

State College of Florida
Occupational Therapy Assistant Program

Guidelines for Occupational Therapy Fieldwork- Level I

Definition and Purpose:

The AOTA Essentials describe Level I Fieldwork “as experiences designed to enrich didactic course work for the purpose of directed observation and participation in selected fieldwork settings.” Level I Fieldwork experiences integrated in the Occupational Therapy Assistant Program at the State College of Florida include experiences designed as an integral part of didactic courses for the purpose of directed observations and participation in selected field settings. Experiences may include services provided to a variety of populations in a variety of settings; services directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span.

Occupational Therapy Assistant students at the State College of Florida are required to complete three Fieldwork I Experiences in the areas of pediatrics, physical disabilities, and mental health/psychosocial dysfunction. These experiences are integrated throughout the educational program. The academic level and experience of the student will vary and progress with increased exposure. The fieldwork placement must be cognizant of the academic level and performance expectations of each Level I student.

Qualified personnel must provide supervision. They may include occupational therapy personnel and other appropriate personnel such as teachers, social workers, nurses, ministers, probation officers, and physical therapists.

Objectives: The Level I Fieldwork experience initially provides the student with exposure to clinical practice through observation and progresses with increasing expectations of the student to demonstrate skills in the use of selected evaluation or treatment procedures including gather and organize data, and examine reactions to clients and patients, self, personnel, and the profession. The fieldwork placement should provide observational and participation opportunities.

Observation *refers to the act of seeing, but more importantly, seeing with attention to specific elements so that it becomes possible to make tentative statements about what has been seen. These statements can later be tested for amplification, modification or abandonment. The fieldwork I experience focuses on the evolution of observation skills. Therefore, it is imperative that the student receives guidance as to what is to be observed, i.e., fine motor skills, gross motor skills, influence of sensory processing, social interactions, etc.*

Participation *implies a shared involvement in an activity. In this instance, the student is involved in a learning experience with the clients and the therapist/staff. This means that the student cannot be passive, nor totally dependent upon others for learning. The fieldwork experience is planned to facilitate participation through the involvement of the student in experiences with*

clients, therapists and other staff members. Discussion of observations and experiences with the clinical supervisor will provide a mode for evaluation and validation of observation skills.

The student does not need to participate in all treatment activities. There may be times when the student will need to “sit back” and be an observer for the benefit of the client. The fieldwork placement is expected to cooperate with the academic assignments and provide a written evaluation of the experience. The OTA program at State College of Florida will provide clinical Manuals, for each fieldwork experience. This manual will include all assignments, evaluations, expectations, and specific course objectives related to each fieldwork experience. Overall, the focus of the learning experience for fieldwork I includes observation, written and verbal communication, professional behavior, and individual and group participation with patient/clients.

The fieldwork experience will provide the opportunity for the following:

1. Basic exposure, observation and experience with clients served by occupational therapy.
2. Observation and description of treatment methods, evaluation tools, and client behaviors.
3. Recognition and description of conditions of dysfunction.
4. Identification of the role functions of the OTR and COTA in various treatment settings.

The student is expected to develop skills and abilities in the following:

1. Demonstrating reliable work habits.
2. Establishing meaningful and comfortable relationships with clients/patients.
3. Establishing positive working relationships with staff.
4. Demonstrating good judgment in seeking assistance, responding to feedback and conducting himself/herself ethically and with appropriate courtesy and attitudes in client/patient and staff relationships.
5. Development of observation skills.
6. Formulating general treatment goals and objectives.
7. Selection and planning of appropriate activities to meet treatment goals.
8. Communication in writing clearly, concisely and professionally.
9. Assisting in the therapeutic activity process.
10. Clarification of the roles of the occupational therapist and occupational therapy assistant within various fieldwork settings.
11. Recognize the importance of supervision.
12. Identify the impact of the disease process/disability on the ability to engage in occupations.
13. Identify the impact of context on the ability to engage in occupations.

See the Course syllabi included in this manual for specific goals and objectives of the fieldwork experience.

Occupational Therapy Fieldwork Education: Value and Purpose

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

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

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

Level II fieldwork experiences occur at or near the conclusion of the didactic phase of occupational therapy curricula and are designed to “develop competent, entry-level, generalist practitioners” (ACOTE, 2012, p. S62). Level II fieldwork features “in-depth experience(s) in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation” (ACOTE, 2012, p. S62). For the occupational therapist student, there is an additional exposure to “research, administration,

and management of occupational therapy services” (ACOTE, 2012, p. S62). Students should be “exposed to a variety of clients across the lifespan and to a variety of settings” (ACOTE, 2012, p. S62)

The value of fieldwork transcends the obvious benefits directed toward the student. Supervising students enhances fieldwork educators’ own professional development by providing exposure to current practice trends, evidence-based practice, and research. Moreover, the experience of fieldwork supervision is recognized by the National Board for Certification in Occupational Therapy and many state regulatory boards as a legitimate venue for achieving continuing competency requirements for occupational therapy practitioners.

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

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

References

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

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

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

Authors

Donna Brzykcy, MS, OTR
Jamie Geraci, MS, OTR/L
Renee Ortega, MA, COTA

Tamra Trenary, OTD, OTR/L, BCPR
Kate McWilliams, MSOT, OTR/L
for
The Commission on Education
Andrea Bilics, PhD, OTR/L, FAOTA, Chairperson
Tina DeAngelis, EdD, OTR/L
Jamie Geraci, MS, OTR/L
Michael Iwama, PhD, OT(C)
Julie Kugel, OTD, MOT, OTR/L
Julie McLaughlin Gray, PhD, OTR/L, FAOTA
Kate McWilliams, MSOT, OTR/L
Maureen S. Nardella, MS, OTR/L
Renee Ortega, MA, COTA
Kim Qualls, MS, OTR/L
Tamra Trenary, OTD, OTR/L, BCPR
Neil Harvison, PhD, OTR/L, FAOTA, AOTA Headquarters Liaison

Adopted by the Representative Assembly 2016

Note. This document replaces the 2009 document Occupational Therapy Fieldwork Education: Value and Purpose, previously published and copyrighted in 2009 by the American Occupational Therapy Association in the American Journal of Occupational Therapy, 63, 821–822.

<http://dx.doi.org/10.5014/ajot.63.6.821>

Copyright © 2016 by the American Occupational Therapy Association.

Citation. American Occupational Therapy Association. (2016). Occupational therapy fieldwork education: Value and purpose. *American Journal of Occupational Therapy*, 70(Suppl. 2), 7012410060. <http://dx.doi.org/10.5014/ajot.2016.706S06>

Downloaded from http://research.aota.org/ajot/article-pdf/70/Supplement_2/7012410060p1/20819/7012410060p1.pdf by Lora Swart on 08

State College of Florida
Occupational Therapy Assistant Program

OTH 2802LC

Occupational Therapy Practicum

Fieldwork I – Mental Health Fieldwork Manual

Arrangement for first fieldwork visit:

Students will be given an assigned fieldwork placement. After receiving this assignment, it is the student's responsibility to make contact with the fieldwork educator prior to the first day at fieldwork, to confirm hours of work, travel directions, dress code, health requirements, fingerprinting requirements and other pertinent information relating to the fieldwork setting.

Attendance:

All students are required to attend fieldwork during the regular hours of the facility that the student is assigned to. **Work hours are non-negotiable.** This is a 6-week (2-day/week)-fieldwork experience for a total of 11 days. Students are expected to attend regularly and arrive promptly. You must be present and engaged in your fieldwork setting for a minimum of 6 hours to equal a day of fieldwork. Days when you work less than 6 hours will not be included in your day count. You must make-up any time missed to complete the fieldwork time requirement. Fieldwork will not be scheduled on Thursday, November 25, 2021, and Friday, November 26, 2021.

The fieldwork educator will determine hours of the fieldwork experience. The student should be made aware of the exact start and end time for each day at the fieldwork experience. If you must be late or absent, notify your fieldwork educator and the academic fieldwork coordinator prior to the time you would normally arrive. It is the student's responsibility to notify the fieldwork educator of any lateness prior to the "start" of the day. **If the fieldwork educator determines that the lateness interferes with the performance of assigned fieldwork duties, the fieldwork educator can require that the student make up an entire day rather than the time missed due to lateness.**

Dress:

The school uniform, program shirt (blue, green or white), and navy, khaki or black slacks (no jeans); plain socks or hosiery and nametag, should be worn while on all fieldwork experiences. You must look neat, clean and professional at all times.

See page 11 for specific dress code requirement of the OTA Program.

Assignments:

Students have been given a series of assignments that have been coordinated with classroom instruction. All assignments will be read by the fieldwork educator and graded by the SCF instructor. If a task/assignment is inappropriate for your setting, speak to your fieldwork educator and the academic fieldwork coordinator so a more appropriate task/assignment can be utilized.

The fieldwork educator may assign additional assignments/activities that are appropriate to the fieldwork experience. The academic fieldwork coordinator/course instructor must be notified of all additional assignments given to the student. The academic fieldwork coordinator will have final approval of all assignments and will arrange for the adjustment of the assignment schedule.

All assignments must be reviewed and signed by the fieldwork educator prior to being handed in to the classroom instructor. If you or your fieldwork educator has any questions concerning the assignments, please contact the program academic fieldwork coordinator/course instructor immediately. Please refer to the section for **ASSIGNMENTS** for specific details.

Evaluation:

Students will be evaluated by the fieldwork educator using the *Fieldwork I Evaluation Form* included in this manual, midway through the fieldwork experience and during the last week of the fieldwork.

The midterm evaluation is used as a counseling device to clarify to the student the expectations for successful completion of the fieldwork experience and to identify the student's strengths and weaknesses. Fieldwork educators must notify the academic fieldwork coordinator/course instructor immediately if a student scores unsatisfactorily at midterm.

The final evaluation should be completed the last week of the fieldwork experience and is used to calculate the grade for OTH 2802C. To calculate the grade, total the point in each section and compare to the scale on the evaluation form. The fieldwork educator and the student will meet to review the final evaluation on the last day of the fieldwork experience. The **original** final evaluation must be returned to the college within one week after completion of the fieldwork experience.

The student should hand carry the midterm and final evaluations to SCF. Please DO NOT mail the evaluation. Mailing the evaluation may delay processing of the course grade. You may return the evaluation in a sealed envelope for privacy.

If the student has had the opportunity to work with other staff members at your facility, please elicit feedback from them about the student's performance related to application of theoretical

knowledge, communication skills and professional behaviors when completing the midterm and final evaluation.

The fieldwork educator should request that the student complete a self-assessment of their performance using the *Fieldwork I Evaluation Form* for both the midterm and final assessment and bring their assessments to the meetings when the evaluations are discussed. This becomes a valuable tool for both the student and fieldwork educator when reviewing the evaluation results and setting future goals. The self-assessment completed by the student does not have to be turned in to the course instructor.

The student will also complete an evaluation of the fieldwork experience during the last week of the experience. This should be reviewed with the fieldwork educator on the last day of the experience after the student has reviewed and signed the final Fieldwork I Evaluation Form.

Both the student and fieldwork educator MUST sign ALL evaluation forms and the **originals** returned to the college. Copies of the student's evaluation of the fieldwork experience will be sent to the fieldwork educator/fieldwork coordinator by the OTA program director/academic fieldwork coordinator.

Problems, Concerns or Questions???

If you encounter any problems related to the fieldwork experience, they should be worked through as early and quickly as possible with your fieldwork educator and the academic fieldwork coordinator/class instructor. It is important to maintain open lines of communications between you, your fieldwork educator and the OTA program faculty. All questions and concerns should be addressed with the Academic Fieldwork Coordinator as soon as possible to achieve success in this experience.

For any problem contact Lora May Swart (AFWC), Diane Griffin, or Susan McCarty at 941-752-5346 ASAP.

They can also be reached via e-mail:

Lora May Swart SwartL@SCF.edu

Diane Griffin griffid@scf.edu

Susan McCarty mccarts@scf.edu

Site Visit:

The course instructor/academic fieldwork coordinator will schedule a phone conference and/or site visit around the midpoint of the fieldwork experience. This is a chance to look at how the fieldwork experience is going and answer any questions from the fieldwork educator and/or student. Enclosed in the manual is form, OTA Program Communication Sheet, which needs to be completed by the fieldwork educator and returned to the school. This form should be completed between midterm and the final day of the fieldwork experience.

Supervision:

A minimum of one hour per week should be scheduled for the student and the fieldwork educator for direct supervision. This time should be used to answer questions, review assignments engage in problem solving related to client problems and treatment planning, reviewing the theoretical basis for treatment and treatment goals, etc.

The student should be given the opportunity to observe and actively assist in client/student treatment. It is helpful to the student to have as much consistency as possible within your setting.

Your fieldwork educator may assign additional activities (within or outside the setting) that are appropriate the student's level of knowledge and skill. This may include observation of other therapies, observation of special programs or services offered at the facility, fieldtrips, etc. (See listing on page 8 for suggested learning activities).

State College of Florida
Occupational Therapy Assistant Program
OTH 2802L Occupational Therapy Practicum - Fieldwork I

DRESS CODE

The personal appearance and demeanor of the occupational therapy assistant students at SCF reflect the college and program standards and are indicative of the student's interest and pride in the profession. A properly maintained appearance, as designated by the program, shall be met by all students. Failure to follow the uniform guidelines may result in the student being sent home and a fieldwork absence recorded. Continued violation of the dress code policy may result in probation or dismissal from the program.

The school uniform for the OTA program is an OTA program shirt, navy, khaki, or black slacks or scrub pants (no jeans, capris, yoga or exercise pants), plain socks or hosiery and the SCF nametag. This **uniform MUST be worn** during all fieldwork experiences regardless of the dress code at the facility.

The following are specific areas of concern related to dress code. Students **MUST** adhere to all of the following:

1. Nails must be fingertip length and clean. Nail polish must be intact without chips to prevent bacteria growth. Artificial nails are not allowed in any clinical setting
2. A functioning watch with the capability of measuring seconds must be worn. Jewelry will be limited to earrings and a simple wedding band.
3. Earrings will be limited to the stud type and only on the ear lobe. Looped or dangling earrings may not be worn. Other body piercings/jewelry must not be observable while in uniform. All visible piercings must be removed when in the clinical setting. This includes tongue piercings.
4. Undergarments **MUST** be worn and should **NOT** be visible.
5. Hair must be clean, neat and controlled in a conservative manner. Example: Long hair should be worn up or tied back. Non natural colored hair should be covered, it is recommended not to have unnatural colored hair.
6. Gum chewing while engaged in any fieldwork activities is not permitted.
7. Uniforms and apparel worn to the fieldwork experience must be clean and pressed (wrinkle free).
8. Socks and professional shoes are required. Sandals, open toe shoes and clog-type shoes with open backs of any kind are not permitted.
9. Smoking is not permitted when in uniform. The smoking odor in your clothes may be offensive and/or detrimental to the clients you see.

State College of Florida
Occupational Therapy Assistant Program

OTH 2802L

SUGGESTED LEARNING ACTIVITIES FOR FIELDWORK LEVEL I – Mental Health

1. Touring the facility.
2. Introduction to OT clinic or other facility resources.
3. Introduction to OT clinic area treatment modalities if available.
4. Orientation to location and use of fire extinguisher and safety procedures of the facility.
5. Exposure to legal precautions regarding patients/clients.
6. Orientation to other disciplines at the facility.
7. Acquainting students with safety and treatment precautions in the treatment area.
8. Orientation to the use of equipment and identification of supplies.
9. Orientation to community resources and agencies.
10. Assisting with maintenance and clean-up of all work areas and equipment.
11. Opportunity to observe and use treatment methods discussed in the didactic component of program coursework and to learn new methods.
12. Opportunity for the student to observe and practice therapeutic use of self.
13. Opportunity to observe patients/clients with varied diagnoses, ages, and sexes.
14. Opportunity to write observation notes, progress notes and treatment plans.
15. Observation of, or other opportunities to learn about related treatment procedures and services (i.e., speech therapy, physical therapy, social services, psychological services, etc.).
16. Attending and participating (when appropriate) in meetings with the supervising therapist.
17. Reviewing treatment principles.
18. Adapting crafts and/or other purposeful activities to meet the treatment needs of the patients/clients.
19. Reviewing the purposes for existing assistive/adaptive equipment.
20. Constructing adaptive equipment for assigned patients/clients with supervision.
21. Contacting other personnel as indicated.
22. Treating a variety of patients/clients with supervision.
23. Assisting with assessment and/or treatment tasks utilized in the facility
24. Participating in experiences unique to your particular facility.

State College of Florida
Occupational Therapy Assistant Program

Policy for Fieldtrips during Fieldwork Experiences Fieldtrips have been identified as a potential learning experience that the OTA student can use to compliment the fieldwork experience. It is an opportunity to visit another site, to compare and contrast different clinical settings.

The following policies have been established related to fieldtrips:

1. The number of fieldtrips permitted is limited based on the fieldwork experience. For a Level I experience (OTH 1520L/ OTH 2802L), the student may schedule one (1) fieldtrip for each level I experience (pediatrics, physical disabilities, mental health. For a Level II experience (OTH 2840L/ OTH 2841L), the student may schedule no more than two (2) fieldtrips for each experience.
2. The fieldtrip will be considered as a fieldwork day if the fieldtrip is a minimum of five (5) hours. For any fieldtrips scheduled for less than 5 hours, the student must complete the rest of the day at the assigned clinical site.
3. All fieldtrips must be approved by the Fieldwork Educator at the assigned clinical facility prior to the fieldtrip.
4. All fieldtrips must be approved by the Academic Fieldwork Coordinator or other designated faculty, after it has been approved by the Fieldwork Educator. All approvals must be done prior to the actual date of the fieldtrip.
5. A fieldtrip that has been approved by both the Fieldwork Educator and Academic Fieldwork Coordinator (or designee), will be considered part of required days for the clinical experience. Any fieldtrips completed without authorization will not be counted as a fieldwork experience day and the student will need to make-up the day at the assigned fieldwork site to complete the experience.
6. All fieldtrips must be arranged by the student requesting the fieldtrip. It is the student's responsibility to contact the fieldtrip site and make arrangements directly with the contact at that site. Student should not be asking classmates to arrange a fieldtrip, even if the classmate is completing a fieldwork experience at that site. The student assigned to a facility for a fieldwork experience is not the facility contact.
7. Students must realize that "visitors" may be disruptive to some fieldwork sites and their request for a fieldtrip may be denied. Do not take this refusal personally. The fieldwork site must consider the effects of "visitors" on the clients and the staff.

Dev. 11-05 Reviewed: 9/21

Program Philosophy

Performance Standards

Fieldwork Objectives

Course Syllabi

Fieldwork Terminology

State College of Florida
Occupational Therapy Assistant Program

PROGRAM PHILOSOPHY

The philosophy of the Occupational Therapy Assistant Program reflects the mission of the State College of Florida and is guided by measurable standards of institutional and professional excellence by providing an accessible, dynamic learning environment that facilitates the achievement of educational, professional, and personal goals through engagement in quality educational opportunities. The program is designed to incorporate concepts from the biological, social, and behavioral sciences with professional content to assist the student in obtaining the knowledge and skills to promote and maintain the holistic health of individuals across the lifespan.

Occupational therapy education is firmly established in a shared belief that humans are complex and active beings, influenced using purposeful activity/ occupation. They are involved in an interactive process of continuous adaptation and growth in response to their physical, social, and cultural environments. Human beings are capable of influencing their physical and mental health and are seen as actively seeking their highest potential through purposeful activities/occupation. Occupational therapy is based upon these beliefs and uses purposeful activities/occupations to facilitate growth and maximize functional abilities. The goals of occupational therapy are directed towards enhancing the ability of individuals across the lifespan to carry out those tasks and roles that provide satisfaction and independence in daily living.

The occupational therapy assistant works under the direction of an occupational therapist to assist clients in developing or restoring their ability to perform functional/occupational activities essential for adaptation and productivity. The occupational therapy assistant participates in the development of adaptive skills and performance capabilities and is concerned with factors that promote, influence, or enhance performance, as well as those that serve as barriers or impediments to the individual's ability to function. The occupational therapy assistant provides service to those individuals whose abilities to cope with tasks of daily living are threatened or impaired by developmental deficits, the aging process, cultural diversity, physical illness, or injury, or psychological or social disability. Acknowledging the dignity, worth, and the right of all human beings to have their health needs met, the occupational therapy assistant utilizes specialized knowledge and skills to empower individuals to meet these needs.

The educational program assists the student to integrate scientific principles, to use critical thinking as part of the decision-making process, and to act responsibly according to professional standards of practice. The faculty believes that learners in the occupational therapy assistant program are self-motivated adults, diverse in cultural, religious, social, and educational backgrounds and experiences. To best meet the learner's needs the teaching-learning process should be flexible, individualized and collaborative. Learning occurs when it is perceived as relevant by the student and has concurrent application. Students learn best by being active participants in the learning process. This requires that the student engage in the learning experiences which will assist in developing an understanding of occupational therapy and their role as an occupational therapy assistant in assisting the client to achieve an optimum level of independence.

Education for all occupational therapy practitioners is lifelong and dynamic. It includes goal-directed experiences from the cognitive, affective, and psychomotor domains. The program is based on the belief that the role of the faculty is to facilitate learning through a multitude of opportunities and

experiences and that the role of the student is to seek and develop the knowledge, skills, and attitudes to prepare them for professional practice. Evaluation of student learning throughout the program is formative and summative and focuses on utilizing an authentic assessment approach which requires the student to “do” and requires the use of judgment, innovation, and critical thinking to address complex problems and situations.

Following the completion of the program, the practice of the graduate reflects critical thinking, clinical accountability, and a commitment to learning and caring. This practice ensures that the graduate has the ability to efficiently and effectively use their repertoire of knowledge and skills in a variety of health care settings and function within the policies and procedures of the facility. It is assured that the graduate will be able to utilize evidenced-based practice and assess resources as needed to support their decisions and actions. As a member of the discipline, the occupational therapy assistant will practice within an ethical and legal framework and is accountable for making professional decisions. As a professional, the graduate is expected to assume responsibility for continued personal and professional growth and involvement in community partnerships.

Developed: 12/10/97

Revised: 2/99, 1/02, 6/02, 5/04, 8/05, 8/09, 9/10, 6/11, 5/14, 5/16, 3/2021

Reviewed: 11/10/99, 6/00, 6/01, 6/03, 6/04, 6/06, 8/08, 4/09, 5/10, 5/12, 5/13, 5/15, 5/18,
6/19

PERFORMANCE STANDARDS FOR PROGRESSION AND GRADUATION
In the Occupational Therapy Assistant Program
State College of Florida

Successful participation and completion of the Occupational Therapy Assistant Program requires that the student must be able to meet the demands of the program. Occupational therapy assistant students must be able to perform academically in a safe, reliable, and efficient manner in classrooms, laboratory, and clinical situations. The student must demonstrate behaviors, skills, and abilities to be in compliance with legal and ethical standards as set forth by the AOTA Code of Ethics and Standards of Practice.

Students acquire the foundation of knowledge, attitudes, skills, and behaviors needed throughout the occupational therapy assistant’s professional career. Those abilities that the occupational therapy assistant must possess to practice safely are reflected in the standards that follow.

Candidates for the degree must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements.

	STANDARD	EXAMPLES
Critical Thinking	Demonstrates critical thinking ability sufficient for clinical judgment and problem solving.	<ul style="list-style-type: none"> • Applies critical thinking processes to work in the classroom, laboratory, and the clinical experiences. • Exercises judgment in decision making abilities during class, laboratory and in clinical experiences. • Follows safety procedures established for each class, laboratory, and clinical experience. • Demonstrates the ability to self-evaluate. • Demonstrates the ability to identify problems and offer possible solutions.
Interpersonal	Demonstrates the ability to interact and relate to other people beyond giving and receiving instructions. Cooperates with others.	<ul style="list-style-type: none"> • Demonstrates interest in classmates, faculty, patients/clients. • Demonstrates the ability to get along with and cooperate with others. • Demonstrates the ability to listen to others • Demonstrates the ability to provide suggestions/ recommendations to others.

		<ul style="list-style-type: none"> • Demonstrates ability to maintain poise and flexibility in stressful or changing conditions. • Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences, and cultural backgrounds.
Communication	<p>Demonstrates the ability to communicate clearly with patients/clients, physicians, others health professionals, family members, significant others, care givers, community or professional groups and colleagues.</p> <p>Communication includes speech, language, nonverbal, reading, writing and computer literacy.</p>	<ul style="list-style-type: none"> • Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction, and intervention • Participates in group meetings to deliver and receive information and respond to questions from a variety of sources. • Reports clearly and legibly through progress notes in patient/clients charts, communicates with physicians and insurance providers including billing and order/referral forms. • Responds to patient calling or any other warning call and machine alarm. • Demonstrates skill in utilizing various computer programs to prepare assignments, presentations, and documentation as required in the classroom, laboratory, and clinical environments. • Effectively communicates and work interprofessionally with those who provide services, clarifying each member's responsibility in executing an intervention plan.
Motor Skills	<p>Demonstrates the ability to execute motor movements reasonably required to provide general and emergency care and treatment to patients/clients.</p>	<ul style="list-style-type: none"> • Moves around in classroom, laboratory, patient/client's room, therapy/treatment area. • Moves to and from departments to patient/client's rooms. • Provides for patient/client safety and well-being in all therapeutic or transporting activities by utilizing proper body mechanics. • Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement,

		<p>exercise, data collection and interventions.</p> <ul style="list-style-type: none"> • Knowledge of how to perform CPR
Hearing	Demonstrates functional use of hearing to monitor and assess health needs.	<ul style="list-style-type: none"> • Demonstrates ability to obtain and utilize information directly from instructors, fieldwork educators and classmates in lecture, laboratory simulations/ activities and clinical experiences. • Demonstrates ability to obtain appropriate medical history and data collection directly from the patient/client, caretaker and/or family member. • Responds to monitor alarms or cry for help and/or assistance.
Visual	Demonstrates visual acuity and perception sufficient for observation and assessment.	<ul style="list-style-type: none"> • Demonstrates ability to obtain and utilize information directly from lectures, and laboratory demonstrations/activities. • Demonstrates the ability to obtain and utilize information via observation from patients/clients, e.g., movement, posture, body mechanics, etc. necessary for comparison to normal standards for purposes of evaluation of performance and response to interventions. • Receives information from treatment environment.
Tactile	Demonstrates tactile abilities sufficient to gather assessment information and provide intervention.	<ul style="list-style-type: none"> • Demonstrates the ability to sense changes in an individual's muscle tone, muscle strength, skin quality, joint mobility, kinesthesia, and temperature. • Demonstrates the ability to gather accurate objective evaluative information via tactile abilities in a timely manner. • Demonstrates the ability to obtain and utilize information about an individual via tactile abilities during treatment activities.

Self-Care	Maintains general good health and self-care in order not to jeopardize the health and safety of self and individuals with whom one interacts with in the academic and clinical setting.	<ul style="list-style-type: none"> • Maintains hygiene while in lectures, laboratory experiences and clinical experiences. • Demonstrates safety habits and work area neatness. • Understands components of a healthy lifestyle. • Meets all health requirements of the OTA Program.
Intellectual Abilities	Demonstrates the ability to read, write, speak and understand English at a level consistent with successful course completion and development of a positive patient-student relationship.	<ul style="list-style-type: none"> • Demonstrates ability to comprehend and follow verbal and written instructions. • Consistently meets course requirements of all courses in the OTA Program, passing each course with a grade of "C" or better. • Can learn to reconcile conflicting information • Written communication: Demonstrates ability to use proper punctuation, grammar, spelling; work is neat and legible.
Commitment to Learning	Demonstrates a positive attitude towards decision-making, policies and operating methods, rules, etc.	<ul style="list-style-type: none"> • Completes readings, assignments, and other activities outside of class hours. • Demonstrates initiative, motivation and enthusiasm related to course requirements. • Demonstrates ability to complete all work without evidence of cheating or plagiarism. • Attends all class/ laboratory/fieldwork as assigned. • Is consistently punctual to all class, laboratory, and fieldwork assignments. • Understands the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.
Affective Learning Skills (behavioral & social attitudes)	Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental, and behavioral safety of clients and other	<ul style="list-style-type: none"> • Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and clinical component, that occur within set time constraints.

	<p>individuals with whom one interacts with in the academic and clinical setting.</p> <p>Acknowledges and respects individual values and opinions to foster harmonious working relationships with colleagues, peers and patients/clients.</p>	<ul style="list-style-type: none"> • Demonstrates willingness to accept challenges. • Demonstrates the ability to work with others on projects/assignments, sharing the workload • Open to feedback both positive and negative • Listens actively. • Follows guidelines and rules for the program and college. • Understands the need for supervisory, responsibilities and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

If a student cannot demonstrate the skills and abilities identified above, it is the responsibility of the student to request an appropriate accommodation. The College will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.

Developed: 6/00

Reviewed: 9/01, 10/06, 5/07, 6/08, 5/10, 6/11, 5/12, 5/13, 5/18 6/19, 6/20, 5/21

Revised: 7/04, 2/05, 8/05, 8/09, 8/10, 5/14, 5/15

STATE COLLEGE OF FLORIDA
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

OTH 2802L OCCUPATIONAL THERAPY PRACTICUM (AS)
LEC. LAB CR
0 12 4

COURSE DESCRIPTION:

This course provides opportunities for students to observe and participate in occupational therapy treatment with adult clients in a physical disabilities and mental health fieldwork environment within the community and/or virtual environments. The student will work under the supervision of an occupational therapist, occupational therapy assistant and/or other approved designated fieldwork supervisors. A variety of fieldwork settings are used to expose the students to individuals and groups with physical and psychosocial dysfunction. This course also includes a fieldwork seminar hour which is designed to facilitate the development of clinical skills by developing clinical reasoning/problem solving skills, develop an understanding of health literacy and the ability to educate and train the client, enhance the understanding of quality of life, well-being and occupation to promote physical and mental health, considering the context and environment and to enhance the need for and understanding of interprofessional collaboration within the health care environment.

RELATIONSHIP TO THE CURRICULUM DESIGN:

Occupational Therapy Practicum will provide practice of occupational therapy skills and techniques in the areas of physical disabilities and psychosocial dysfunction with adult clients. Level I fieldwork will promote student competence in skilled observations, critical thinking, problem solving, client intervention, and working as a part of the interprofessional team. The integration of this fieldwork experience within the course structure provides the student opportunities for linking content taught in core semester courses with real life clinical situation. Students begin to appreciate how information learned in earlier semesters provides the building blocks for problem solving in successive semesters and experience learning as an ongoing process. Fieldwork will be an integral aspect of learning, linking theory and practice throughout the practice areas of occupational therapy. Fieldwork seminar will provide opportunities for the students to network with each other, to understand and utilize the supervision process, to express feelings and concerns about working with disabled individuals, to understand the differences in people and in fieldwork settings and to learn about the therapeutic use of self. Weekly discussions will also focus on communication, client-professional collaboration, interprofessional collaboration, motivation, the role of the family in treatment, advocacy for the client, and influence of beliefs, issues related to accountability of services and standards for reimbursement, as well as the impact of values and culture on the treatment process.

PREREQUISITES: Satisfactory completion of OTH 1114C, OTH 1520C, OTH 1410,
ENC 1102, and the Humanities elective

COREQUISITE: OTH 2420C, OTH 2300C and OTH 2261C

REVISIONS: 2/99, 6/99, 10/99, 7/00, 3/03, 7/04, 7/05, 9/06, 6/07, 11/07,
10/08, 8/09, 8/11, 6/13, 6/15, 2/19, 9/20

STUDENT LEARNING OUTCOMES:

Upon satisfactory completion of the course, the student will be able to:

1. Use academic preparation within the fieldwork setting.
 1. Discuss how the knowledge of human development prepares the student to understand and treat the adult with physical and/or psychosocial dysfunction. (B.1.1)
 2. Demonstrate knowledge of the pathogenesis of the diseases/disabilities seen in the adult fieldwork setting through treatment planning.
 3. Explain how the illness/disease/disability seen in the fieldwork setting affects the occupational performance skills of the adult.
 4. Explain the role of sociocultural, socioeconomic, diversity factors and lifestyle choices in contemporary society in meeting the needs of the clients in the fieldwork settings. (B.1.2)
 5. Demonstrate knowledge of the Occupational Practice Framework in the processes of analysis of occupational performance, intervention planning, intervention implementation, and intervention review as supported by the clients' engagement in occupation.
 6. Discuss the role of the occupational therapist and occupational therapy assistant as it relates to case coordination, case management, and transition services.
 7. Discuss the client's rights and provider responsibilities related to the health care delivery system, health and quality of life, the client-provider relationship, legal and ethical guidelines, and patient advocacy.
 8. Use time management techniques to maintain, organize and prioritize workload in the clinical environment.

2. Review client evaluations and suggest appropriate treatment activities.
 1. Adapt the environment and activities to the client's functional level.
 2. Choose age-appropriate occupation-based intervention, purposeful activity, preparatory methods through the therapeutic use of occupation, exercises and activities related to the client's functional abilities, disability and personal needs and support these choices with scientific evidence, theories, models of practice and frames of references. (B.2.1)
 3. Discuss the use of activities relative to performance in areas of occupation, performance skills, performance patterns, context, activity demands and client factors.
 4. Utilize the activity analysis to choose and design an intervention program, which incorporates activities, related to the client's occupations. (B.3.6)
 5. Plan group and individual programs to promote health, wellness, function, and quality of life.
 6. Discuss the how the intervention/activity program relates to the lifestyle, interests, and abilities of the client/population.

3. Perform treatment techniques in the fieldwork environment correctly. (B.3.2, B.4.10, B.4.18)

1. Provide therapeutic use of occupation and activities with supervision of the fieldwork educator.
 2. Provide training in self-care, self-management, health management and maintenance, home management and community and work integration as appropriate to the fieldwork setting.
 3. Demonstrate skill in instructing the client in the performance of treatment activities to enhance safety, wellness, and performance in activities of activities of daily living, instrumental activities of daily living, education, work, play, leisure, and social participation.
 4. Use assessment techniques to evaluate the client's clinical progress. (B.4.4)
 5. Report progress accurately in both written and oral formats.
 6. Fabricate adaptive/assistive devices and static splints when appropriate to the client's needs.
 7. When appropriate, consult with clinical instructor to suggest referral of a client to other relevant services to facilitate implementation of treatment goals.
 8. When appropriate, involve the family and significant others in the client's occupational therapy/rehabilitation program.
4. Discuss the team approach to assessment, treatment, and termination of treatment. (B.4.20)
1. Discuss the use of appropriate standardized and non-standardized techniques utilized within the fieldwork setting.
 2. Discuss termination of treatment and post-discharge needs of the client.
 3. Discuss the importance of interprofessional communication within the fieldwork setting.
 4. Relate treatment activities to various service delivery models and settings.
 5. Develop an occupational profile including participation in activities that are meaningful and necessary for the client to carry out roles in home, work and community environments.
 6. Assist in the development and revision of goals in relation to client performance.
 7. Promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in contexts relevant to the client.
 8. Understand when and how to use the consultative process with the client as directed by the occupational therapist.
5. Observe all safety factors in implementing client treatment. B.3.7)
1. Observe all policies and procedures of the specific fieldwork setting to which the student is assigned.
 2. Utilize good body mechanics when lifting and handling clients and equipment.
 3. Adheres to standard precautions within the therapeutic environment.
6. Explain the role and function of occupational therapy to the fieldwork environment and the relationship to other available services. (B.4.25, B.5.B.7.5)

1. Explain the role and function of the occupational therapist and the occupational therapy assistant in the assigned fieldwork setting. (B.5.5)
 2. Explain the role and function of other disciplines in the assigned fieldwork setting.
 3. Understand the need for and use of service competencies within the fieldwork setting.
 4. Discuss ethical issues and concerns related to various fieldwork settings. (B.7.1)
 5. Review reimbursement methods in various fieldwork settings. (B.4.29)
 6. Discuss the role of the OT/OTA in the reimbursement system and the need to advocate for OT services and the client when reimbursement is not available.
 7. Discuss the importance of supervision in the therapeutic environment. (B.4.29)
 8. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation. (B.4.26)
 9. Collaborate with the occupational therapist in developing therapeutic interventions with assigned clients.
 10. Discuss criteria for becoming a fieldwork educator in a variety of mental health and physical disability settings.
 11. Demonstrates an understanding of the business aspect of the fieldwork site, including financial management, billing and coding.
7. Demonstrate professional behaviors in the fieldwork setting. (B.7.5)
1. Utilize instructor feedback to modify their professional behavior when appropriate.
 2. Comply with the dress code of the fieldwork setting.
 3. Demonstrate respect for confidentiality of client information.
 4. Comply with rules and regulations of the fieldwork setting.
 5. Act responsibly in accordance with the legal and ethical guidelines and standards of practice for occupational therapists.
8. Demonstrates effective communication skills when dealing with staff and clients in the fieldwork setting. (B.4.21, .4.23, 4.24)
1. Establish therapeutic relationship with clients. (B.4.1)
 2. Describe client's behavior in verbal and written formats using uniform terminology.
 3. Describe client's physical appearance and functional abilities in written and verbal formats using uniform terminology. (B.4.6)
 4. Communicate with fieldwork educator at appropriate intervals.
 5. Seek assistance from the fieldwork educator at appropriate times and in an appropriate manner.
 6. Use appropriate communication skills with clients, family members and staff.
 7. Utilize the teaching learning process throughout the occupational therapy process in a variety of settings.
 8. Understand the importance of health literacy in the ability to educate and train the client, caregiver and family, and significant others to facilitate skills

in the areas of occupation as well as prevention, health maintenance, health promotion and safety.

9. Establish a therapeutic relationship with clients (B.4.1)
 1. Use therapeutic touch to provide appropriate physical assistance to the client.
 2. Establish an effective rapport with the client.
 3. Utilize self as a therapeutic “tool” by appropriately modifying behavior in response to the client’s reactions.
 4. Set limits on the client’s undesirable behavior.
 5. Reinforce the client’s desirable behaviors
 6. Effectively communicate and work interprofessionally with those who provide services to individuals and groups to clarify each member’s responsibility in executing an intervention plan.

TOPICAL OUTLINE:

1. Physical Dysfunction
 - A. Orientation Report
 - B. Assessment, reassessment, and treatment
 1. Activities of Daily Living Evaluation
 2. Activities to increase active range of motion
 3. Activities to increase muscle strength
 4. Activities of Home Management Evaluation
 - C. Treatment Plan
 - D. Termination of treatment
2. Psychosocial Dysfunction
 - A. Orientation Report
 - B. Individual and group activities for adults with psychosocial dysfunction
 - C. Functional ramifications of psychosocial dysfunction
 - D. Treatment Plan
 - E. Termination of treatment
3. Occupational Therapy Practice Framework
 - A. Domain of occupational therapy
 - B. Process
 - C. Occupation
 - D. Performance skills
 - E. Performance Patterns
 - F. Contexts
 - G. Client Factors
4. Professional Behaviors
5. The Therapeutic Relationship
6. Use of the Teaching Learning Process
7. Communication Skills with staff, client, family and significant others.
8. Home and Community Programming
9. The Team Approach to Treatment
 - A. Ethical issues related to clinical settings.

- B. Reimbursement methods
- C. Advocacy
- 10. Role of the occupational therapist and the occupational therapy assistant within the clinical setting.
 - A. Supervision
 - B. Time Management Techniques
 - C. Collaboration with other Health Care Providers
 - D. Consultative Process
 - E. Communication
- 11. Safety
 - A. Body Mechanics
 - B. Standard Precautions

TEACHING/LEARNING EXPERIENCES

- Supervised fieldwork experience in settings for adults with physical disabilities and individuals with psychosocial dysfunction
- Discussion – small group
- Simulations and practice activities
- Readings
- Inquiry/questioning
- Demonstration
- Assignments – written and oral
 - Documentation – SOAP notes/observations
 - activity analysis
 - treatment planning
 - case study
- Participation in assessment and treatment activities with clients

EVALUATION METHODS:

Fieldwork Final Evaluations	60%
Assignments	30%
Attendance	10%

- The student must pass the fieldwork component with a minimum grade of 70 to pass the course, regardless of the other components of the grade calculation.
- All OTA students are expected to demonstrate ethical and professional behaviors and attitudes at all times as defined by the **Performance Standards for progression and graduation in the OTA program**. Failure to do so will result in the student’s immediate termination from the fieldwork component of the curriculum.

Grading for the Fieldwork Final Evaluation

100 and Above	A+ (100)
96-99.....	A (95)
93-95	A- (90)
91-92	B+ (88)
89-90	B (85)
87-88	B- (80)
85-86	C+ (78)
83-84	C (75)
82 and Below	Not Passing (F)

Grading Scale: A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or below

* This course required completion of fieldwork at 2 different sites. Each student will be evaluated at each site for competency based on the course objectives. A failing performance in the first fieldwork site will result in failure of the course. The student will not be able to continue in the course to the second fieldwork site.

A minimum grade of "C" is required in all occupational therapy assistant courses. Students who do not achieve a minimum grade of 70 in this course will not be able to progress in the OTA Program

No student will be allowed to enter or continue in any fieldwork experience unless:

1. A "C" or higher grade is maintained /achieved in each course including all prerequisite and co-requisite courses.
2. All course and lab work is successfully completed according to class schedules in the course and co-requisite courses.
3. **Failure to maintain a 70% average in all co-requisite courses to fieldwork experiences will require the student to be immediately withdrawn from fieldwork experience. If fieldwork time cannot be completed prior to the end of the semester, the student will also need to withdraw from all OTA courses, which are co-requisites to the clinic class. See readmission policy.**

All OTA students are expected to always demonstrate ethical and professional behaviors and attitudes as defined by the **Performance Standards for progression and graduation in the OTA program**. Failure to do so will result in the student's immediate termination from the fieldwork component of the curriculum.

State College of Florida, in accordance with the Americans with Disabilities Act, will provide classroom and academic accommodations to students with documented disabilities. Students are responsible for

registering with the Disability Resource Center (DRC) to receive academic accommodations. Reasonable notice must be given to the DRC office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. DRC Contact Information: Email: drc@scf.edu Phone: 941-752-5295 Website: <http://scf.edu/StudentServices/DisabilityResourceCenter>

State College of Florida, Manatee-Sarasota does not discriminate on the basis of sex, pregnancy, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information or sexual orientation in any of its educational programs, services and activities, including admission and employment. Direct inquiries regarding nondiscrimination policies to: Equity Officer, 941-752-5323, 5840 26th St. W., Bradenton, FL 34207

Initially developed - 1/6/98 – Revised based on ACOTE 2018 OTA Standards

Fieldwork Terminology

ACOTE	Accreditation Council of Occupational Therapy Education establishes the Standards for all accredited OT and OTA academic programs for academic curriculum education content and fieldwork expectations.
AOTA	American Occupational Therapy Association, Bethesda, MD.
Areas of Occupation social	Activities in which people engage: activities of daily living, instrumental activities of daily living, rest and sleep, education, work, play, leisure and participation.
Cancellation	Fieldwork site terminates student placement after a confirmation is signed
Certification Exam	Certification Examination to become an OTR or COTA; AKA registration exam, Boards; administered on-demand by NBCOT.
Clinical Reasoning	Complex multifaceted cognitive process used by practitioners to plan, direct, perform and reflect on intervention
COE	The Commission on Education (COE) is one of the standing commissions established by the Bylaws of the American Occupational Therapy Association (AOTA). The COE promotes quality occupational therapy education for occupational therapists and occupational therapy assistants relative to the needs of educators, students, and consumers. The COE provides educational leadership, envisioning the future as well as addressing current issues with the membership.
Competent	To have the requisite abilities/qualities and capacity to function in a professional environment.
Confirmation	Form indicating practice area, location & timing of fieldwork placement
COTA	Certified Occupational Therapy Assistant
Curriculum Design planned, the sequence	An overarching set of assumptions that explains how the curriculum is implemented, and evaluated. Typically, a curriculum design includes educational goals and curriculum threads and provides a clear rationale for the selection of content, the determination of scope of content , and the

	of the content. A curriculum design is expected to be consistent with the mission and philosophy of the sponsoring institution and the program.
Emerging Practice Area	A practice setting in occupational therapy which is not based in medical or School environments, but is a relatively new area of employment for OT's utilizing roles that are based in the community and clients daily activities.
Entry Level Occupational Therapy Assistant occupational	The outcome of the occupational therapy educational and certification process; an individual prepared to begin generalist practice as an Therapy Assistant.
Fieldwork Agreement/Contract/ Letter of Agreement Fieldwork Coordinator	Legal agreement between University & fieldwork site defining the terms, procedures, liability and laws under which fieldwork occurs. Faculty member who is responsible for the development, implementation, management and evaluation of fieldwork education.
Fieldwork Data Form	Form used by facility to provide information regarding its program; kept in the resource room for student access.
Fieldwork Educator	Terms for the supervisor at a fieldwork site.
Fieldwork Experience Evaluation	A method for student and supervisor to identify and communicate learning characteristics and preferences for supervision for a positive fieldwork experience.
Fieldwork Handbook	Handbook provided to all fieldwork coordinators/supervisors and student. Provides updated information regarding policies, procedures & guidelines for each fieldwork experiences provide by the OT Department.
FW	Abbreviation for fieldwork
FWPE	Abbreviation for Fieldwork Performance Evaluation; a form developed by AOTA to assess student performance during Level II fieldwork based on an entry-level standard. The Academic fieldwork coordinator assigns the Student final grade.
HIPAA Health Insurance Portability and Accountability Act	This congressional act protects health coverage when there is a change of employment, and requires health care institutions to protect confidential client information called Protected Health Information, which could identify a particular person and jeopardize their confidentiality.
Health Literacy appropriate	Degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make health decisions (National Network of Libraries of Medicine, 2011)
Internship/Affiliation	Another way of referring to Level II fieldwork experience.
Interprofessional Collaborative Practice	"Multiple health workers from different professional backgrounds working together with patients, families, careers, and communities to deliver the Highest quality of care" (World Health Organization, 2010)
Level I (OTH 1520C,	Three progressive practical experiences, each ranging from

OTH2802L)	10 to 12 full time days at various clinical facilities.
Level I Fieldwork Evaluation	Form completed by the student and fieldwork educator assessing the student during the level I fieldwork to determine readiness for next phase of fieldwork; reviewed by the fieldwork educator, student and fieldwork advisor. Fieldwork Advisor assigns final grade.
Level II (OH 2840L/284L)	Advanced fieldwork required after completion of academic coursework, prior to receiving degree; student must complete a minimum of 40 days- generally divided into two, 8 week placements.
Models of Practice	The set of theories and philosophies that defines the views, beliefs, assumptions, values, and domain of concern of a particular profession or discipline. Models of practice delimit the boundaries of a profession.
NBCOT	National Board for Certification in Occupational Therapy; regulates and administers Certification Examination for OTR and COTA
OSHA Regulations/Standard Transmission Precautions	Occupational Safety & Health Administration policy regarding the procedures of universal precautions for blood-borne pathogens, and other health issues.
OT	Abbreviation for occupational therapy, or occupational therapy Practitioner (OTR/COTA).
OTAS	Indicates an occupational therapy assistant student (future COTA).
OTR	Indicates an NBCOT initially certified occupational therapist.
OTS	Indicates an occupational therapy student (future OTR).
Personal Data Sheet	Information form completed by the student at the beginning of the second Year of the academic program; one copy is kept in the student's file; Other copies are used by the student to send to the Level I and Level II fieldwork sites.
Practice Area	Indicates the type of OT environment where the student will do either Level I or Level II fieldwork. Refers to the characteristics of the setting where OT occurs; e.g. Comm-School=community based school setting.
Professional Liability Insurance	Malpractice insurance, which is usually required by the fieldwork site, is purchased by the student prior to doing Level I and Level II fieldwork through MCC (via laboratory fees)
Reflective Practice	Thoughtful consideration of one's experiences and knowledge when applying such knowledge to practice. Reflective practice includes being coached by professionals.

Skill execution	The ability to use one's knowledge effectively and readily in or performance.
SEFWE	Student Evaluation of Fieldwork Experience; used for Level I and Level II Completed along with the fieldwork evaluation and turned in upon completion of fieldwork experience. Must be signed by the student and the supervisor
Supervision	To direct and inspect the performance of workers or work.
Supervision, Direct	Two-way communication that occurs in real time and offers both audio and visual capabilities to ensure opportunities for timely feedback.
Telehealth technologies.	<p>The application of evaluative, consultative, preventative, and therapeutic services delivered through telecommunication and information</p> <p>Occupational therapy services provided by means of a telehealth service delivery model can be synchronous, that is, delivered through interactive technologies in real time, or asynchronous, using store-and-forward technologies. Occupational therapy practitioners can use telehealth as a mechanism to provide services at a location that is physically distant from the client, thereby allowing for services to occur where the client lives, works, and plays, if that is needed or desired (AOTA, 2012)</p>
TX	Abbreviation for treatment

Reference

National Network of Libraries of Medicine. (2011). *Health Literacy*. Retrieved February 3, 2012, from <http://nnlm.gov/outreach/consumer/hlthlit.html>

World Health Organization. (2010). *Framework for action on interprofessional education and collaborative practice*. Geneva: Author. Retrieved from http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf

2011 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive guide (effective July 31, 2013)

Policies Affecting Fieldwork:
Medicare Requirements for Student
Supervision

HIPAA and Fieldwork

FERPA

HIPAA Guidelines for Fieldwork

Per HIPAA guidelines, students cannot report this information in fieldwork assignments such as case studies presentations:

- Name
- Location - includes anything smaller than a state, such as street address
- Dates - all, including date of birth, admission and discharge dates
- Telephone numbers
- Fax numbers
- Electronic e-mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate and/or license numbers
- Vehicle identification numbers and license plate numbers
- Device identifiers and their serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code.

For written reports, the following information **can** be shared:

- Age (age 90 and over must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status
- Codes (a random code may be used to link cases, as long as the code does not contain, or be a derivative of, the person's social security number, date of birth, phone/fax numbers, etc.)

Students, as well as therapists, often keep "working files" in their desk. This is still allowed under HIPAA guidelines; however this information must be locked in a file cabinet when not in use, and must be shredded when no longer needed.

Resource:

[HIPAA Frequently Asked Questions](#)

Privacy of Student Records – Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1.The right to inspect and review the student's education records within 45 days after the day State College of Florida receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

.2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3.The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the State College of Florida in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the State College of Florida who performs an institutional service of function for which the school would otherwise use

its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the State College of Florida.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the State College of Florida to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

See the list below of the disclosures that postsecondary institutions may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within the [School] whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

This information is made available to all current and prospective students via the institution's website at the following URL, <https://www.scf.edu> Paper copies of these disclosures are available upon request from the Director of Financial Aid.

OTA Communication Form

Evaluation Forms

Occupational Therapy Assistant Program
 OTH 2802L - Mental Health
 FIELDWORK I - MIDTERM EVALUATION FORM

Student Name _____ Facility _____

Dates of Attendance _____ to _____ Dates Absent _____

Fieldwork Educator (Please Print) _____

Facility Phone _____ FWE Email: _____

All absences made up: Yes _____ No _____ (if no is checked, please contact the college immediately)

RATING SCALE: PLEASE INDICATE THE STUDENT'S LEVEL OF PERFORMANCE USING THE

SCALE BELOW

4	Exemplary Performance	Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skill to meet the requirement of this FW experience.
3	Proficient Performance	Demonstrates satisfactory competence in specific skills demonstrates adequate understanding and/or application of fundamental knowledge and skills to meet the requirements of this FW experience.
2	Emerging Performance	Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills to meet the requirements of this FW experience (displays some gaps and/or inaccuracies).
1	Unsatisfactory Performance	Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills to meet the requirements of this FW experience (demonstrates significant gaps and/or inaccuracies).
N/A	Not Applicable	Can only be used at Final - Due to circumstances related to timing/sequencing of FW activities, the student has not had the opportunity to develop skills in this area.

This Level I fieldwork Evaluation form has been modeled after the AOTA Fieldwork Performance Evaluation (revised 2020). It is intended to provide the student with an accurate assessment of his/her skills within the Level I experience.

Level I Fieldwork Performance Evaluation for Physical Disabilities

- All items included **MUST** be scored to receive a passing grade on the Final Fieldwork Performance Evaluation. **N/A may only be used at Midterm**
- A sum score of 75 or higher will be required to receive a final passing grade on the Final Fieldwork Performance Evaluation. See specific Midterm and Final score conversions.
- A score of 3 or higher is required on the following items to receive a passing grade:
 - #3. Ensures safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.
 - #4. Observes all policies and procedures of the setting.
 - #30 Arriving on time at start and lunch and no absences.

Scores of 2 or 1 at the final evaluation will result in a failure of the fieldwork experience.

The Midterm and Final evaluation scores will reflect development of student skills and growth.

When using this evaluation at Midterm and Final, it is suggested that the student complete a self-evaluation of his/her own performance prior to reviewing the actual evaluation. At Midterm, the student and the fieldwork supervisor should collaboratively develop a plan that would enable the student to meet the goals of the fieldwork experience.

The evaluations must be received by the course instructor no later than 1 week after the completion of the fieldwork so that the course grade can be calculated and entered into the computer.

The Midterm and Final evaluation scores will reflect development of student skills and growth.

Directions for Rating Student Performance

- ◆ There are 30 performance items.
- ◆ Every item must be scored, using one-to-four-point rating scale or non-applicable
- ◆ Circle the score for each item on the evaluation form.
- ◆ **Add addition comments** for clarity/reinforcement for each section as needed.
- ◆ A score of non-applicable is totaled as 3 points. It should not affect the overall student performance.
- ◆ There should be no more than 2 items scored as Not Applicable (N/A) at the Midterm and zero N/A on the Final evaluation.
- ◆ Record the rating total on the Summary Sheet.
- ◆ Compare overall midterm and final score to the scale below.
- ◆ Items #3, #4 and #30 are to be considered critical skills. These items must score a 3 or better to pass the Level I experience.

OVERALL MIDTERM SCORE

Satisfactory Performance 70 and above
Unsatisfactory Performance..... 69 and below

OVERALL FINAL SCORE

98 -100 A+ (100)
95 - 97 A (95)
90 - 94 A- (90)
87 - 89 B+ (88)
83 - 86 B (85)
80 - 82 B- (80)
77 - 79 C+ (78)
75 - 76 C (75)
74 and Below Not Passing (F)

The Fieldwork supervisor should notify the Program Director and/or course instructor immediately at midterm for any student who scores an unsatisfactory performance.

STATE COLLEGE OF FLORIDA
 OCCUPATIONAL THERAPY ASSISTANT PROGRAM
OTH 2802L Mental Health Fieldwork
Midterm Evaluation

A. Orientation					
1. Explain the basic principles utilized in OT to patients/clients, families and other professionals.	N/A	1	2	3	4
2. Demonstrate an awareness of other team members within the facility.	N/A	1	2	3	4

TOTAL POINTS _____

Comments:

B. Application of Theoretical Knowledge					
★ 3. Observes safety factors in implementing treatment. ** This is a critical skill. A score of 1 or 2 in this area will cause immediate withdrawal from clinic and failure of the fieldwork.	N/A	1	2	3	4
★ 4. Observes all policies and procedures of the setting. ** This is a critical skill. A score of 1 or 2 in this area will cause immediate withdrawal from clinic and failure of the fieldwork.	N/A	1	2	3	4
5. Demonstrate knowledge of the patient's/client's clinical condition and its impact on functional performance.	N/A	1	2	3	4
6. Participates in patient/client treatment appropriate to academic preparation.	N/A	1	2	3	4
7. Structures the environment to facilitate patient/client performance and achievement of treatment goals.	N/A	1	2	3	4
8. Suggests appropriate treatment activities.	N/A	1	2	3	4
9. Recognized need for additional information and takes an active role in obtaining that information through other disciplines and/or resources.	N/A	1	2	3	4
10. Discusses patient/clients post-discharge needs with supervisor. (If actual patient discharge is not anticipated, chose 2 patients on the students schedule and discuss needs for a simulated discharge in 1-2 days).	N/A	1	2	3	4

TOTAL POINTS _____

Comments:

C. Interpersonal Skills and Behaviors					
11. Establishes an effective rapport with patient/clients of various ages, sex, ethnic and social backgrounds and disabilities	N/A	1	2	3	4
12. Demonstrates sensitivity, empathy and respect for the patient/clients needs and dignity.	N/A	1	2	3	4
13. Appears comfortable in giving appropriate physical assistance to patient/client.	N/A	1	2	3	4
14. Uses self as a therapeutic tool by maintaining and/or making changes in behavior in response to the patient/clients reactions.	N/A	1	2	3	4
15. Discriminates between desirable and undesirable patient/client behaviors	N/A	1	2	3	4
16. Accepts supervisory feedback and modifies behavior appropriately.	N/A	1	2	3	4
17. Establishes an effective rapport with staff.	N/A	1	2	3	4

TOTAL POINTS _____

Comments:

D. Verbal and Written Communication Skills					
18. Checks with supervisor when in doubt about procedures and seeks assistance when necessary.	N/A	1	2	3	4
19. Observes and verbally describes patient/client behavior accurately, objectively and in appropriate detail utilizing the Occupational Therapy Practice Framework.	N/A	1	2	3	4
20. Observes and describes patient/client behavior accurately, objectively and in appropriate detail utilizing the Occupational Therapy Practice Framework in written documentation.	N/A	1	2	3	4
21. Communicates with supervisor at appropriate intervals and asks appropriate question.	N/A	1	2	3	4
22. Provides explanations and directions that are understandable to patients/clients and staff.	N/A	1	2	3	4
23. Uses medical terminology correctly and appropriately.	N/A	1	2	3	4
23. Demonstrates initiative in assuming responsibility appropriate to level of academic preparation.	N/A	1	2	3	4

TOTAL POINTS _____

Comments:

E. Professional Behaviors					
25. Respects the confidentiality of patient/client related information	N/A	1	2	3	4
26. Complies with the dress code of the facility (or wears college uniform). Is neat and professional in attire and grooming.	N/A	1	2	3	4
27. Demonstrates conduct and attitude appropriate to the clinical setting.	N/A	1	2	3	4
28. Does not permit personal or professional affairs or problems/frustrations interfere with clinical responsibilities.	N/A	1	2	3	4
29. Prepares assigned work and follows through on all assigned responsibilities in a timely manner.	N/A	1	2	3	4
30. Consistent in attendance and punctuality. ** Excessive lateness or absences may lead to immediate withdrawal from the clinical setting and failure of the fieldwork experience.	N/A	1	2	3	4

TOTAL POINTS _____

Comments:

Rating Summary Sheet	
A. Orientation	
B. Application of Theoretical Knowledge	
C. Interpersonal Skills and Behaviors	
D. Verbal and Written Communication	
E. Professional Behaviors	
TOTAL SCORE	

★ Items #3, #4 and #30 are considered to be critical skills. These items must score a 3 or better to pass the Level I experience.

Printed Name of Instructor

Signature of Instructor

Printed Name of Student

Signature of
Student

Date _____

State College of Florida
Occupational Therapy Assistant Program
OTH 2802L - Mental Health
FIELDWORK I - FINAL EVALUATION FORM

Student Name _____ Facility _____

Dates of Attendance _____ to _____ Dates Absent _____

Fieldwork Educator (Please Print) _____

Facility Phone _____ FWE Email: _____

All absences made up: Yes _____ No _____ (if no is checked, please contact the college immediately)

4	Exemplary Performance	Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skill to meet the requirement of this FW experience.
3	Proficient Performance	Demonstrates satisfactory competence in specific skills demonstrates adequate understanding and/or application of fundamental knowledge and skills to meet the requirements of this FW experience.
2	Emerging Performance	Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills to meet the requirements of this FW experience (displays some gaps and/or inaccuracies).
1	Unsatisfactory Performance	Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills to meet the requirements of this FW experience (demonstrates significant gaps and/or inaccuracies).
N/A	Not Applicable	Can only be used at Final - Due to circumstances related to timing/sequencing of FW activities, the student has not had the opportunity to develop skills in this area.

This Level I fieldwork Evaluation form has been modeled after the AOTA Fieldwork Performance Evaluation (revised 2020). It is intended to provide the student with an accurate assessment of his/her skills within the Level I experience.

Level I Fieldwork Performance Evaluation for Physical Disabilities

- All items included **MUST** be scored to receive a passing grade on the Final Fieldwork Performance Evaluation. N/A may only be used at Midterm.
- A sum score of 75 or higher will be required to receive a final passing grade on the Final Fieldwork Performance Evaluation. See specific Midterm and Final score conversions.
- A score of 3 or higher is required on the following items to receive a passing grade:
 - #3. Ensures safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.
 - #4. Observes all policies and procedures of the setting.
 - #30 Arriving on time at start and lunch and no absences.

Scores of 2 or 1 at the final evaluation will result in a failure of the fieldwork experience.

The Midterm and Final evaluation scores will reflect development of student skills and growth.

When using this evaluation at Midterm and Final, it is suggested that the student complete a self-evaluation of his/her own performance prior to reviewing the actual evaluation. At Midterm, the student and the fieldwork supervisor should collaboratively develop a plan that would enable the student to meet the goals of the fieldwork experience.

The evaluations must be received by the course instructor no later than 1 week after the completion of the fieldwork so that the course grade can be calculated and entered into the computer.

The Midterm and Final evaluation scores will reflect development of student skills and growth.

Directions for Rating Student Performance

- ◆ There are 30 performance items.
- ◆ Every item must be scored, using one-to-four-point rating scale or non-applicable
- ◆ Circle the score for each item on the evaluation form.
- ◆ Add addition comments for clarity/reinforcement for each section as needed.
- ◆ A score of non-applicable is totaled as 3 points. It should not affect the overall student performance.
- ◆ There should be no more than 4 items scored as Not Applicable (N/A) at the midterm evaluation and no more than 2 items scored as Not Applicable (N/A) at the final evaluation.
- ◆ Record the rating total on the Summary Sheet.
- ◆ Compare overall midterm and final score to the scale below.
- ◆ Items #3, #4 and #30 are to be considered critical skills. These items must score a 3 or better to pass the Level I experience.

OVERALL MIDTERM SCORE

Satisfactory Performance 70 and above
Unsatisfactory Performance..... 69 and below

OVERALL FINAL SCORE

98 -100 A+ (100)
95 - 97 A (95)
90 - 94 A- (90)
87 - 89 B+ (88)
83 - 86 B (85)
80 - 82 B- (80)
77 - 79 C+ (78)
75 - 76 C (75)
74 and Below Not Passing (F)

The Fieldwork supervisor should notify the Program Director and/or course instructor immediately at midterm for any student who scores an unsatisfactory performance.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

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

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

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

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

The American Occupational Therapy Association

Instructions to the Student:

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

Fieldwork Site _____ Site Code _____

Address _____

Placement Dates: from _____ to _____

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

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

Public transportation in the area:

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

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

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

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

FW Educator's years of experience _____

ORIENTATION

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

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

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD

List approximate number of each age category in your caseload.

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

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

Condition/Problem	Number

> 65 years old	
----------------	--

OCCUPATIONAL THERAPY PROCESS

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

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

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

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

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

THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

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

FIELDWORK ASSIGNMENTS

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

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

ASPECTS OF THE ENVIRONMENT

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

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

SUPERVISION

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

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

List fieldwork educators who participated in your learning experience.

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

ACADEMIC PREPARATION

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

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

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

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

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

SUMMARY

1 = Strongly disagree 2 = Disagree 3 = No Opinion 4 = Agree 5 = Strongly agree				
1	2	3	4	5

Expectations of fieldwork experience were clearly defined
Expectations were challenging but not overwhelming
Experiences supported student's professional development
Experiences matched student's expectations

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

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

- Study the following evaluations: _____

- Study the following intervention methods:

- Read up on the following in advance:

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

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

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

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

FIELDWORK EDUCATOR

NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

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

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

General comments on supervision: _____
