evaluation plan. This course will prepare students for the 14-week doctoral capstone experience which will occur in the final semester of the program.

### **Year Three: Semester Seven (Fall)**

#### OTD 7922 Fieldwork IIB (12 weeks) (9 hours)

Students will engage in two full-time 12-week fieldwork placements during the spring and fall semesters. Students will apply their understanding of occupation, professional practice, therapeutic use of self, evidence-based practice, and leadership during these placements. Students will continue to focus on personal transformation as occupational therapists, applying content learned in didactic courses to clinical settings in order to develop the professional competencies of an entry-level occupational therapist.

### **Semester Eight (Spring)**

#### OTD 8140 Doctoral Capstone (14 hours)

In this course students will complete the capstone experience. The doctoral capstone provides a comprehensive experience in the student's chosen setting for 14 weeks. Completion of a capstone project will also be a part of this course. It will emphasize the comprehensive understanding of the focused area of study.

### **Fieldwork Accreditation Standards**

for a Doctorate Degree Level Educational Program for the Occupational Therapist

Accreditation standards outline curriculum requirements for Level I and Level II occupational therapy

fieldwork experiences. Attention is given to several aspects of the academic program’s fieldwork process including establishment, policy, procedure, and evaluation of fieldwork sites. The fieldwork program is designed in compliance with accreditation standards. Through familiarity with accreditation standards the fieldwork educator is better equipped to develop fieldwork objectives, assignments, policy and procedures that are reflective of best practice and congruent with the academic program. *Adopted 2018, Effective July 31, 2020*

SECTION C: FIELDWORK EDUCATION C.1.0:	
FIELDWORK EDUCATION	
<p>Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program’s compliance with fieldwork education requirements. The academic fieldwork coordinator will:</p>	
C.1.1	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.
C.1.2	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.
C.1.3	<p>Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.</p> <p>Ensure that fieldwork objectives for all experiences include a psychosocial objective.</p>
C.1.4	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.5	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.
C.1.6	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the

	memorandum of understanding.
C.1.7	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.

**The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. The program will:**

C.1.8	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.
C.1.9.	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none"> <li>• Simulated environments</li> <li>• Standardized patients</li> <li>• Faculty practice</li> <li>• Faculty-led site visits</li> <li>• Supervision by a fieldwork educator in a practice environment</li> </ul> <p>All Level I fieldwork must be comparable in rigor.</p>

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



C.1.10.	<p>Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.</p> <p>The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.</p>
C.1.11	<p>Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork.</p> <p>Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.</p>
C.1.12	<p>Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).</p>
C.1.13	<p>Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.</p>
C.1.14	<p>Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.</p>
C.1.15	<p>Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).</p>
C.1.16	<p>Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.</p>

## **FIELDWORK RESPONSIBILITIES FOR THE DEPARTMENT, FIELDWORK FACILITIES, AND STUDENTS**

This document is consistent with the American Occupational Therapy Association's Code of Ethics,

Faulkner University Affiliation Agreements and the University of North Dakota Code of Student Life.

### **Faulkner University Occupational Therapy Department Responsibilities**

1. To assume responsibility for assuring continuing compliance with the educational standards as established in the Standards for an Accredited Educational Program for the Occupational Therapist.
2. To maintain the complete set of syllabi for all occupational therapy courses in the Occupational Therapy Department, to be available for students, fieldwork educators, and others for review in the Department.
3. To maintain files of current information on fieldwork in the Occupational Therapy Department. This is the information provided by the fieldwork facilities annually and/or when major changes occur.
4. To establish and maintain on-going honest communication with fieldwork facilities and students.
5. To schedule students for occupational therapy fieldwork and to assign only those students who have satisfactorily completed the required academic work. There will be close planning between faculty, students and fieldwork educators.
6. To collaborate with fieldwork facilities in defining measurable objectives for fieldwork education.
7. To counsel students in fieldwork in collaboration with fieldwork educators.
8. To communicate with fieldwork educators regularly (through mailings, electronic communication and fieldwork visits).
9. To evaluate the total Occupational Therapy Program regularly, including the fieldwork experiences.
10. To provide liability insurance for occupational therapy students in assigned fieldwork placements.

### **Fieldwork Facility Responsibilities**

1. To maintain competency in practice, keeping abreast of current theories and techniques.
2. To provide the Occupational Therapy Department with current information on the educational program for occupational therapy students in fieldwork. This includes philosophy, purpose, types of patients/clients, evaluation and treatment theories and techniques, learning experiences available, measurable objectives, policies and procedures of the facility and method(s) of evaluating students.
3. To maintain honest communication with students and with Faulkner faculty to improve practice, assist in improving academic course content and learning experiences, and identify trends in occupational therapy health care and rehabilitation.
4. To provide meaningful sequential learning experiences for students in fieldwork. It is the responsibility of the fieldwork site to determine level of independence the student is prepared to undertake, and to provide students sequenced learning experiences to prepare them for independent performance.

5. To make available to students at the beginning of fieldwork and throughout the fieldwork experience, the policies and procedures of the facility.
6. To provide supervision of students by qualified personnel.
7. To clearly define to students, the channels of communication within the facility.
8. To evaluate students on a routine basis throughout the fieldwork experience. Faulkner University requires weekly performance meetings with supervisors. Additionally, it is mandatory that students be evaluated by midterm. If there appears to be a problem, this should be discussed with the student as soon as possible; the problem should be documented and all parties (student, fieldwork educator and AFWC) given a copy of the documentation. The academic fieldwork coordinator should be notified as soon as possible so that arrangements can be made for remediation. Consultation with the O.T. Department and/or University should be maintained until the problem is resolved. If a student's performance in relation to patient treatment is unsatisfactory, and/or the student is unable to function satisfactorily to meet the measurable objectives of the fieldwork experience, the student's fieldwork may be terminated by the facility and the Occupational Therapy Department. Due process must be adhered to throughout the proceedings.
9. To notify the Occupational Therapy Department as soon as possible of major changes in program, scheduling, etc.

### **Student Responsibilities**

1. The student is expected to adhere to the Occupational Therapy Code of Ethics as adopted by the American Occupational Therapy Association.
2. Students are expected to know and to adhere to the regulations within the agencies in which they are assigned fieldwork. Such regulations may involve dress, behavior, and attendance.
3. Students are expected to maintain respect and courtesy toward their own colleagues as well as toward their faculty, fieldwork educators, patients/clients and others with whom they come in contact.
4. Students are expected to assist in promoting honest and harmonious working relationships in the classroom and fieldwork facilities.
5. Students are expected to maintain good health habits and regular physical examinations during both academic and fieldwork experiences. Students are expected to maintain appropriate health insurance during academic and fieldwork education.
6. Students are expected to engage in only those procedures in which they have achieved an appropriate level of competence.
7. Students are expected to integrate material from previous courses as they progress through the academic and fieldwork program.
8. Students are expected to take the initiative for their own learning in addition to required course content.

9. Students are expected to analyze the information in fieldwork manuals and to review appropriate material necessary for their assigned placement.
10. Students are expected to take the initiative in regard to analyzing and synthesizing their perceptions of the learning experiences in both the academic and fieldwork phase of their education. If a student has a concern about any phase of the learning experience, he/she will follow the appropriate channels of communication in the facility/agency. For Fieldwork Experience: Immediate fieldwork educator, then through the established channels of communication at the facility/agency. Both the student and facility must communicate with the Faulkner academic fieldwork coordinator in Occupational Therapy throughout the process.
11. Students are expected to complete candid and constructive written evaluations of each course in which they are enrolled, including fieldwork.
12. Students are expected to complete prerequisite fieldwork requirements and all course assignments in a timely manner.

Students who are in non-compliance with the above may be placed on professional probation or may have his/her enrollment in either coursework or fieldwork canceled.

## **Level I Fieldwork**

### **Overview**

Fieldwork Education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients.

Level I fieldwork is integral to the program's curriculum design and includes experiences designed to enrich coursework through directed observation and selected participation in learning the OT process. This course introduces students to the fieldwork experience and encourages them to develop a more in-depth comfort with clients and their families as well as the fieldwork educator. Level I fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework. The focus of these experiences is NOT intended to be independent performance.

Students are required to complete three, one (1) credit hour Level I Fieldwork courses. Fieldwork IA takes place during the second semester of the program. Fieldwork IIB occurs during the third semester of the program. Fieldwork IIC occurs during the fourth semester of the program.

## **LEVEL I FIELDWORK COURSES' PURPOSE, OBJECTIVES, AND REQUIREMENTS**

### **Level IA Fieldwork**

#### I. Purpose

The purpose of this particular fieldwork course is to introduce students to the fieldwork experience in the adult setting and encourage them to develop a basic comfort with clients/patients. Students will be given opportunities to observe occupational therapists treating clients in a real-world setting. Students will be able to practice observation skills, complete chart reviews. The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. Level I fieldwork is designed to enrich didactic coursework through directed observation and selected participation of learning the OT process. Students will complete 30 hours total during Level IA. The following instructional methods will be utilized for the Level IA: Supervision by a fieldwork educator in a practice environment and simulated environments (SimuCase).

#### II. Course Objectives

1. Through guided Level IA Fieldwork experience, students will demonstrate opportunities to practice professional behaviors with patients, patients' family members, and their fieldwork educator.
2. Students will adhere to the AOTA Code of Ethics.
3. Students will demonstrate professional behaviors of: time management (always being punctual, on-time), being respectful, and in appropriate dress.
4. Students have been taught basic documentation and this Level IA will provide an opportunity to practice their documentation skills by completing the documentation requirement of one SOAP note.
5. Students will demonstrate initiative and preparedness by choosing a patient that is appropriate for a case study and completing a chart review as part of the preparation for the case study.
6. Students will demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.

7. Students will demonstrate initiative and preparedness by acknowledging and documenting psychosocial issues affecting at least one patient and recommending at least 1-2 therapeutic activities to address the identified psychosocial issues.
8. Students will complete a service project that is specific to this fieldwork site and complete a presentation of the service project to the fieldwork educator. As part of the service project, students will also journal (1-2 pages) on how they utilized their faith in selecting this service project and describe their integration of faith for the completion of the project. The objective of a service project and integration of faith can be completed during Level IA, IB, or IC of the Level I fieldwork rotations.

### III. Assignments

- **Case Study:** Students will complete a chart review and case study of a client that they have observed during their fieldwork experience. This case study will be typed and also presented in class via PowerPoint presentation. Rubric will be posted on CANVAS
- **Student Presentation of Their Service Project:** Students will present a short 10–15-minute PowerPoint presentation about their service project that was completed. They will also provide the 1-2-page journal for reflection of how they utilized integration of faith into their project. Rubric will be posted on CANVAS. (If they did not choose to do the Service Project in this rotation, this assignment will be omitted).
- **Professional Behavior & Student Responsibility Forms:** Students will sign these forms and submit them to the Academic Fieldwork Coordinator.
- **Fieldwork Attendance Log:** Students will complete the fieldwork attendance log weekly and have the Fieldwork Educator sign the form. This form will be submitted to the Academic Fieldwork Coordinator at the end of the course.
- **Level I Fieldwork Evaluation Form:** This evaluation will be completed by your Fieldwork Educator at your fieldwork site. It will be completed after you finish your fieldwork rotation and your Fieldwork Educator will “grade” your performance. After completion of this evaluation, it will be submitted to the Academic Fieldwork Coordinator.
- **Student’s Evaluation of Fieldwork Experience:** Students will complete an evaluation form of their fieldwork experience and submit this form to the Academic Fieldwork Coordinator.
- **SOAP Notes:** Students will complete one SOAP note of a therapy session they have observed and submit to the Academic Fieldwork Coordinator.
- **Psychosocial Assignment:** Students will acknowledge and document psychosocial issues affecting at least one patient and recommending at least one therapeutic activity to address the identified psychosocial issues.
- **Service Project:** Students will complete a service project that is specific to this fieldwork site and complete a presentation of the service project to the fieldwork educator. As part of the service project, students will also journal (1-2 pages) on how they utilized their faith in selecting this service project and describe their integration of faith for the completion of the project.

## **Level IB Fieldwork**

### I. Purpose

The purpose of this particular Level IB course is to introduce students to the fieldwork in a controlled environment that encourages them to develop rapport with clients. Students will be provided opportunities to observe occupational therapists working in a camp-style setting with pediatric clients focused on school readiness themes (i.e. handwriting; social skills; & self-care). Students will be able to practice observation skills, develop and implement group/individual activities for each camp setting theme, and complete documentation. Students will complete 30 hours total during Level IB. The following instructional methods will be utilized for the Level IB: on-campus, faculty led practice experience and simulated environments (SimuCase).

### II. Course Objectives

1. Through guided Level IB Fieldwork experience, students will demonstrate opportunities to practice professional behaviors with camp participants and their clinical supervisor
2. Students will adhere to the AOTA Code of Ethics
3. Students will demonstrate professional behaviors of: time management (always being punctual, on-time), being respectful, and in appropriate dress.
4. Students will demonstrate initiative and preparedness by having handwriting/fine motor activities planned and ready for campers.
5. Students will demonstrate initiative and preparedness by having psychosocial/social skills activities planned and ready for campers.
6. Students will demonstrate initiative and preparedness by having self-care activities planned and ready for campers.
7. Students will complete a service project that is specific to this fieldwork site and complete a presentation of the service project to the fieldwork educator. As part of the service project, students will also journal (1-2 pages) on how they utilized their faith in selecting this service project and describe their integration of faith for the completion of the project. The objective of a service project and integration of faith can be completed during Level IA, IB, or IC of the Level I fieldwork rotations.

### III. Assignments

- **Activity Assignment:** Students will search, locate, and plan an activity for each camp group: Handwriting; Social Skills; Self-Care (Rubric will be on CANVAS)
- **Presentation of Activity Assignment:** Students will prepare a PowerPoint presentation and present to the class on their 3 chosen activities for the camp groups. (Rubric will be on CANVAS)
- **Professional Behavior & Student Responsibility Forms:** Students will sign these forms and submit them to the Academic Fieldwork Coordinator.
- **Fieldwork Attendance Log:** Students will complete the fieldwork attendance log weekly and have the clinical instructor (CI) sign the form. This form will be submitted to the academic fieldwork coordinator at the end of the course.
- **Level I Fieldwork Evaluation Form:** This evaluation will be completed by your CI at your fieldwork site. It will be completed after you finish your fieldwork rotation and your CI will “grade” your performance. After completion of this evaluation, it will be submitted to the academic fieldwork coordinator.
- **Student’s Evaluation of Fieldwork Experience:** Students will complete an evaluation form of their fieldwork experience and submit this form to the academic fieldwork coordinator.
- **Documentation Assignment:** Students have been taught basic documentation and this Level IB will provide an opportunity to practice their documentation skills by completing **3 SOAP notes** (one camper in each session) that they have observed and submit to their fieldwork educator. (Rubric will be on CANVAS)
- **Service Project:** Students will complete a service project that is specific to this fieldwork site and complete a presentation of the service project to the fieldwork educator. As part of the service project, students will also journal (1-2 pages) on how they utilized their faith in selecting this service project and describe their integration of faith for the completion of the project.

## **Level IC Fieldwork**

### I. Purpose

The purpose of this particular fieldwork course is to introduce students to the fieldwork experience in the geriatric setting and encourage them to develop a deeper comfort with clients/patients and their families. Students will be given opportunities to observe occupational therapists treating clients in a real-world setting. Students will be able to practice observation skills, complete chart reviews, complete a case study, and complete documentation. The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of

clients. Level IC fieldwork is designed to enrich didactic coursework through directed observation and selected participation of learning the OT process. Students will complete 30 hours total during Level IC. The following instructional methods will be utilized for the Level IC: Supervision by a fieldwork educator in a practice environment and simulated environments (SimuCase).

## II. Course Objectives

1. Through guided Level IC Fieldwork experience, students will demonstrate opportunities to practice professional behaviors with patients, patients' family members, and their fieldwork educator.
2. Students will adhere to the AOTA Code of Ethics.
3. Students will demonstrate professional behaviors of: time management (always being punctual, on-time) , being respectful, and in appropriate dress.
4. Students will demonstrate initiative and preparedness by completing the documentation requirement of one SOAP note each day.
5. Students will demonstrate initiative and preparedness by choosing a patient that is appropriate for a case study and completing a chart review as part of the preparation for the case study.
6. Students will demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
7. Students will demonstrate initiative and preparedness by acknowledging and documenting psychosocial issues affecting at least one patient and recommending at least 2-3 therapeutic activities to address the identified psychosocial issues.
8. Students will complete a service project that is specific to this fieldwork site and complete a presentation of the service project to the fieldwork educator. As part of the service project, students will also journal (1-2 pages) on how they utilized their faith in selecting this service project and describe their integration of faith for the completion of the project. The objective of a service project and integration of faith can be completed during Level IA, IB, or IC of the Level I fieldwork rotations.

## III. Assignments

- **Case Study:** Students will complete a chart review and case study of a client that they have observed during their fieldwork experience. This case study will be typed and also presented in class via PowerPoint presentation. Rubric will be posted on CANVAS
- **Student Presentations about their Level 1C Placement & Their Service Project:** Students will present a short 10–15-minute PowerPoint presentation about their Level 1C placement and their service project that was completed. They will also provide the 1-2 page journal for reflection of how they utilized integration of faith into their project. Rubric will be posted on CANVAS. (If they did not choose to do the Service Project in this rotation, that will be omitted from the presentation).
- **Professional Behavior & Student Responsibility Forms:** Students will sign these forms and submit them to the Academic Fieldwork Coordinator.
- **Fieldwork Attendance Log:** Students will complete the fieldwork attendance log weekly and have the Fieldwork Educator sign the form. This form will be submitted to the Academic Fieldwork Coordinator at the end of the course.
- **Level I Fieldwork Evaluation Form:** This evaluation will be completed by your Fieldwork Educator at your fieldwork site. It will be completed after you finish your fieldwork rotation and your Fieldwork Educator will “grade” your performance. After completion of this evaluation, it will be submitted to the Academic Fieldwork Coordinator.
- **Student’s Evaluation of Fieldwork Experience:** Students will complete an evaluation form of their fieldwork experience and submit this form to the Academic Fieldwork Coordinator.
- **SOAP Notes:** Students will complete 5 SOAP notes of therapy sessions they have observed and submit to the Academic Fieldwork Coordinator (one SOAP note each day of the Fieldwork).



- **Psychosocial Assignment:** Students will acknowledge and document psychosocial issues affecting at least one patient and recommending at least 2-3 therapeutic activities to address the identified psychosocial issues.
- **Service Project:** Students will complete a service project that is specific to this fieldwork site and complete a presentation of the service project to the fieldwork educator. As part of the service project, students will also journal (1-2 pages) on how they utilized their faith in selecting this service project and describe their integration of faith for the completion of the project.

## Level II FIELDWORK

### Overview

The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. Fieldwork IIA and IIB do not have to be completed in any particular order and will be assigned by the Fieldwork Coordinator. The Level IIA Fieldwork specifically focuses on the **pediatric** population, while the Level IIB Fieldwork focuses on the **adult** population. Fieldwork Education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. During Level II fieldwork students should apply knowledge to practice, develop and demonstrate clinical reasoning skills, apply and demonstrate the OT process and demonstrate a depth of understanding of the needs of clients. Level II fieldwork is integral to the program's curriculum design and includes experiences designed to enrich didactic coursework. During Level II fieldwork, students will be supervised by a currently licensed or otherwise regulated licensed occupational therapist with at least one year full-time (or its equivalent) of clinical experience and an understanding of the fieldwork process. Students will not be sent to a site where no OT services exist, as the program feels supervision by and consistent access to a licensed and qualified OT is crucial to producing competent, entry level OTs. (C.1.14)

### Fieldwork II Placement Process

#### Setting up a site

- A. Contact potential sites/educators to determine whether they are interested in taking a student. *You may need to speak with several people to determine that the site could take students. If you contact an OTR in a hospital, the OTR may agree to take students, but then you will need to check with the hospital's education coordinator or HR or the person in charge of MOUs/Affiliation agreements to ensure that the facility itself will allow a student to come. On the opposite end of the spectrum, there may be an established affiliation agreement with Baptist East that covers OT. But, the FWC will need to reach out to determine if any OTRs at Baptist East are willing to take students.*

Agreeable Educator + Agreeable Facility = Potential Student Placement

- B. If an educator and facility are agreeable to taking a student, then secure an affiliation agreement/memorandum of understanding (MOU). Faulkner has a template affiliation agreement that you can offer. We can also accept the affiliation agreement for other facilities. If changes are made to Faulkner's standard agreement or if a facility would like us to use their form, please send it to the Director of Compliance for approval before signature.
- C. Once Affiliation Agreement/MOU is executed, ask the site and fieldwork educator what information/forms/training/orientation will be needed to onboard the student to the site and find out when the site needs the information submitted.
- D. Obtain a completed Fieldwork Educator Intent to Participate Form and the Site Data Form from the Fieldwork Educator.

- E. Fieldwork Coordinator reviews the Fieldwork Educator Intent to Participate Form and the Site Data Form to determine suitability of site and educator and categorize the type of site. If the site is suitable, sign off on Intent to Participate Form.
- F. Add approved site to electronically maintained site list including number of placements and site type.

### **Sending a Student to a Site**

- A. Fieldwork Coordinator should confirm placement dates with the site and Fieldwork Educator. Fieldwork Coordinator should send all required onboarding paperwork for any relevant facilities/sites at least 60 days prior to the start of the fieldwork placement or as early as is required by the site. Fieldwork Coordinator should confirm that student has been onboarded and is good-to-go at the site three-weeks prior to the start of the fieldwork placement.
- B. Students must complete the Student Fieldwork II Data Form.
- C. Send Student Fieldwork II Data Form to site educator and provide the Site/Fieldwork Educator information to the student. The educator should be given access as a FWPE-Formstack user to have access to FWII evaluations. Review the FWPE Guide for AFWCs at [https://www.aota.org/-/media/Corporate/Files/EducationCareers/Fieldwork/Fieldwork-Performance-Evaluation-Guide-for-AFWCs-9\\_30.pdf](https://www.aota.org/-/media/Corporate/Files/EducationCareers/Fieldwork/Fieldwork-Performance-Evaluation-Guide-for-AFWCs-9_30.pdf) The Faulkner Fieldwork Educator website should be sent at this time giving access to educator resources as well as program materials (ex. Syllabi) <https://sites.google.com/faulkner.edu/faulkner-ot-fieldwork-educator/home>
- D. Students are given a copy of the Site Data Form at least two weeks prior to the beginning of the fieldwork placement.
- E. Students should reach out to the Fieldwork Educator at least one week prior to the start of the placement. Student should set up a meeting with Fieldwork Educator either in person, via email, over the phone, etc. with the goal of formulating two (2) site-specific objectives. These site-specific objectives may be based on the type of site and identified areas in which the student needs to improve. See list of site-specific objective examples. After the two site-specific objectives have been agreed upon, the student should submit the Site-Specific Objectives Form to the Fieldwork Coordinator for approval. The Fieldwork Coordinator will sign the form if the objectives are approved and will return the form to the student. The student must take the approved Site-Specific Objectives form to the placement and have it signed by the Fieldwork Educator, sign it themselves, and return the completed form signed by all three parties to the Fieldwork Coordinator before the end of the first week of the fieldwork placement.

### **Student Responsibilities/Requirements for Fieldwork II Placements**

- A. Student and Fieldwork Educator should collaborate to complete the Site-Specific Objectives Form and student should scanned in and submitted on Canvas.
- B. Student and Fieldwork Educator should participate in scheduled, weekly meetings. The meetings should be memorialized by the student on the Weekly Meeting Report and signed/initialled by the fieldwork educator. Weekly Meeting Reports will be scanned in by student and submitted on Canvas.

- C. Student should document daily hours worked on the Weekly Hour Log Form. These forms should be signed/initialed by the fieldwork educator. Weekly Hour Log Forms will be scanned in by student and submitted on Canvas.
- D. Student must respond to a weekly discussion board post on Canvas that discusses the practical integration of faith/service with patient treatment that week. Use rubric for FWII service and integration of faith assignment.
- E. Student should ensure that Fieldwork Educators complete the midterm Fieldwork Performance Evaluation (FWPE) online by the end of week 6.
- F. Students should ensure that Fieldwork Educators complete the final FWPE online by the end of the placement.
- G. Students should complete the Student Evaluation of the Fieldwork Experience form. (SEFWE)
- H. Write “Thank you” note to Fieldwork Educator after completion of placement.

### **Fieldwork Educator Responsibilities For Fieldwork II Placements**

- A. Complete Fieldwork Educator Intent to Participate Form.
- B. Complete Site-Specific Objectives Form in collaboration with the student
- C. Meet with student weekly and sign Weekly Meeting Report.
- D. Sign hour logs.
- E. Provide an appropriate amount of supervision for the specific student throughout the rotation.
- F. Complete the Midterm FWPE.
- G. Complete the Final FWPE.

### After the Fieldwork Placement

- I. Enter grades for all assignments in Canvas.
- J. File Weekly Hour Logs Form in electronic student files and link them to the Master Spreadsheet.
- K. File FWPEs in student files and link them to the Master Spreadsheet.
- L. File SEFWE in electronic fieldwork file and link them to the Master Spreadsheet.
- M. Remind students to write “Thank you” letter after completion of rotation.
- N. Analyze the students’ success in meeting Course Objectives by comparing the data from all Final FWPEs. Maintain this spreadsheet in electronic fieldwork file.

## LEVEL II FIELDWORK COURSES' PURPOSE, OBJECTIVES, AND REQUIREMENTS

### Level IIA Fieldwork

#### I. Purpose

The purpose of this particular fieldwork course is to provide students with a full-time fieldwork experience in the pediatric setting and encourage them to develop a confident level of therapeutic use of self; an assured level of clinical skills; and a deeper comfort with clients/patients and their families. Students will be given opportunities to observe occupational therapists treating clients in a real-world setting. Then students will be able to confidently demonstrate and successfully perform OT treatment sessions while being supervised by the fieldwork educator. Students will have assignments as deemed necessary and in accordance with the Level IIA Fieldwork Placement Site and Faulkner University. Students will develop entry-level competencies for the Level II fieldwork by the end of the Fieldwork experience (entry-level competence is defined as achieving the minimal passing score or above on the AOTA Fieldwork Performance Evaluation form - FWPE). The practice setting for Fieldwork IIA is pediatrics.

#### II. Course Objectives

1. Provide Occupational Therapy Services in an ethical and safe manner
2. Demonstrate the ability to effectively communicate verbally and in writing the values and beliefs on the profession and the role of the Occupational Therapist to clients, families, significant others, colleagues, service providers, and the public
3. Articulate the logical rationale of and demonstrate the application of screening and evaluation tools used in OT practice including assessments of occupational functioning, client factors, context, and determination of an occupational profile.
4. Develop occupationally-based intervention plans and strategies based on sound clinical reasoning and demonstrate the ability to apply them to client situations.
5. Analyze and apply occupation-based theories, models of practice, and frames of reference to guide occupational therapy evaluation and intervention.
6. Integrate psychosocial factors influencing engagement in occupation into therapy to ensure client-centered outcomes.
7. Apply principles of management and systems in the provision of Occupational Therapy services including timeliness, correct and complete documentation, adherence to policy and procedure, collaboration, delegation, program evaluation, and supervision.
8. Utilize professional literature and other research-based resources in order to make informed evidence-based practice decisions.
9. Articulate how service and faith are incorporated into Occupational Therapy practice.

*\*Two site-specific learning objectives will be chosen through collaboration of the student and the Fieldwork Educator. These objectives are specific to both the student and site and will be reviewed and agreed upon for both fieldwork experiences. Objectives should be selected from the Site-Specific Objectives for Level II OT Fieldwork Students included below.*

#### III. Assignments

- **Fieldwork Educator Final Evaluation of the Student:** At the end of Fieldwork IIA, fieldwork educators will use AOTA's Fieldwork Performance Evaluation (FWPE) Tool via Formstack to evaluate the student's success at achieving course objectives while at the fieldwork site.
- **Student Evaluation of the Fieldwork Experience:** The student will evaluate the fieldwork educator and the fieldwork site via the SEFWE (Student Evaluation of Fieldwork Experience) evaluation via the FWPE-Formstack portal.
- **Fieldwork Educator Mid-term Evaluation of the Student:** The mid-term evaluation is a formative assessment completed using AOTA's Fieldwork Performance Evaluation (FWPE) Tool

via Formstack that allows the fieldwork educator to evaluate the student's performance half-way through each placement. The mid-term evaluations are required from the educators to help demonstrate to the program that course objectives are being met which allows the program to address deficiencies in a timely manner.

- **Psychosocial Assignment:** Students will document the psychosocial issues affecting at least 3-4 patients and recommend at least 3 therapeutic activities to address the identified psychosocial issues. This will be submitted via CANVAS. The rubric for this assignment is on CANVAS.
- **Service and Integration of Faith Discuss Board Posts:** Students will participate in a discussion board weekly (one time a week) via CANVAS to update AFWC and the cohort of their experience and how they are integrating faith and service into their Level II experience. A reflective paper on service and integration of faith will be due at the end of each Level II fieldwork and submitted via CANVAS. The rubrics for these assignments are on CANVAS.
- **Weekly Hour Log:** Students will maintain a weekly hour log documenting hours work, case load, and progression. These should be signed by the fieldwork educator and submitted to Canvas at the end of each week

## **Level IIB Fieldwork**

### I. Purpose

The purpose of this particular fieldwork course is to provide students with a full-time fieldwork experience in the pediatric setting and encourage them to develop a confident level of therapeutic use of self; an assured level of clinical skills; and a deeper comfort with clients/patients and their families. Students will be given opportunities to observe occupational therapists treating clients in a real-world setting. Then students will be able to confidently demonstrate and successfully perform OT treatment sessions while being supervised by the fieldwork educator. Students will have assignments as deemed necessary and in accordance with the Level IIB Fieldwork Placement Site and Faulkner University. Students will develop entry-level competencies for the Level II fieldwork by the end of the Fieldwork experience (entry-level competence is defined as achieving the minimal passing score or above on the AOTA Fieldwork Performance Evaluation form - FWPE). The practice setting for Fieldwork IIB is adults.

### II. Course Objectives

1. Provide Occupational Therapy Services in an ethical and safe manner
2. Demonstrate the ability to effectively communicate verbally and in writing the values and beliefs on the profession and the role of the Occupational Therapist to clients, families, significant others, colleagues, service providers, and the public
3. Articulate the logical rationale of and demonstrate the application of screening and evaluation tools used in OT practice including assessments of occupational functioning, client factors, context, and determination of an occupational profile.
4. Develop occupationally-based intervention plans and strategies based on sound clinical reasoning and demonstrate the ability to apply them to client situations.
5. Analyze and apply occupation-based theories, models of practice, and frames of reference to guide occupational therapy evaluation and intervention.
6. Integrate psychosocial factors influencing engagement in occupation into therapy to ensure client-centered outcomes.
7. Apply principles of management and systems in the provision of Occupational Therapy services including timeliness, correct and complete documentation, adherence to policy and procedure, collaboration, delegation, program evaluation, and supervision.
8. Utilize professional literature and other research-based resources in order to make informed evidence-based practice decisions.
9. Articulate how service and faith are incorporated into Occupational Therapy practice.

*\*Two site-specific learning objectives will be chosen through collaboration of the student and the Fieldwork Educator. These objectives are specific to both the student and site and will be reviewed and agreed upon for both fieldwork experiences. Objectives should be selected from the Site-Specific Objectives for Level II OT Fieldwork Students included below.*

### III. Assignments

- **Fieldwork Educator Final Evaluation of the Student:** At the end of Fieldwork IIA, fieldwork educators will use AOTA’s Fieldwork Performance Evaluation (FWPE) Tool via Formstack to evaluate the student’s success at achieving course objectives while at the fieldwork site.
- **Student Evaluation of the Fieldwork Experience:** The student will evaluate the fieldwork educator and the fieldwork site via the SEFWE (Student Evaluation of Fieldwork Experience) evaluation via the FWPE-Formstack portal.
- **Fieldwork Educator Mid-term Evaluation of the Student:** The mid-term evaluation is a formative assessment completed using AOTA’s Fieldwork Performance Evaluation (FWPE) Tool via Formstack that allows the fieldwork educator to evaluate the student’s performance half-way through each placement. The mid-term evaluations are required from the educators to help demonstrate to the program that course objectives are being met which allows the program to address deficiencies in a timely manner.
- **Psychosocial Assignment:** Students will document the psychosocial issues affecting at least 3-4 patients and recommend at least 3 therapeutic activities to address the identified psychosocial issues. This will be submitted via CANVAS. The rubric for this assignment is on CANVAS.
- **Service and Integration of Faith Discuss Board Posts:** Students will participate in a discussion board weekly (one time a week) via CANVAS to update AFWC and the cohort of their experience and how they are integrating faith and service into their Level II experience. A reflective paper on service and integration of faith will be due at the end of each Level II fieldwork and submitted via CANVAS. The rubrics for these assignments are on CANVAS.
- **Weekly Hour Log:** Students will maintain a weekly hour log documenting hours work, case load, and progression. These should be signed by the fieldwork educator and submitted to Canvas at the end of each week.

### **Site-Specific Objectives Options for Level II OT Fieldwork Students**

Directions: The Educator and the Student may use this list of site-specific objective examples to decide on at least 2 objectives to apply to their site and current Fieldwork II experience. These should be selected in collaboration with the fieldwork educator.

*\*These objectives have been added and adapted using the AOTA FWPE Tool*

<b>FUNDAMENTALS OF PRACTICE</b>		
1.	<b>Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations.</b>	Adheres to all HIPAA and FERPA guidelines of confidentiality of client information/records.  Adheres to state licensure requirements.  Adheres to organizational policies and procedures of the facility.  Demonstrates work behaviors in alignment with professional standards and the AOTA Code of Ethics.
2.	<b>Adheres to safety regulations and</b>	Adheres to universal precautions for infection control.

	<b>reports/documents incidents appropriately.</b>	Explains fire extinguisher use and fire procedures within the building.  Adhere to all fieldwork site policies and procedures related to safety.
3.	<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>	Anticipates potentially hazardous situations and takes steps to prevent accidents.  Consistently sets-up and cleans up work environment in a manner that prevents injury.  Reports potential safety hazards and unusual occurrences to fieldwork educator.  Provides appropriate level of client supervision during client interactions.  Adheres to identified client treatment precautions and contraindications.  Identifies changes in client status and the environment which may impact client or staff safety.  Reviews records and/or seeks information from appropriate personnel to attend to changes in status.  Seeks assistance when activity or client's behavior is beyond the level of their own experience, knowledge, or student role.
<b>BASIC TENETS</b>		
4.	<b>Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.</b>	Articulates the values and beliefs of the occupational therapy profession.  Articulates the distinct perspective of the occupational therapy profession.
5.	<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>	Articulates the importance of incorporating occupations into the client's intervention plan.  Articulates the client's daily occupations within the context of the fieldwork site.  Articulate how the occupational profile was used within the context of the client's intervention plan.
6.	<b>Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.</b>	Utilizes AOTA official documents to analyze respective responsibilities of COTA/OTR.  If no COTA on site, adapts OTR job description to create a mock OTA job description based on state regulations and AOTA official documents.



		Verbalizes the OTR/OTA similarities/differences in job responsibilities in current or similar settings.
<b>SCREENING AND EVALUATION</b>		
7.	<b>Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of references, and/or practice models.</b>	<p>Articulates rationale for the occupational therapy evaluation process to fieldwork educator.</p> <p>Articulates purpose and scope of evaluation process to client at their level of understanding.</p> <p>Articulates application of a selected theory, frame of reference, and/or practice model to the evaluation process.</p>
8.	<b>Obtains sufficient and necessary information from relevant sources throughout the evaluation process.</b>	<p>Obtains relevant information from available records, client/family interview and consultation with colleagues.</p> <p>Obtains information on client's diagnosis or condition that is impacting occupational performance.</p> <p>Identifies the need for additional or supplementary information.</p>
9.	<b>Selects relevant screening and assessment tools based on various factors.</b>	<p>Demonstrates knowledge of the various assessments available for use.</p> <p>Selects and provides rationale for choice of assessments for a specific client.</p> <p>Articulates the differences among screening, consult, and evaluation.</p> <p>Incorporate resources from test manuals and research articles that justify appropriateness of tool.</p> <p>Critiques assessment tools to identify their appropriateness for use with designated clients.</p>
10.	<b>Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.</b>	<p>Compiles occupational profile by gathering pertinent information through interview with client and relevant others.</p> <p>Gathers pertinent information through discussion with relevant treatment team members.</p> <p>Determines client's occupational performance by demonstrating skilled observation.</p>
11.	<b>Evaluates and analyzes client factors and contexts that support or hinder occupational performance.</b>	<p>Assesses client factors including values, beliefs, spirituality.</p> <p>Assesses client factors including body functions and body structures.</p> <p>Assesses client contexts including environmental and personal factors.</p>
12.	<b>Administers standardized and</b>	Gathers and prepares materials and equipment required to complete the assessment.

	<b>non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.</b>	<p>Administers assessment procedures according to standardized techniques.</p> <p>Accurately records assessment findings.</p> <p>Demonstrates competency in administering the following assessments (<i>to be identified by fieldwork educator</i>).</p> <p>Accurately and objectively interprets findings gathered through skilled observation.</p>
13.	<b>Modifies evaluation procedures based on client factors and contexts.</b>	<p>Identifies the need for modifying evaluation procedures or environment to optimize client's performance and comfort.</p> <p>Modifies evaluation procedures or environment based on client factors and contexts (e.g., fatigue, behavior, etc.).</p> <p>Reviews acceptable adaptations that can be applied without altering validity of assessment results.</p>
14.	<b>Interprets evaluation results to determine the client's occupational performance strengths and challenges.</b>	<p>Analyzes and selects pertinent data from one or more assessments to identify client's strengths and challenges.</p> <p>Identifies occupational performance strengths and challenges based on evaluation data.</p> <p>Articulates the significance of data in relation to client goals.</p> <p>Articulates evaluation findings to appropriate individuals.</p>
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>	<p>Objectively and concisely documents evaluation findings into a written note.</p> <p>Clearly documents any modifications to evaluation procedure.</p> <p>Accurately documents clients plan of care based on evaluation process.</p> <p>Collaborates with client and relevant others to identify priorities for OT services.</p>
<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>	<p>Identifies correlation between problem areas and possible intervention ideas.</p> <p>Describes rationale for sequencing a series of activities to meet client goals and needs.</p> <p>Identifies and provides rationale for selecting an appropriate theory, frame of reference, or practice model that will be most effective in maximizing the client's occupational performance.</p>
17.	<b>Establishes an accurate and appropriate</b>	<p>Identifies relevant and measurable goals in collaboration with client and relevant others.</p>

	<b>client-centered plan based on the evaluation results, contexts, theories, frames of references, practice models, and evidence.</b>	Identifies additional consultation and/or referrals needed.
18.	<b>Uses evidence from research and relevant resources to make informed intervention decisions.</b>	<p>Reads, interprets, and applies scholarly information to justify selected intervention.</p> <p>Conducts literature search on relevant topics and applies to clinical decision making.</p>
19.	<b>Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.</b>	<p>Selects interventions that are meaningful and appropriately challenging to client.</p> <p>Articulates clinical reasoning regarding selection and use of treatment interventions.</p> <p>Demonstrates ability to utilize a variety of intervention types to address goal areas.</p> <p>Selects appropriate methods and tasks to prepare client for occupational performance.</p> <p>Demonstrates ability to sequence interventions to meet client goals.</p>
20.	<b>Implements client-centered and occupation-based intervention plans.</b>	<p>Demonstrates integration of client-centered practice throughout the intervention process.</p> <p>Demonstrates integration of occupation-based practice throughout the intervention process.</p> <p>Demonstrates creativity by exploring treatment ideas reflecting various areas of occupation.</p>
21.	<b>Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes.</b>	<p>Selects appropriate intervention approaches to direct the intervention process.</p> <p>Articulates rationale for selecting the intervention approaches used.</p> <p>Demonstrates flexibility to change from one intervention to another when the client's environment, behavior, or emotional response changes.</p> <p>Adjusts intervention approach given the client's needs (e.g., age, diagnosis, and home/work situation).</p>
22.	<b>Modifies task and/or environment to maximize the client's performance.</b>	<p>Demonstrates ability to "grade" tasks to meet the client's needs.</p> <p>Selects interventions considering client abilities to promote progress without undue frustration.</p>

		Identifies behaviors in client that require adjustment or termination of intervention to maintain and/or maximize client performance.
23.	<b>Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.</b>	<p>Consults with the team members regarding client's progress, concerns, and any changes in plan of care.</p> <p>Gathers data in preparation for staff/treatment team meetings.</p> <p>Recognizes when a change in client's plan of care is needed.</p> <p>Selects and implements appropriate modifications to client plan of care.</p> <p>Accurately updates client plan of care at required intervals.</p>
24.	<b>Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.</b>	<p>Documents client's response to treatment clearly and concisely.</p> <p>Documents clearly the skilled nature of occupational therapy services provided.</p> <p>Accurately and objectively documents client's occupational performance.</p> <p>Accurately and objectively documents client's progress toward goals.</p>
<b>MANAGEMENT OF OT 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>	<p>Utilizes AOTA official documents to identify and analyze the respective tasks and responsibilities of the OT and OTA in the fieldwork site. (May hypothetically select tasks which would be delegated to COTA in this type of setting).</p> <p>Identifies state practice requirements for performance and supervision of OT personnel.</p> <p>Describes collaboration to facilitate successful intra-professional team with COTA (e.g., establishing rapport, clarification of roles and responsibilities, evaluating competency, assisting with professional growth, establishing supervision needs, documentation of supervision, etc.).</p>
26.	<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>	<p>Demonstrates appropriate documentation as required by fieldwork site and reimbursement systems.</p> <p>Demonstrates understanding of reimbursement systems relevant to fieldwork site. (e.g., private pay, Medicaid, Medicare, private insurance, Workers Compensation, etc.)</p> <p>Identifies costs of common occupational therapy CPT codes use at fieldwork site (e.g., occupational therapy evaluation, self-care/home management, etc.).</p>

27.	<b>Demonstrates knowledge about the organization.</b>	<p>Reviews the mission and vision statement of the fieldwork site.</p> <p>Identifies accreditation status (if any) of the fieldwork site (e.g., CARF, JCAHO).</p> <p>Understands and articulates the mission and priorities of the fieldwork site.</p> <p>Provides services in alignment with fieldwork site mission and priorities.</p>
28.	<b>Meets productivity standards or volume of work expected of occupational therapy students.</b>	<p>Delivers effective and safe occupational therapy services at level expected of occupational therapy students.</p> <p>Assumes responsibility for caseload of (____) by completion of fieldwork.</p>
<b>COMMUNICATION AND PROFESSIONAL BEHAVIORS</b>		
29.	<b>Communicates clearly and effectively, both verbally and nonverbally.</b>	<p>Demonstrates active listening skills during interactions.</p> <p>Effectively adjusts language/approach based on the needs of the recipient (staff, client, family, outside agencies).</p> <p>Clearly, concisely and independently summarizes and reports OT information and ideas in all pertinent staff and client-related meetings.</p>
30.	<b>Produces clear and accurate documentation.</b>	<p>Completes all documentation requirements according to fieldwork site's guidelines.</p> <p>Complies with fieldwork site policies for approved abbreviations.</p> <p>Demonstrates clear, concise, accurate, and well-organized documentation, reflecting information on client's occupational performance.</p> <p>Incorporates appropriate terminology to convey functional progress and positive client outcomes.</p>
31.	<b>Collaborates with fieldwork educator(s) to maximize the learning experience.</b>	<p>Communicates with fieldwork educator readiness to assume greater responsibility.</p> <p>Communicates with fieldwork educator if an adjustment to level of supervision is needed.</p> <p>Comes prepared and participates in weekly meetings with fieldwork educator(s).</p>
32.	<b>Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with</b>	<p>Utilizes free time to search/read literature or other resource materials available on-site or electronically.</p> <p>Request information on areas other than those scheduled, to gain overall knowledge of the fieldwork site.</p> <p>Initiates collaboration with fieldwork educator to participate in additional learning opportunities available throughout the fieldwork site.</p>

	<b>fieldwork educator(s) and others.</b>	Seeks out answers to questions and takes initiative in acquiring knowledge.
33.	<b>Responds constructively to feedback in a timely manner.</b>	<p>Incorporates suggested changes in treatment or approach immediately and consistently thereafter, as directed by fieldwork educator.</p> <p>Generalizes fieldwork educator’s feedback to other situations.</p> <p>Responds to constructive feedback with openness and willingness to hear feedback.</p> <p>Seeks feedback from fieldwork educator and others to maximize learning experience.</p>
34.	<b>Demonstrates consistent and acceptable work behaviors.</b>	<p>Adheres to scheduled hours as determined by fieldwork site.</p> <p>Communicates to fieldwork educator regarding any changes in OT student schedule (e.g., illness, weddings, etc.).</p> <p>Maintains punctuality and preparedness for all fieldwork responsibilities.</p> <p>Maintains work area, equipment, and supplies in an efficient and safe manner.</p>
35.	<b>Demonstrates effective time management.</b>	<p>Completes written documentation and assignments within timelines specified by the fieldwork educator.</p> <p>Uses free time constructively and requests additional responsibilities as free time becomes available.</p> <p>Collaborates with fieldwork educator to establish priorities in workload.</p> <p>Arrives on time for meetings, treatment sessions, etc.</p>
36.	<b>Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.</b>	<p>Establishes rapport and maintains an atmosphere conducive to positive interactions.</p> <p>Maintains a positive attitude and demonstrates flexibility in situations as they arise.</p> <p>Observes professional boundaries.</p> <p>Anticipates and identifies situations in which therapeutic mode needs to shift to adjust to needs of others.</p>
37.	<b>Demonstrates respect for diversity factors of others.</b>	<p>Demonstrates respect for diversity factors of all individuals (e.g., culture, SES, beliefs, identity, etc.).</p> <p>Demonstrates willingness to work with all clients.</p>

## **FIELDWORK POLICIES AND PROCEDURES**

### **General Fieldwork Policies**

#### Fieldwork Prerequisite Policy

The Faulkner University Occupational Therapy Department has initiated a standard list of pre-requisites that must be completed before students are considered for fieldwork placement (Level I or Level II). A specific timeline for completion is provided, and it is the students responsibility to complete the prerequisites within the timelines provided. Lack of attention to this requirement may lead to professional probation and cancellation of fieldwork placements. In addition, it is important that students take the initiative to update departmental pre-requisites as needed to stay current throughout the duration of the OT professional program.

Level I and Level II fieldwork pre-requisite requirements that expire during a student's fieldwork placement will not meet the departmental requirements. It is the students' responsibility to verify and ensure that these time sensitive requirements will be in effect through the duration of the fieldwork placement. If any of the time sensitive requirements are set to expire before the end of the student's placement, he or she must complete these requirements again to ensure they are up to date for the duration of the placement. In the event the student attends fieldwork without prerequisites being met and in effect through the duration of the placement, the placement may be terminated immediately.

#### Disability Accommodations in the Fieldwork Setting:

The Department of Occupational Therapy has a responsibility for the welfare of clients treated or otherwise affected by students enrolled in the program as well as the educational welfare of its students. The technical standards have been developed for the Occupational Therapy Doctorate program to identify knowledge, skills, and abilities required for entry-level occupational therapists. Thus, students must meet the technical standards of the program with or without reasonable accommodations throughout the course of study, including their fieldwork experiences. Reasonable accommodations will be made for students with documented disabilities in accordance with federal disability laws (Section 504 and ADA). Each student must meet all of the occupational therapy program standards with or without reasonable accommodation. We are committed to equal opportunity for all students. All school representatives including faculty, staff, Disability Services for Students (DSS) staff, and (Academic Fieldwork Coordinator) AFWC are not legally able to provide any information about a student's disability circumstances without first receiving explicit approval from the student, including what information and to what degree it may be disclosed to the site. Students who are requesting disability accommodations for their courses are expected to register with Disability Services. It is the student's responsibility to register and obtain verification from Disability Services and notify his or her instructors and/or Academic Fieldwork Coordinator to request and arrange for accommodations. Based on the site and course requirements, accommodations may not be possible.

### **Level I Fieldwork Policies and Procedures**

Attendance policy for Level I Fieldwork: Students are required to attend and participate in all scheduled Level I fieldwork placements for the entire period of the assignment. It is the responsibility of the student to report any fieldwork schedule changes to the FWC in accordance with departmental attendance policies.

#### Establishment of Level I Fieldwork Sites (C.1.2):

Level I fieldwork sites may be initiated by the facility or by the Program. Each prospective site must complete the AOTA Site Data Form, which includes contact information, pre- requisite requirements, and detailed description of the learning experiences available at the site. Additionally, the Fieldwork Educator Intent to Participate form should be completed. These forms ensure that learning experiences available are consistent with the department curriculum design. If alignment is present, an affiliation agreement will be established. Program Level I learning objectives and suggested learning activities will be shared with the

fieldwork site. Once the facility has been approved as a fieldwork site, information from the site is added to the Program's fieldwork spreadsheet. Ongoing site evaluation will occur as the academic fieldwork coordinator reviews completed student evaluations of Level I fieldwork in view of fieldwork objectives. If it is determined that a site no longer meets the learning objectives for a Level I experience, the site will be notified. If a fieldwork facility chooses to withdraw from offering fieldwork experiences to students, they are also expected to notify the department of the decision.

Assignment of Level I Fieldwork Sites (C.1.2):

Courses must be completed in sequence so rescheduled placements must be successfully completed before students are eligible for upcoming fieldwork placement assignments.

Evaluation of Student Performance on Level I Fieldwork (C.1.9):

Formal evaluation of student performance will be conducted at the conclusion of all Level I fieldwork experiences via the FWPE tool.

Evaluation of the Effectiveness of Level I Fieldwork Supervision (C.1.12):

Upon completion of Level I fieldwork, students will complete the Student Evaluation of Level I Fieldwork. These documents were created for the purpose of further understanding the learning experiences available to students during Level I fieldwork and to monitor the ongoing quality of the fieldwork experience.

## **Level II Fieldwork Policies and Procedures**

Attendance policy for Level II Fieldwork:

Level II fieldworks are scheduled for a twelve (12) week rotation. If a student will be absent or tardy, he/she must inform their fieldwork educator at the facility prior to the beginning of the workday. In addition, the student must notify the FWC by 8:00 am. A student who misses a day of work for any number of reasons (sickness, job interviews, funeral, wedding, etc.) is required to make up absences during the 13<sup>th</sup> week or make arrangements with the fieldwork educator to make-up the time equivalent in the 12-week time frame. If more than 2 days of fieldwork are missed due to weather related facility closures, the student is required to make them up. Any special arrangements to make up time must be approved by the site fieldwork educator and confirmed by the academic fieldwork coordinator. In addition, Level I fieldwork experiences cannot be substituted for any part of a Level II fieldwork experience (C.1.9).

Length of Level II Fieldwork (C.1.10.)

Students complete a minimum of 24 weeks of full-time Level II fieldwork placements. This is accomplished by each student completing a twelve-week Level IIA rotation and a twelve-week Level IIB rotation. One of these rotations will occur within the adult population and the other will occur within the pediatric population. If approved by the program, Level II fieldwork may be completed on a part-time basis but may not be less than half time as defined by the fieldwork site. Completing Level II fieldwork on a part-time basis will result in a delay of graduation date. The program strives for students to complete Level II fieldwork requirements in two different settings, but may permit a student to complete both Level IIA and IIB experiences in one setting if the setting is reflective of more than one practice area.

Establishment of Level II Fieldwork Experiences (C.1.2):

Level II fieldwork sites may be initiated by the facility or by the program. Level II fieldwork may be located anywhere in the continental United States. Each facility must fill out the Site Data Form and Fieldwork Educator Intent to Participate form to ensure that learning experiences available are consistent with curriculum design. If alignment is present, an affiliation agreement will be established. Program departmental Level II learning objectives will be shared with the fieldwork site, and the department will also provide sample objectives to choose from when establishing site-specific objectives with the student. Once



the facility has been approved as a fieldwork site, information from the site is added to fieldwork database. Ongoing site evaluation will occur as the academic fieldwork coordinator reviews completed student evaluations of Level II fieldwork in view of fieldwork objectives. If it is determined that a site no longer meets the learning objectives for a Level II experience, the site will no longer be used.

### Costs Related to Level II Fieldwork Experiences

Students are responsible for all costs involved with Level II Fieldwork Experiences including, but not limited to: transportation, housing, health insurance, food, etc.

### Level II Supervision Requirements

Level II Fieldwork Placements must occur in a location where supervision is conducted by a currently licensed Occupational Therapist or an Occupational Therapist who is otherwise regulated regardless of whether the site is considered traditional, nontraditional, or emerging.

### Evaluation of Student Performance on Level II Fieldwork (C.1.15):

Students will be evaluated by their fieldwork educator using the AOTA Fieldwork Performance Evaluation (FWPE; Appendix B) at both midterm (end of week 6) and final (end of week 12). In order to pass each fieldwork, the student must receive the minimum passing score on the FWPE. A student will not receive a grade in the fieldwork courses until the FWPE and the Student Evaluation of Fieldwork Experience (SEFWE) are received by Faulkner University. In addition, all additional assignments for the fieldwork course must be met before the AFWC assigned to the fieldwork course assigns a grade for the course and the Registrar's Office updates the student's transcript.

It is the Occupational Therapy Department's expectation that students will not experience major difficulties and will successfully complete all fieldwork requirements. However, should the student have trouble leading to the discontinuation of fieldwork, the following categories for termination apply as described below:

**Student Initiated Withdrawal:** Students can take an incomplete in the course only if withdrawal occurs within the first three weeks of the course.

**Terminated Passing:** In this situation, the student, fieldwork educator, and fieldwork coordinator agree that the student is unable to perform to his/her potential due to a mismatch of student and facility. Students may choose to withdraw from the fieldwork site at any point up until midterm. If they withdraw within three weeks of the fieldwork start date, they may take an incomplete in the course and be rescheduled at another facility when available. After three weeks the withdrawal will be reflected on the student transcript as a withdrawal (w) for the course and the student must re-register and pay tuition for the course. Students may withdraw from a fieldwork course only once; the second registration in each fieldwork course will culminate in a grade.

**Terminated for Medical Reasons:** This may occur at any time during the fieldwork experience in which the student is currently meeting competencies. The student can withdraw or take an incomplete for the course and complete it when he/she is medically stable, upon recommendation by the referring medical professional.

**Terminated Failing:** A Student fails Level II fieldwork when any of the following occur at final on the AOTA FWPE:

1. Does not score a minimum of "3" on items 1,2, and 3,
2. Does not score the minimum of 111 on the 37 scored items, or
3. Scores a "1" on any item.

Students failing fieldwork are subject to termination from the professional program and may petition the faculty to remain in the program no later than 30 days following the scheduled end date of the fieldwork rotation.

Upon unanimous affirmation by the faculty, the student may be permitted to remain in the program with placement on academic probation/warning. The student will be required to repeat and pass the fieldwork course as a registered student the next time the course is offered, thus delaying an on-time graduation. The fieldwork site utilized for the repeated experience will be confirmed by the AFWC and may be different from the initial site used. Future coursework within the curriculum sequence will not be available to the student until the failed experience is passed satisfactorily. Other retention requirements (i.w. - course audits) may be identified by the faculty for the student as a condition of readmission.

If unanimous affirmation through a formal vote of the faculty is not received, the student will be terminated from the professional program and his/her registration canceled. This decision may be appealed by the student according to appeal policies of the College of Health Sciences.

Evaluation of the Effectiveness of Level II Fieldwork Supervision (C.1.12; C.1.13):

During Level II fieldwork experiences, students benefit from direct supervision initially, which is decreased as appropriate to the student's ability and the demands of the client and setting. The ratio of fieldwork educators to students should be sufficient to enable adequate role-modeling, ensure protection of consumers, and frequent assessment of student progress in achieving fieldwork objectives. Weekly supervision meetings afford the opportunity to evaluate student progress and adjust accordingly. Additionally, the AFWC will send email check-ins to Level II fieldwork sites at approximately week 3/4 and week 8/9 of a student's 12-week Level II placement. This serves as a check-in point to provide Level II fieldwork educators with an opportunity to respond and communicate any questions or concerns to the AFWC.

Within the last two weeks of Level II fieldwork, students will complete the Student Evaluation of Fieldwork Experience (SEFWE). This document will be used for the purpose of further understanding the learning experiences available to students during Level II fieldwork and to monitor the ongoing quality of the fieldwork site. A copy of this evaluation tool can be found in Appendix C.

### **Student Resources for Fieldwork**

[The Successful Occupational Therapy Fieldwork Student Book](#) - This textbook provides a wealth of information to prepare for fieldwork assignments, assess various situations, and utilize knowledge to demonstrate clinical reasoning.

[The Level II Fieldwork Survival Guide](#) - Utilize this survival guide to learn about preparation for fieldwork, professional behaviors, advice from previous fieldwork students, and tips for a successful experience.

[AOTA Fieldwork FAQ](#) - Common questions about fieldwork experiences including, but limited to, fieldwork requirements, fieldwork supervisors, and grading criteria.

[Interdisciplinary Learning](#) - Interprofessional learning experiences are often included during Level II fieldwork. Please read this article to learn more about identifying with other health care professionals and reinforcing awareness of occupational therapy's unique contributions to the professional community.

[Fieldwork Experience Assessment Tool \(FEAT\)](#) - This tool was created to include components of the fieldwork environment, student, and educator to promote the best possible learning experience. It is used to facilitate student and educator discussion, problem solving, and strategy development.

[Managing Productivity Requirements as a Level II Fieldwork Student](#) - This article provides 5 tips regarding productivity management to help reduce pressure to meet productivity standards.

[Navigating Fieldwork Ethical Issues](#) - Although ethical challenges are uncommon, it is important to understand relevant issues and appropriate resolution techniques that may provide guidance during a fieldwork experience.

[Lead Your Own Learning](#) - This article discusses the importance of active, self-directed learning to consider your individual professional development goals and outcomes from fieldwork related to your own career aspirations.

[Qualities of the Ideal Fieldwork Student: Perspectives From a Fieldwork Educator](#) - If you have an AOTA membership, please read this article to learn about the seven qualities that are looked for in a student, co-worker, and healthcare professional.

## Fieldwork educator resources

- American Occupational Therapy Association. (2020). AOTA 2020 occupational therapy code of ethics. *American Journal Of Occupational Therapy*, 74, 7413410005. <https://www.scota.net/resources/Documents/AOTA%202020%20Code%20of%20Ethics.pdf>
- Andonian, L. (2017). Occupational therapy students' self-efficacy, experience of supervision, and perception of meaningfulness of Level II fieldwork. *The Open Journal of Occupational Therapy*, 5(2). <https://doi.org/10.15453/2168-6408.1220>
- Dunn, L. S., Arias, S., Beyer, A., Hermes, E., & Radcliff, S. (2020). Student Perspectives of the Effective Behaviors of Occupational Therapy Level II Fieldwork Educators. *Journal of Occupational Therapy Education*, 4 (4). <https://doi.org/10.26681/jote.2020.040408>
- Example Level 2 Fieldwork Progressions
  - [Total Rehab Care-OT Student Weekly Guideline](#)
  - [UVA Encompass-Typical OT Student Schedule](#)
- [Fieldwork Educator Workshop](#)
- [Fieldwork Performance Evaluation Instruction Video](#)
- [Fieldwork Weekly Performance Evaluation](#)
- [Importance of Level II Fieldwork](#)
- [Incorporating EBP into FW education](#)
- Ringer, Judy. (2022). We have to Talk. <https://www.judyringer.com/resources/articles/we-have-to-talk-a-stepbystep-checklist-for-difficult-conversations.php>
- [Self-Assessment Tool for Fieldwork Educator Competency](#)
- [Starting Your Own Fieldwork Program](#)
- [Student Supervision and Medicare Requirements](#)
- [VAOTEC Fieldwork Educators](#)

## Suggested Site-based Learning Activities Appropriate for Level I Fieldwork:

### A. Assessment Activities

1. Observe their supervising therapist interviewing clients to determine occupational priorities and evaluating occupation through activity analysis or use of a formal assessment tool.
2. Administer at least one occupational evaluation to include both observation and interview.
3. Observe their supervising therapist choosing follow-up assessments after completing an occupational evaluation and hear their rationale for their choice (for at least 2 different clients).
4. Observe at least one client's occupational performance, identify which factors interfere with

performance, and identify an assessment tool that might be used to assess identified factors (reflected in evaluation report assignment below). Students will discuss their observations and recommendations with their supervising therapist.

5. Observe the supervisor administer at least one assessment of an underlying client factor, performance skill or performance pattern.
6. Administer at least one assessment of underlying client factor, performance skill or performance pattern.
7. Reflect on the assessment of underlying client factors etc. that was given and determine whether it was standardized or not and other properties of the assessment and if not, what alternative standardized tool might have been chosen.
8. Observe a client session (at least one) and document observations through writing a daily note following the format used at the facility.
9. Compare an assessment progress note to an initial evaluation and note the change (Part of evaluation report assignment noted below).
10. Compare an assessment progress note to a discharge summary. Students will document the progress needed to accomplish discharge.
11. Identify how reimbursement guidelines impact the assessment protocol at their assigned facility or from client to client. Students might also compare the assessment process at their assigned facility to a peer who completed the fieldwork at an alternative site and note differences.

#### B. Mental Functions Activities

1. Review the AOTA code of ethics and discuss expectations for professional behavior in fieldwork setting with fieldwork educator.
2. Review course assignments with fieldwork educator early in the experience; receive feedback regarding evaluation process proposed and ability to form appropriate client- centered goals and interventions.
3. Observe and then co-facilitate an interview or observation-based assessment session and compare findings with the fieldwork educator following the assessment session. It is helpful for students to discuss which assessment method might be most appropriate for evaluating a particular client and to participate in documenting assessment results.
4. Orient students to the rationale for selection of interventions, including the use of crafts, leisure activities or skill-building sessions; engage students in identifying appropriate interventions for specific clients.
5. Observe ADL sessions (with attention to privacy protection) including understanding of sequencing and grading the steps of the activity and use of environmental adaptations/compensatory strategies to accommodate for cognitive and skill abilities.
6. Participate in intervention sessions directed toward addressing an area of IADLs, so students can appreciate the impact of context on occupational performance. For example, they might observe a kitchen assessment or intervention session related to cognition so that they can appreciate unsafe elements for cognitively impaired individuals in the kitchen context.
7. Observe and participate in leading group activities. If available, students would benefit from planning and co-leading a group session directed toward skill development and then meeting with the fieldwork educator to reflect on the therapy session.
8. Observe groups led by other disciplines, if available, to learn to appreciate the impact of various disciplinary and theoretical approaches to group work and the impact on problem-solving and goal-setting processes.
9. Participate in or observe use of various sensory approaches or sensory room interventions, if

available.

10. Receive feedback from fieldwork educator early in the Level I Fieldwork in regard to student strengths and challenges in relation to therapeutic use of self; respond responsibly to feedback provided.
11. Document outcomes of occupational therapy services including assessment of progress and rationale for continuation or termination of services following guidelines and protocol of the facility.
12. Observe and participate responsibly in a team meeting to learn to appreciate how disciplines work together to provide comprehensive treatment.
13. Observe a family conference, consultation, or discharge meeting to learn more about family-centered care.
14. Practice explaining the purpose of OT to OT staff, team members and clients.
15. Share an appropriate resource with fieldwork educator or staff, (this could be demonstration of a new assessment, an appropriate research article, etc.) demonstrating appropriate communication skills and professionalism.
16. Identify diagnostic safety precautions during evaluation and intervention under supervision of the fieldwork educator.
17. Identify aspects of diversity that are present at the fieldwork setting and communicate implications of diversity on evaluation and treatment of clients served.

### C. Neuromusculoskeletal and Movement-Related Functions Activities

1. Review AOTA Code of Ethics and discuss expectations for professional behavior in fieldwork setting with fieldwork educator.
2. Review course assignments with fieldwork educator early in the experience; receive feedback regarding evaluation process proposed and ability to form appropriate client centered goals and interventions.
3. Observe and then co-facilitate an interview or observation-based assessment session and then compare findings with the fieldwork educator following the assessment session. It is helpful for students to discuss which assessment method might be most appropriate for evaluating a particular client and to participate in documenting assessment results.
4. Observe ADL sessions (with attention to privacy protection) with understanding of sequencing and grading the steps of the activity and use of environmental adaptations/compensatory strategies to accommodate for cognitive and skill abilities.
5. Participate in a kitchen assessment or treatment session related to cognition so that the student can appreciate unsafe elements for cognitively impaired individuals in the kitchen context.
6. Practice various preparatory activities (i.e., exercise, inhibition of high tone,). Determine purposeful activities reflective of a specific client's lifestyle that might be utilized instead of or alongside preparatory activities (i.e., washing mirror for ↑ROM) Develop occupation-based interventions (i.e., ADLs or leisure) that target certain skills (i.e., ROM, strength, balance) while meeting functional/occupational goals.
7. Complete active or passive range of motion intervention with a client with attention to safety features and the influence of muscle tone on movement.
8. Observe an intervention session where principles of NDT or other frames of reference are used to facilitate movement.
9. Observe and then practice safety procedures related to transfers and mobility; allow students to observe and then practice principles with staff and, once competency is established, with patients.

10. Receive feedback from fieldwork educator early in Level I FW in regard to student strengths and challenges in relation to therapeutic use of self and respond responsibly to feedback provided.
11. Document outcomes of occupational therapy services including assessment of progress and rationale for continuation or termination of services following guidelines and protocol of the facility.
12. Observe and participate responsibly in a team meeting and/or observe a given patient in physical therapy, speech therapy or other disciplines to appreciate how disciplines work together to provide comprehensive treatment.
13. Observe video fluoroscopy, discuss dysphagia protocols, observe dysphagia groups and appropriate equipment.
14. Complete a home visit with the therapist present.
15. Observe specialized interventions available for particular populations within your healthcare setting. For example, the BIG program for individuals with Parkinson's disease, driving programs, aquatic therapy programs, etc.
16. Practice wheelchair handling, such as locking breaks, adjusting leg rests, using iv poles, etc.
17. Practice maneuvering hospital equipment, such as beds, IV pole, monitors, etc.
18. Identify aspects of diversity that are present at the fieldwork setting and communicate implications of diversity on evaluation and treatment of clients served.
19. Practice explaining the purpose of OT to fieldwork educator, team members, families, and/or clients.