



Occupational Therapy Assistant Program Fieldwork: Level II A & B

Supervised Clinical Practice

Fieldwork Manual 2023-2024

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Introduction

The OTA program would like to “Thank You” for contributing to the students professional and experiential learning as well as accepting the role as a Fieldwork Educator (FWE). Your role is valued and essential to the goal of educating future members of our profession.

The Fieldwork (FW) manual is designed to refer to as a resource for those OT practitioners {Fieldwork Educators (FWE)} that have accepted an OTA student from the State College of Florida. In addition to specifics related to the fieldwork program, information related to the academic program, philosophy, faculty, and curriculum as a broad overview of the OTA program.

This manual may change pending upon ACOTE standards, curriculum changes, Department of Education, Florida Department of Health, Board of Occupational Therapy Practice, State College of Florida, staff changes etc. The FW manual will be updated with the most current version on our website: www.SCF.edu/OTA.com.

Fieldwork

Fieldwork is the clinical experiences that the student will attend at a variety of settings. The settings for Level I include Pediatrics (Level I A), Physical Rehabilitation (Level I B), Mental Health (Level I C). Spring of the second year, Fieldwork Level II A and Level II B may be at any of the previously mentioned areas of Occupational Therapy.

Level I Fieldwork occurs concurrently with professional coursework. Level II fieldwork is scheduled following successful completion of all academic coursework and is comprised of two full-time eight-week intervals.

Fieldwork is designed to allow the student to apply the knowledge gained in the classroom to observe and/or apply hands-on clinical work. Exposure to fieldwork is provided in a variety of settings to aid in the student’s understanding of the various settings available, diagnoses, and age groups.

Your feedback is important to the program’s growth and development. Please feel free to call or email the Academic Fieldwork Coordinator (AFWC).

This manual is your guide to expectations, responsibilities, and requirements associated with fieldwork. Each student is expected to abide by the policies within the manual, which are based on the standards of the American Occupational Therapy Association and the procedures of State College of Florida. The OTA department is here to facilitate learning the knowledge and skills needed to be an occupational therapy assistant and ensure that the process is smooth.

OTA Program Mission

The mission of the occupational therapy assistant program is to provide an engaging learning environment guided by measurable standards of institutional and professional excellence. The program is designed to meet the needs of the community by fostering the maturation of essential skills, knowledge, professional and ethical behaviors, and aptitudes to perform as entry-level certified occupational therapy assistants (COTAs).

Program Goals

- Recruit and retain qualified students that are committed to becoming Certified Occupational Therapy Assistants
- Provide effective didactic, collaborative, and experiential learning experiences that include opportunities for creative activity and critical thinking. This shall include teaching students to think holistically, following the Person, Environment, Occupation Model, and systematically using the Occupational Therapy Practice Framework as a guide.
- Prepare the graduates to be lifelong learners and evidence-based practitioners.
- Prepare the graduates to articulate and apply therapeutic use of occupations with persons, groups, or populations to improve participation in meaningful activities and occupations. The settings may include home, school, the workplace, community, or other practice settings as informed by the Occupational Therapy Framework.
- Prepare students to be active in professional development, leadership, and advocacy, while upholding ethical standards, values, and attitudes of the occupational therapy profession.
- Prepare students to successfully complete the National Board for Certification in Occupational Therapy examination to become Certified Occupational Therapy Assistants and qualify them for licensure.
- Provide experiences that allow students to participate in professional activities through SCF SOTA, as well as the local, state, and national Occupational Therapy organizations.

Student Learning Outcomes

Upon successful completion of the Occupational Therapy Program at State College of Florida, the graduate will be able to:

1. Demonstrate knowledge of the structures, functions, and systems of the human body in addition to signs of conditions commonly seen in occupational therapy practice and recognize the importance of safe practice procedures. (FDE 5, 6, 7, 10)
2. Demonstrate knowledge of global/social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions. (FDE 1, 13)
3. Demonstrate familiarity with current technology available in the profession to support performance, participation, health, and well-being while making accurate, complete, and pertinent observations of client performance and communicate these observations clearly and correctly both verbally and in writing. (FDE 2, 12, 8)
4. Demonstrate knowledge of human growth and development, the impact of the environment, and the importance engagement in occupation has on human performance as well as the effects of disease and disability in the developmental process. (FDE 13, 14, 15)
5. Demonstrate the ability to provide optimal occupational therapy services for culturally diverse clients throughout the lifespan by incorporating therapeutic use of self, including one's personal insights, perceptions, and judgments, as part of the therapeutic process. (FDE 1,4,5,6,7,10,11,14,15,17,18,19)
6. Articulate the role of the OTA and understand the functions of other professions while working interprofessionally with those services who contribute to the maintenance and recovery of health and wellness. (FDE 1,2,9,
7. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion and safety. (FDE 4, 13, 15)
8. Understand the models of health care, education, community, and social systems as they relate to the practice of occupational therapy. (FDE 1, 9, 3, 16)
9. Identify how scholarly activities can be used to evaluate professional practice, service delivery, and/or professional issues while promoting lifelong learning to meet the needs of a diverse and ever-changing healthcare environment. (FDE 1, 3, 9, 16)
10. Demonstrate professional behaviors and active involvement in professional development, leadership, and advocacy by understanding and utilizing the AOTA Code of Ethics and Standards of Practice for a consistent philosophy of ethical responsibility while collaborating with clients, families, and other professionals. (FDE, 3, 16,)

Developed 6/2022

OTA 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 professional excellence by providing a dynamic engaging learning environment that facilitates the achievement of educational, professional, and personal goals. The program is also guided by the Person-Environment-Occupation (PEO) Model which illustrates how human occupational performance occurs and evolves throughout the lifespan (Law et.al, 1996). This model places a significant emphasis on the interconnectivity between the person, environment, and occupational roles. The person is defined as a unique being who assumes a variety of roles simultaneously. The environment is described as the context in which occupational performance takes place. Environmental factors are aspects of the physical, social, and attitudinal surroundings and can either enable or restrict participation in meaningful occupations (AOTA, 2020). Occupations refer to the everyday activities that people do, as either individuals, in families, or within the community, to occupy time and bring meaning and purpose to life. In the OTPF-4, the term occupation denotes personalized and meaningful engagement in daily life events by a specific client (AOTA, 2020). Occupational performance is the accomplishment of the selected occupation resulting from the dynamic transaction among the client, their contexts, and the occupation (AOTA, 2020). Through occupation, people have the ability to develop self-identity while deriving a sense of fulfillment throughout their life.

Occupational therapy education is firmly established in a shared belief that humans develop a sense of accomplishment through proficiency and meaningful participation in daily occupations. Furthermore, behavior is established by the dynamic interactions among the individual, the environment, and the requirements of the occupation. The main occupation of the student is education. As with any other occupation a person engages in, it is influenced by the environment (context) in which the learning takes place. When investigating the students' environment, it is important to take into consideration the physical space, social (including rapport with educators and classmates), temporal, and virtual environment. Each of these environmental factors influences the students behavior and quality of learning. To address this, the learning environment is designed to support optimal occupational performance as they move forward in the program. Specifically, the OTA faculty strive to create a safe, positive, respectful, and participatory learning environment that encourages experimentation and practice to enhance the quality of student learning. The OTA program affirms that learning is an ongoing process that is best facilitated by students' active participation in meaningful tasks that promote a sense of achievement and encourages life-long learning. OTA faculty recognize that students are diverse in age, life experiences, skill, education level, income level, attitudes and beliefs, culture and needs. Faculty will ensure educational activities are purposeful, meaningful, and relevant to the learner by using methods of experimentation, simulation, and role-playing while providing timely feedback. Faculty will act as facilitators to establish goals, clarify expectations, and guide the students towards their end goal of being entry-level occupational therapy assistants. Faculty will act as role models that will inspire and motivate life-long learners by serving the community and the profession while simultaneously asking the same commitment of students.

The educational approach of the OTA faculty is based on the principle that preparing entry-level occupational therapy assistants is a collaborative effort between every student, faculty member, and fieldwork educator. Students are educated through a sequence. Beginning with the foundations of the profession, students will then be presented with challenges to occupational performance. Once they have mastered the challenges, the concepts will scaffold to learning interventions and finally implementing the interventions into practice. At each stage, students are encouraged to be active listeners and to reflect throughout the courses to develop higher clinical reasoning skills. The curriculum supports active learning through hands-on laboratory experiences, community engagement, and fieldwork opportunities which promotes professional growth.

Bloom's Revised Taxonomy is the overarching guide for our educational philosophy with the end goal of students acquiring knowledge at higher levels of the Taxonomy. Our commitment to the teaching and learning process is built on several assumptions (described in the revised 2011, Taxonomy):

1. Learning is an active process. The Taxonomy uses “action verbs” to describe the cognitive processes by which thinkers encounter and work with knowledge.
2. Building knowledge is the goal. There are different types of knowledge used in cognition: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge.
3. Inherent building knowledge is also learning how to learn - creating life-long learners and the ability to transfer knowledge across contexts.
4. Active learning is facilitated through reflection, critiquing, collaboration, and discussion.
5. Teaching students to be reflective and critical thinkers is central to the educational process.

Developed 6/2022

Section Two

Curriculum Design

The curriculum is designed to provide foundational knowledge that will be expanded upon throughout the program while aligning with frames of reference and theories that encourage the growth of well-rounded, life-long learners. The foundational resources that are being applied include: 1.) The Person-Environment-Occupation (PEO) Model, 2.) The Occupational Therapy Practice Framework (OTPF): Domain and Process (4th ed.) 3.) Adult Learning Theory, and 4.) Bloom's Revised Taxonomy. The PEO Model emphasizes the relational significance that the person, environment, and occupation have regarding an individual's occupational performance and ability to participate in meaningful activities (Law et al., 1996). While the PEO Model conceptualizes human occupational performance throughout the lifespan, the OTPF-4th ed. outlines professional guidelines that these future practitioners will utilize throughout their careers. The OTPF-4th ed. discusses the nine areas of occupation and how they impact daily functioning, independence, and quality of life ([*Framework-IV*], American Occupational Therapy Association [AOTA], 2020). Incorporating these foundational resources into the OTA curriculum works to develop graduates who are able to; demonstrate professional and ethical behaviors, demonstrate knowledge of best practices for occupational therapy, identify the roles of occupational therapy assistants and occupational therapists, incorporate knowledge of multiple cultures and diversity into a person-centered practice, utilize critical thinking skills to solve situational problems, facilitate interventions that are evidence-based, understand barriers to occupations, and advocate for the profession while displaying leadership, excellence, success and a dedication to life-long learning. To implement these foundational resources, Bloom's Revised Taxonomy and Adult Learning Theory is applied. Bloom's Revised Taxonomy provides clear objectives to the students on what outcomes are expected (Anderson et al., 2001). Furthermore, it begins with lower-level thinking skills and scaffolds into higher-level thinking skills (Anderson et al., 2001). This will be reflected in the curriculum by beginning with foundational knowledge that students will grow upon throughout each semester. Scaffolding student learning to build upon prior topics helps to synthesize and apply knowledge. When teaching the curriculum, the Adult Learning Theory will be applied. This theory follows the principles that adults need to be involved in their instruction, experience is the basis for learning, adults are most interested in topics relevant to their lives or jobs and focusing on problem-centered learning compared to content oriented yields better results (Knowles, 1984). This curriculum is designed to cater to the adult learner to best prepare students to be entry-level occupational therapy assistants.

Curricular Threads

The curricular threads that link each semester through didactic and interactive learning include Developing the professional, developing knowledge and understanding of the profession, understanding occupation, maximizing occupational performance, global perspectives and cultural awareness, community engagement, and effective practice and practice management.

Developing the professional: The faculty at SCF place high regard on the ethics, values and core beliefs that are the backbone of occupational therapy. Because of this, these concepts are incorporated into the foundation of the curriculum to help the students grow as practitioners. By the conclusion of the program, students will be confident in their role as an OTA and their ability to document and communicate professionally across multiple healthcare settings. The curriculum strives to instill professional behaviors and a commitment to the personal and professional responsibility for on-going enhancement of competence through professional activities.

Developing knowledge and understanding of the profession: Use and application of the OTPF 4th Ed. ([*Framework-IV*], AOTA, 2020) to all practice settings. Students will demonstrate knowledge of the OT process and the history and philosophy that ground the profession, providing the students with a solid concept of, and respect, for the profession they are entering.

Understanding occupation: An in-depth review of how occupation impacts normal development, followed by discussions on barriers to mental health, physical health, and accessing the environment. Students will develop the conceptual ability and knowledge to apply occupation to a variety of circumstances to facilitate participation.

Maximizing occupational performance: Once students understand occupation, they can begin to learn and implement therapeutic use of self, choose client-centered, occupation-based interventions, and demonstrate skill-based competencies. The importance of culture, education, socioeconomic factors, and spiritual beliefs are interwoven throughout the curriculum to facilitate students' ability to work with a diverse group of individuals while utilizing effective interventions and programming.

Global Perspectives and Cultural Awareness: As students learn and become knowledgeable in occupations and interventions, it is necessary for them to be able to develop skills and strategies to interact with individuals from different cultures. Throughout the curriculum, students are provided with opportunities to develop cultural competence and engage with clients of all ages and their families in clinical settings that have various beliefs regarding health, well-being, illness, disabilities, and activities of daily living. These clinical experiences, case studies, and assignments facilitate the skills and abilities necessary to plan and implement culturally appropriate intervention approaches.

Community Engagement: The goal of community engagement is to provide students with learning opportunities that support professional growth while servicing the community. Teaching, modeling, and assignments assist students to engage, learn, and reflect on community practice skills.

Effective Practice and Practice Management: As students learn the rationale and need for role delineation, supervision, and documentation across the spectrum of practice settings, they are able to apply that knowledge as they enter practice. Students learn to apply principles of management, collaboration, leadership, advocacy, accountability, responsibility, and evidence-based practice of occupational therapy as it applies to the content of each course.

Faculty work together to ensure that these threads are woven throughout each course to the proper degree and level of complexity. Repetition of concepts, skills, and techniques are implemented in lecture and laboratory activities to promote student clinical reasoning and application of client-centered interventions.

Content Sequence:

Bloom's Revised Taxonomy is used as a guide to facilitate progress from beginner to entry-level occupational therapy assistant. The curriculum is developmentally structured and sequenced to support students as they move up the Taxonomy to more complex learning and knowledge construction (remembering, understanding, analyzing, evaluating, and creating)(Anderson et al., 2001). The curriculum begins with the identification of foundational skills and information about occupation, the profession, and practice settings in the first semester and then moves to building an understanding of basic therapeutic skills, techniques, challenges to occupational performance, and initial clinical reasoning. During the final didactic semester, students must synthesize all of the prior information and skills as they use their developing clinical reasoning to analyze,

disseminate, and implement client-centered, occupation-based interventions and activities. Level I Fieldwork experiences are scheduled during the didactic semesters in order to enhance student comprehension of classroom learning. Level II Fieldwork makes up the final semester of the program with students having the opportunity to further learn, as well as apply their knowledge and skills in clinical settings. Throughout each semester, the OTPF-4, PEO model, and curricular themes are interwoven into adult learning curricula while utilizing Bloom's Revised Taxonomy in course objectives.

Curricular Flow

General Knowledge: Reflects broad areas of study to include general education and pre-requisite courses which serve as foundations for the basic premises of occupational therapy. This content is about remembering and recalling relevant knowledge and using it to pursue admission into the occupational therapy assistant program. (BSC 2085, PSY 2012, DEP 2004, ENC 1101, Humanities, Mathematics Area II, BSC 2086, and POS 1041 or AMH 1020). General education courses must be completed by the semester identified in the program curriculum but may also be taken and successfully completed prior to entering the OTA Program with a minimum of a 2.75 GPA. All occupational therapy courses must be taken in the specific sequence of the program curriculum.

Justification for Course Sequencing

Prerequisite courses

Students must complete a minimum of four general education courses prior to beginning the occupational therapy assistant classes. Anatomy and Physiology I provides an integrated study of human anatomy and physiology, including the structure and function of cells, tissues, skin, musculoskeletal and nervous systems. This course provides the beginning framework for future course work. Occupational therapy is based on the normal development process and is concerned with human function throughout the lifespan.

Mathematics (Area II, A.S) includes a variety of courses which focus on the study of real numbers, equations, exponents, factoring and graphing, logic, counting principles, probability and statistics, sequencing and patterns, and application. Students may choose a mathematics course from Area II.A.S providing a link between their previous educational experiences and the occupational therapy assistant program. Mathematics enables the student to develop effective mathematical and perceptual skills emphasizing problem-solving, data interpretation, the relationship of groups, and the use of quantitative information which will assist in the development of management of occupational therapy services, especially related to data collection for quality research that promotes evidence-based practice.

General Psychology provides an introduction to the scientific study of behavior, principles of motivation, emotions, perception, learning, memory, thinking, personality, and the biological basis of behavior. The course lays the foundation for understanding behaviors seen in the clinical environment. It assists the student to develop effective communication skills while understanding individuals with differing cultures, as well as helping the student to self-reflect on their professional experiences.

Written Communication I focus on development in the discipline of writing prose, including learning to use library resources. This provides the framework for documentation as well as a background for organizing and presenting information to clients and client care team members.

First Semester: What is Occupational Therapy?

As students complete sequenced coursework guided by the PEO Model, OTPF-4, Bloom's Revised Taxonomy, and Adult Learning Theory, they learn to define occupations, understand the impact of occupation on development across the lifespan, and identify how occupational opportunity, in the context of culture and environment, influence occupational performance. Students begin to articulate and understand the purpose, techniques, and parameters of occupational therapy documentation, and recall knowledge of the history, foundational principles, and philosophies of the occupational therapy profession. Students also learn group processes and dynamics while developing presentation skills as they share knowledge of task analysis, grading, and adapting.

OTH 1001 Introduction to Occupational Therapy: Introduces the student to the profession of occupational therapy including; history and philosophical base and values, standards of practice, service-delivery models, program's mission, curriculum design, frames or references, models of OT practice, the importance of evidence-based practice and understanding research, current issues, emerging practice areas, and professional organizations. The laboratory component of this course provides an opportunity for students to develop observation skills, communication skills, an understanding of medical terminology, and the basics of documentation- specifically the SOAP note writing process. Students will identify strategies for documentation through assignments and observation experiences.

OTH 1114 Occupational Therapy Skills and Techniques I: Introduces students to the occupational therapy practice framework, occupational profile, task analysis, grading and adapting, the teaching-learning process, and gathering and sharing data for evaluating a client's occupational performance. Students identify how occupation is used in the promotion of health and the prevention of disease and disability for the individual, family, and society. Students begin to understand OT models, frames of reference, therapeutic use of self, developing group dynamic skills, self-awareness, empathy, cultural competence, leadership skills, and how group environments affect occupational performance, health or well-being. Students will build an understanding of and reflect upon service-learning while reflecting on personality, insights, perceptions, experiences, judgments, and how it pertains to today's healthcare.

Second Semester

Students build on the foundational skills learned in the first semester and explore psychosocial and physical health challenges across the lifespan which impact occupational participation and performance. They will begin to utilize clinical reasoning to identify performance problems based on the OTPF-4 performance areas as they apply to specific conditions. Once the problems are identified, they will be able to state those problems in objective, client-centered terms, and then implement strategies based on evidence-based practice to minimize those problems. Students participate in their first one-week, Level I fieldwork experience in a practice setting where they organize and apply knowledge and skills to the pediatric and psychosocial needs of the client.

OTH 1520 Occupational Therapy During the Growth Years: This course provides a thorough background in prevalent disabilities occurring from birth to 20 years. Through laboratory activities, exploration of population-specific evaluations and assignments, as well as student demonstration and practicals, students will begin to use their developing clinical reasoning skills to choose and implement pediatric treatment activities based on the client's occupational performance, environmental contexts, and overall occupational needs. Concepts presented in OTH 1001 are expanded upon in relation to pediatric practice including the OTFP-4 frames of references, the treatment planning process, documentation, and the relationship of occupational therapy to

other disciplines in the pediatric practice settings. This course also provides an opportunity for the student to have a fieldwork experience in a pediatric setting which provides an opportunity to link theoretical learning with real-life situations. One hour per week is dedicated to discussion of the fieldwork experiences as well as issues related to the psychosocial aspects of health care including communication, recognizing beliefs, values, and cultures, understanding the roles, needs and responsibilities of families, client-professional collaboration, and collaborative treatment planning.

OTH 1014 Functional Anatomy and Kinesiology: During this semester students will learn and apply principles and techniques of body mechanics, transfers, and human movement utilized in the performance occupation. Students will apply anatomical knowledge learned during the prerequisite Anatomy and physiology course to measure range of motion and complete manual muscle testing. The focus is on performance skills, performance patterns, and the influence of context, activity demands, and client factors. The laboratory experience caters to adult learners by incorporating opportunities for experiential learning, role-playing, and simulation.

OTH 1410 Introduction to Human Disease: Students will learn how a variety of physical and psychosocial conditions and diseases commonly impact client factors and, subsequently, occupational performance. Emphasis is placed on symptoms, conditions, medical and social supports, and the impact on occupational engagement related to those diagnoses. Students will utilize foundational knowledge to begin identifying potential therapeutic and occupation-based interventions. Content from Anatomy and Physiology I and II are an integral part of this course.

Summer Session

The Humanities elective enables the student to develop a humanistic approach to health care delivery through the understanding and appreciation of cultural activities such as art, music, literature, and drama as expressions of personal and social experiences. The study of humanities allows the student a greater understanding of human welfare, values, and dignity as well as providing the student an opportunity to participate in creative activities.

OTH1012 Understanding Screening and Assessment in Occupational Therapy Practice: Students will focus on the process of screening and evaluation as related to occupational performance and participation. This course will allow the student to better understand the evaluation process to determine outcome measures, which will impact their ability to implement appropriate treatment based on theoretical perspectives, models of practice, frames of reference, and available evidence as well as evaluate the effectiveness of the occupational therapy treatment. The laboratory experience caters to adult learners by incorporating opportunities for experiential learning, role-playing, and simulation. This course will be the link between the spring and fall semesters and foster an understanding of the supervision process with the OT as well as the need to develop service competency.

Third Semester

During the final didactic semester, students learn to analyze and apply knowledge learned from prior coursework to design and conduct occupational therapy treatment techniques in a variety of mental health and physical disability settings working with persons, groups, or populations. Students have opportunities to use their knowledge of the transactional relationship among the client, the client's engagement in valuable

occupations, and the context to provide occupation-based intervention plans. Students learn to apply principles of management, collaboration, leadership, ethics, advocacy, accountability, and responsibility for their practice of occupational therapy. Student performance is demonstrated and assessed as they plan, implement, demonstrate, and document preparatory and occupation-based interventions for course-specific conditions based on evidence-based research. Students are provided opportunities to apply skills of assessment, clinical reasoning, collaborative treatment, referral planning, and discontinuation concepts throughout demonstrations, practicums, role-playing, and simulation. Fieldwork is embedded within this semester to promote student competence in skilled observations, communication skills, critical thinking, clinical reasoning skills, client interventions, and interprofessional collaboration skills. The integration of this fieldwork experience within the course structure provides students with opportunities to link content taught in core semesters with real-life clinical situations and to apply, analyze, and evaluate the OT process.

OTH 2420 Occupational Therapy for the Physically Disabled: Students form an understanding of basic therapeutic skills, techniques, challenges to occupational performance, and initial clinical reasoning. Students continue to build upon their foundational research and documentation skills by applying these skills through case studies and performance-based practicals. Students learn how a variety of physical and neurological injuries and diseases commonly impact client factors, and subsequently, occupational performance. Emphasis is placed on symptoms, conditions, and the impact on occupational engagement related to those diagnoses. Research is used to identify evidence-based OT interventions associated with specific pathologies learned in OTH 1410.

OTH 2300 Occupational Therapy in Mental Health: Students will analyze and synthesize how the person, environment, and occupation subsystems affect mental health and occupational performance. Through written work, presentations, practicals, therapeutic interaction, development of mental health occupation-based treatment interventions, documentation, and research, students demonstrate knowledge and understanding of how mental health factors and challenges to mental health may affect engagement in occupational performance. Students will begin to use their developing clinical reasoning skills to choose and implement mental health treatment activities based on the client's occupational profile, occupational performance, environmental contexts, and overall occupational needs.

OTH 2261 Occupational Therapy Skills and Techniques II: This course builds on student knowledge of both typical occupational development and challenges to occupation as addressed during prior semesters. Students are provided opportunities to learn and practice a variety of occupation-based intervention techniques and strategies to begin to use their clinical reasoning skills through case-based application scenarios. Students use evidence-based practice to guide the decision-making process and understand how scholarship can be used to evaluate practice, service delivery, and professional issues. Through practicums, demonstrations, role-playing, simulation, documentation, and assignments, students begin to apply clinical reasoning to plan, choose, and implement interventions designed to enhance occupational performance based on the needs of the client.

OTH 2802 Occupational Therapy Practicum This fieldwork experience offers opportunities for the student to gain supervised practice on a variety of specific occupational therapy interventions. Through assignments and experiential learning, students critically apply task analysis skills to plan and implement treatment activities based on the individual client's occupational profile, occupational performance, environmental contexts, and overall occupational needs. Opportunities for discussion will focus on communication, professional collaboration, professional behaviors, advocacy for the client, and topics related to service delivery during the treatment process. Fieldwork seminar will be incorporated into the laboratory component of Occupational Therapy Practicum. This will provide opportunities for the students to network with each other, understand

and utilize the supervision process, and to express feelings and concerns about collaborating with individuals, groups, and populations.

OTH 2933 Seminar for Clinical Practice: This course pulls together information about different practice areas learned in prior semesters and addresses practice management from a practical perspective. Content from this course assists in preparing students for their final fieldwork experiences and the transition from student to clinician through the introduction of common reimbursement guidelines, review or supervisory responsibilities, importance of professional associations, and the development of professional development plans. Students use evidence-based practice to guide their decision-making process and understand how scholarship can be used to evaluate practice, service delivery, and professional issues. Through assignments, research, experiential learning, and discussions with panels of experts in the community, students learn the importance of program planning, advocacy, and program quality improvement.

Forth Semester

OTH 2840 Supervised Clinical Practice I and OTH 2841 Supervised Clinical Practice II

During the final semester, students participate in two level II fieldwork experiences each focused on a different type of practice setting under the supervision of a qualified OT and/or OTA fieldwork educator. Students will apply knowledge and skills from previous semesters into practice and use critical clinical thinking to develop and perform client-centered, occupation-based tasks that will enhance occupational performance. Opportunities will be provided for students to synthesize, develop, and apply academic knowledge and entry-level practice skills within the fieldwork setting. Upon satisfactory completion of each Level II fieldwork experience, the student will be able to demonstrate the competence of an entry-level occupational therapy assistant.

The Occupational Therapy Assistant Program curriculum at the State College of Florida has been designed so that a graduate will be mindful of the changing dynamics of the healthcare system while being able to collaborate with their clients and the Occupational Therapist in order to implement intervention plans designed to enhance occupational performance. Students will be able to effectively utilize the occupational therapy practice framework and the Person, Environment, Occupation theory to ensure that service delivery is aimed at improving occupational performance. Upon graduation, the student will be prepared to complete all certification and licensure requirements to enter the professional community.

References

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Fieldwork

Fieldwork is an integral part of the OTA program curriculum. It is the link between a concept and its application to practice. The fieldwork experience is carefully planned so that each clinical experience builds on a prior experience. The faculty, OT practitioners, and students are mutually involved in the fieldwork education and training process. The OTPF-4 is used across fieldwork settings as an organizing structure focusing students on occupational performance and participation. Students are made aware of and identify psychological and social factors that influence engagement in occupation as they interact with clients in every fieldwork practice setting. To ensure that fieldwork educators and sites are effectively able to conduct SCF OTA program curriculum, mission, and fieldwork objectives, fieldwork site visits, frequent communication with fieldwork educators, and opportunities for consistent access will be required.

Each student is assigned to a fieldwork site for each Level I and Level II experience by the Academic Fieldwork Coordinator keeping in mind the curriculum sequence and student learning needs. This planning process begins when the student is accepted into the OTA Program. Each student meets with the Academic Fieldwork Coordinator so that needs and learning styles can be considered in planning their Level I and Level II placements.

The opportunity to practice techniques and apply skills is upgraded throughout the coursework beginning with participation in OTH 1520. This initial fieldwork experience consists of students primarily observing clients in a pediatric setting. OTH2802 provides students the opportunity to observe and apply developing skills with a focus on challenges to physical and mental health. OTH 2840 and OTH 2841 fieldwork Level II experiences are the final opportunities for students to integrate and apply the knowledge acquired throughout the SCF OTA Program Curriculum.

The OTA program effectiveness is reviewed on a continual basis with a focus on faculty performance, student retention, student graduation rate, performance and pass rate on The National Board for Certification in Occupational Therapy, job placement, job satisfaction, and employer satisfaction rate based on employee performance.

ACOTE Standards

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

C.1.9 Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance. The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods:

- Simulated environments
- Standardized patients
- Faculty practice
- Faculty-led site visits
- Supervision by a fieldwork educator

in a practice environment

All Level I fieldwork must be comparable in rigor.

C.1.10 Require a minimum of 16 weeks' full-time Level II fieldwork. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

C.1.11 Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the onset of the Level II fieldwork.

C.1.12 Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).

C.1.13 Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.

C.1.14 Relates to non-traditional settings

C.1.15 Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student or equivalent).

Level I and II Fieldwork Placement Policy

The Academic Fieldwork Coordinator makes every effort to place students in fieldwork experiences that will challenge their learning, support their growth, and expose them to a variety of practice areas in traditional and emerging settings.

The SCF OTA program faculty participate in determining and monitoring fieldwork sites and settings and collaboratively consider students learning goals, site availability, and the supervisor's ability to facilitate experiences that complement the SCF OTA program sequence and scope of curricular threads when placing students.

Level I and Level II fieldwork experiences are provided separately to students. Any Level I fieldwork experience does not substitute for any part of a Level II fieldwork experience. Level I fieldwork is provided as part of two OTH courses (OTH 1520, OTH 2802). Level II fieldwork is provided through two OTH courses (OTH 2840 and OTH 2841).

Level II fieldwork placements are assigned no more than two students with a single supervisor and only if the supervisor agrees and if the fieldwork site can support.

Student practice areas of interest are considered for each placement. While supporting student's interests, the Program also ensures that students are exposed to a variety of practice areas through fieldwork experiences and individual course observation/fieldtrip opportunities.

SCF OTA Program must have evidence of a valid Student Experience Agreement (contract) in place, signed by both SCF and the clinical site at the time a student is completing a Level I or Level II fieldwork.

Level I (A – C) Fieldwork Placements

The opportunity to practice techniques and apply skills is upgraded throughout the coursework beginning with participation in OTH 1520C Level I A. this initial fieldwork experience consists of students primarily observing pediatrics and practicing basic skills. OTH 2802 Level I B offers students the opportunity for a more hands-on experience in a variety of practice settings. OTH 2802 Level I C exposes students to psychosocial aspects related to occupational therapy. Level I C is a non-traditional clinical setting. Level I Fieldwork will be one week, Monday through Friday.

Level II Fieldwork Goal

ACOTE Standard for Fieldwork:

“The goal is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy service to clients, focusing on the applications of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings.”

Level II A & B Fieldwork Placements

OTH 2840 (Level II A) and OTH 2841 (Level II B) conclude the program and are the final opportunities for students to integrate and apply their knowledge gained throughout the SCF OT program curriculum. During this level of FW, the student will analyze, evaluate, and create daily treatments with the patient population assigned at the fieldwork site.

The curriculum culminates with 16 weeks of Level II fieldwork education. This fieldwork experience provides the opportunity to apply skills and knowledge developed during the OTA program and marks the transition between student and entry-level practitioner. Fieldwork sites are selected that align with the profession and program's philosophy, and the program's structure focuses on occupational performance and participation. Fieldwork education is integrated into the total curriculum through the semester structure. The program emphasizes safe and ethical practice, and a firm understanding of the scope of practice of the OTA.

Curriculum and Fieldwork Appraisal

The OTA program will have a continuing system for reviewing the effectiveness of the educational program, faculty performance and student achievement. Faculty effectiveness and performance in their assigned teaching responsibilities will be reviewed by instructor as well as course feedback forms submitted by students upon completion of each semester, surveys from fieldwork educators upon completion of fieldwork, and program graduates following graduation. A qualitative and quantitative study will be conducted to provide information regarding student's graduation rate, performance and pass rate on the National Board for Certification in Occupational Therapy, job placement, job satisfaction, and employer satisfaction rate based on employee performance.

Fieldwork within the Curriculum

The opportunity to practice techniques and apply skills are accomplished throughout the coursework beginning with participation in OTH 1520 C: Occupation Therapy During the Growth Years (Level I A). This first fieldwork will be observing specialty practice of pediatric treatments with potential for hands-on experience.

The second fieldwork OTH 2802: Occupational Therapy Practicum (Level I B) links with OTH 2420: Physical Rehabilitation in Occupational Therapy. This placement will be in a variety of settings with exposure to adults with for example specialties such as neurological, geriatric, or orthopedic diseases.

The third fieldwork OTH 2802: Occupational Therapy Practicum (Level I C) links with OTH 2300C Occupational Therapy in Mental Health. This placement will be in a variety of settings with a focus on the psychosocial specialty practice area. The student will gain exposure to individuals with neurogenerative diseases, anxiety disorders, depression, Post traumatic Stress Disorder, Schizophrenia, etc. The focus for the student in this setting is to understand and manage behaviors and group supervision.

The fourth and fifth fieldwork OTH 2840: Supervised Clinical Practice I and OTH 2841: Supervised Clinical Practice II will be in a variety of settings and specialty areas. The student develops the skills and practice providing interventions along with documentation and maintaining the day-to-day role responsibilities of an occupational therapy assistant with a FWE. This is the final portion of the program before graduation. This allows the student to integrate what has been learned, aids in developing analysis, evaluate their interventions, and develop creativity during the fieldwork.

Fieldwork is the link between a concept and its application to practice. In order to reinforce the program's curriculum design concepts and learning approaches, students will engage in a variety of Level I and Level II Fieldwork experiences in current and emerging practice settings that will display individuals or groups in an optimum occupational performance as well as those whose occupational performance is challenged. Fieldwork placements will provide opportunities for students to utilize both the PEO approach and the Occupational Therapy Practice Framework to expand their development of professional and ethical behaviors as well as plan and implement OT services under the supervision of an occupational therapist. To ensure that

fieldwork educators and sites are effectively able to conduct SCF OTA program curriculum, mission and Vision: Fieldwork site visits, frequent communication with fieldwork educators, and opportunities for consistent access will be required.

Criteria for Selection of Fieldwork Sites

The OTA program has a list of fieldwork sites. We add to this list, as new contracts are finalized. These sites are brought to the attention of the Academic Fieldwork Coordinator, Program Director, by students, potential students, Physical Therapist Assistant Clinical Coordinator, practitioners, and Administrative Assistant.

- a. The site is accredited by a recognized accrediting agency or approved by State College of Florida
- b. Students are supervised by qualified Fieldwork Educators.
- c. There is an appropriately varied caseload of clients to meet the educational requirements of the student.
- d. There is a mutual Student Affiliation Agreement Form (contract) between the facility or corporation and State College of Florida.

Fieldwork Communication

On-going contact is to be maintained with the fieldwork sites and SCF OTA program AFWC. The methods used are as follows:

- a. AOTA Fieldwork Data Form (as applicable)
- b. Written correspondence with appropriate persons
- c. Telephone communication as appropriate
- d. On-site visits (Level II)
- e. Individual and group meetings with Fieldwork Educators

Level I and II Fieldwork Placement Policy

The SCF OTA program makes every effort to place students in fieldwork experiences that will challenge their learning, support their growth, and expose them to a variety of practice areas.

OTA faculty consider the students learning goals, site availability and the supervisors' ability to facilitate experiences that complement the SCF OTA program curricular threads when placing students.

Student practice areas of interest are considered for each placement. While supporting students' interests, the Program also ensures that students are exposed to a variety of practice areas through fieldwork experiences and individual course observation/fieldtrip opportunities.

In order to facilitate and not limit student learning, a student will not be permitted to complete any fieldwork at a facility at which they currently are working.

Fieldwork Site communication

The SCF OTA program depends on the communication and collaboration between the OTA faculty and the fieldwork facilities to establish fieldwork objectives and communicate about students' progress and performance during fieldwork in order to enhance an effective fieldwork experience for students. Several channels of communication include:

Emails:

- Student contact information
- Fieldwork dates
- Fieldwork Agreement Form
- Fieldwork Manual
- Student Fieldwork Assignments Booklet
- Formstacks will send a link to your email to complete the Midterm and Final Evaluation (AOTA)
<https://www.formstack.com>

Student complete 3 items: a self- evaluation of the AOTA Midterm and Final and the AOTA Student Evaluation of the fieldwork Experience

- Thank you letter (from Administrative Assistant)
- Certificate of Appreciation
- Any questions or concerns

Forms:

- Fieldwork Educator Agreement Form
- AOTA Data Set
- AOTA Student Fieldwork Objectives
- Communication Form
- Written Plan of Action-if a plan is collaboratively developed by FW educator, AFWC, and student to address a student performance issue, it is documented, and a copy given to all parties

Telephone Calls

- FWE and students are encouraged to call the AFWC or other faculty whenever they perceive any problems or have any concerns about the FW education process. This should be done as the problem arises as soon as possible so if the AFWC is needed appropriate action can be discussed and taken.

Site Visits

- The SCF AFWC or other Faculty will perform a site visit for Level II students. Preference is on site however a Teams meeting may be arranged. The site visit should occur fairly early on (week 3) and best to be completed prior to the AOTA Midterm Final.
- These meetings provide discussion with FWE and students and help with identifying any problems and remediation. There is availability to perform more than one site visit if the AFWC, FWE or student feel it is needed. If an educational plan has been written a second site visit will occur.

Fieldwork Performance Evaluations

Level I fieldwork experience will use the AOTA Level I Fieldwork Competency Evaluation for OT and OTA Students as a means to evaluate students (a link is attached at near end of manual). Level II fieldwork experience uses the AOTA Fieldwork Performance Evaluation (OTA student) and the AOTA Student Evaluation of the fieldwork Experience form (attached near end of manual).

These evaluations of student performance provide the SCF OTA Program and student's feedback about each student's abilities during the FW experience. These evaluations provide SCF OTA Program with feedback about the strengths and weaknesses of the curriculum and serve as a basis for appropriate modifications.

The student evaluation of the Fieldwork experience provides the SCF OTA Program with the student's perspective of the FWE and sites' learning opportunities, supervisory styles, strengths, and areas for improvement.

Special Consideration Requests

If a student has an unexpected or emergency that could significantly impact the ability to complete the fieldwork portion of the OTA program, the student must discuss the situation with the AFWC. The OTA Faculty will collaboratively decide based on the student's situation. The student will be notified of the OTA faculty's decision and will be provided with a rationale.

Fieldwork Cancellations

Due to staffing, illness, or other reasons a facility may cancel the confirmed reservation. If this happens the AFWC will work with students on an individual basis to find a replacement site. Every attempt will be made to find a site as quickly as possible, but students should be aware that FW start dates might be affected.

Fieldwork Sites and supervisors

ACOTE Standard C.1.11 Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupation therapist or occupational therapy assistant prior to the onset of the Level II fieldwork.

This is met by completing the Fieldwork Educator Agreement Form

ACOTE Standard C.1.12 Document a mechanism for evaluation the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision.

This is met by the student completing the SEFWE, done through www.Formstacks.com

All fieldwork sites must have a Student Affiliation Agreement (contract). The agreement outlines the liability and responsibilities of the parties involved and must be executed before the beginning of any fieldwork experience.

Currently the maximum cohort accepted by SCF OTA program is 24 students that will participate in 3- Level I and 2- Level II FW placements during the two-year program. The actual number of FW sites and placements required to meet student and program needs is calculated each year based on the new and returning student

cohorts and the types of settings/experiences needed. Due to the lengthy time requirement for Student Affiliation Agreement to be completed a site may not be available that previously accepted a student.

Fieldwork Educators are people interested in the educational experiences of OT and OTA students. Level I supervisors can be OT's, OTA's, PT's, PTA's, psychologists, physician assistants, teachers, social workers, activity directors, nurses, etc. Level II supervisors must be an Ot or OTA who has passed their initial certification exam and who has been working for at least one year.

Licensure verification for OT and OTA fieldwork supervisors is completed by the AFWC or OTA faculty staff prior to the student starting. This is online through the State of Florida, Medical Quality Assurance, Board of Occupational Therapy. If a license cannot be verified, the supervisor will not be used and an alternative supervisor and/or placement will be obtained by the AFWC. <https://floridasoccupationaltherapy.gov/license-verifications/>

Supervisors are encouraged to share concerns, suggestions, and resources with the AFWC and program faculty at any time. In return for providing fieldwork education SCF will provide continuing education opportunities for persons working in the field and strives to be a community resource.

It is understood that the supervision must be initially direct and then gradually decrease as appropriate for the setting, the client's needs, and the ability of the student. An occupational therapy practitioner must be available to the student during all working hours.

Academic Fieldwork coordinator's Role and Responsibilities (AFWC)

The AFWC is responsible for providing OTA students with quality Level I and Level II fieldwork opportunities. The AFWC develops, coordinates, and monitors programming related to student FW experiences. The AFWC is responsible for ensuring the program's compliance with ACOTE fieldwork education requirements and collaborating with fieldwork educators (FWE) to ensure that fieldwork experiences meet the Program's objectives.

Position Responsibilities (Combined duties of an instructor and fieldwork coordinator)

- Assist in the development and preparation for course plans and materials
- Teach a course load appropriate to their field of discipline
- Contribute to the selection and development of instructional materials in accordance with course objectives.
- Maintain compliance with the ACOTE requirements and standards for instruction and fieldwork education.
- Reviewing annually and maintaining updated fieldwork policies and procedures that ensure compliance with the standards for an accredited educational program for the occupational therapy assistant.
- Collaborate closely with practicum and fieldwork educators to develop fieldwork experiences that most closely match the course learning objectives.
- Assign all students to a fieldwork site experience and confirm the assignment in writing to both the student and fieldwork educator.
- Ensure that students participating in fieldwork experiences maintain documented current status according to CastleBranch or other electronic monitoring software and follow the policy stated by the fieldwork site.

- Ensure all written contracts between the educational institution and fieldwork education sites are signed and periodically reviewed.
- Ensure that all written contractual agreements between the college and fieldwork sites are established prior to assigning students.
- Collaborate with FWE by making regular, periodic contacts with them at sites where students are attending.
- Maintain a current information file on each established, contracted fieldwork education site.
- Identify and develop new sites for FW education that provide the best match with the program's mission and philosophy and opportunities for the application of concepts presented in the classroom.
- Assist with the development and implementation of policies for the withdrawal of students from fieldwork education placement when necessary.
- Orient students to the general protocol for FW experiences and provide them with the appropriate resources associated with FW selection
- Reassign students who do not complete their original FW assignments in accordance with OTA department and college policies.
- Review the quality and appropriateness of FW experiences by considering student's feedback, site visits, and other information in order to make recommendations for continued partnerships.
- Send the required student information to the FWE.
- Facilitate resolutions of FW issues that may be affecting the student's academic performance via meetings, site visits, or phone calls.
- Advise students regarding FW site selection.
- Assist FWE with students who require special accommodations in accordance with the Americans with Disabilities Act.
- Coordinate educational opportunities for FWEs
- Ensure that student FW attendance days and hours meet or exceed the program's requirements.
- Ensure that qualified personnel supervise Level I and Level II fieldwork. AFWC will have the FWE sign the Fieldwork Educator Agreement Form prior to student placement
- Perform all duties as assigned.

Student Responsibilities during Fieldwork Experiences

All SCF OTA students are required to participate in clinical fieldwork experiences in various setting including but not limited to hospital, rehabilitation centers, mental health facilities, skilled nursing facilities, private practice, in the community, and in the school systems. SCF and the clinical FW site must have a signed legal agreement in place in order for a student to participate in such an experience. As part of this agreement, many clinical sites require that students submit a recent criminal background check and/or a drug screen. Based on the results of the background check and /or drug screen, an affiliated clinical site may decide to not allow a student's presence at their facility. Fieldwork sites will determine if a student's background check information and/or drug screen meets their standards. SCF will not make that determination. Some clinical sites require students to complete an additional background check or drug screen based on their specific criteria, the student may be required to pay for this second check.

Students are responsible for compliance with site requirements as specified in the fieldwork site student handbook developed by the FW site and the Memorandum of Understanding and/or Human Resources of the facility. This typically includes completion of prerequisite requirements (health requirements, background

checks, HIPAA training, orientation not site documentation system, etc.) and attention to state regulations impacting student provision of OT services. In addition to providing the required occupational therapy services to clients, students are also responsible for active participation in the supervision process, which includes the creation, review, and compliance of learning objectives, completion of assigned learning outcomes, and assignments; proactive and ongoing communication with the assigned FWE, continual self-assessment and reflection, and participation in formal and informal assessments directed by the FWE.

All students are required to have and maintain personal health insurance throughout the duration of the academic experience. Proof is required at the beginning of each academic year enrolled in the program.

All students are required to have a recent physical examination.

Students must be CPR certified through the American Heart Association while enrolled in the OTA program.

Proof of all required documents is required for both Level I and Level II FW. It is the student's responsibility to inform the Program of any changes. The verification or required documents and uploaded onto CastleBranch. Facilities may have their own health requirements not mentioned. The student is responsible for the facilities policies on their health requirements.

If a student fails to provide necessary documents in a timely manner, they will not be allowed to participate at any Level of FW experiences and will be assigned a grade of "F" for the course. See course failure policy for additional details.

*Note: While SCF will attempt to locate clinical FW sites for all students, SCF is not obligated to provide clinical FW experiences for students with a criminal history or positive drug screen. Students with a criminal history or positive drug screen could potentially complete the academic portion of the program but be unable to participate in the required clinical FW experiences. A student in that situation would not be awarded a degree.

Fieldwork Educators Responsibilities

- FWEs assigned to the student to follow ACOTE standards should have one year's experience.
- A Fieldwork Educator Agreement Form is signed prior to the student starting.
- Hold supervisory meetings with the student (ACOTE standard)
- Monitor progress and provide feedback in areas of growth and excellence
- Provide the just-right challenges designed to maximize each student's individual learning needs
- Notify the AFWC and student of concerns and issues as they occur
- Provide an opportunity for a site visit to discuss student progress and any concerns
- Notify the AFWC and the student if the student's performance is not satisfactory, include documentation with specific examples with progress and outcomes
- FWE should initiate written learning contracts including goals with clear expectations and specific time for students that are struggling to meet the site-specific objective. For the struggling student, FW can be extended.
- FWE may dismiss a student for unsafe practices
- Complete the Fieldwork Performance Evaluations OTA Student. There is a Midterm and a Final. This is completed electronically, an email from Formstacks will be sent to the email address provided on the Fieldwork Educator Agreement Form. The student completes a self-evaluation and is required to bring it to the evaluation meetings.

Fieldwork Educator Resources

<https://www.aota.org/education/fieldwork/level-ii-fieldwork>

<https://www.aota.org/education/fieldwork/fieldwork-resources>

<https://www.aota.org/education/fieldwork/fieldwork-performance-evaluation>

[Fieldwork-Performance-Evaluation-Occupational-Therapy-Assistant-Student.pdf \(aota.org\)](#)

[Fieldwork-Performance-Evaluation-Rating-Scoring-Guide.pdf \(aota.org\)](#)

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

Fieldwork Policies

Dress Code

Whenever students are present at a FW site and representing SCF, students are expected to dress, appear, and act professionally. Students are expected to follow the dress code of the academic program.

Professional Appearance

Students are expected to dress in a conservative and professional manner. Uniform shirt with SCF OTA student and dark or khaki pants and/or OTA Program scrubs are preferred in the clinical setting. Sandals, cloth tennis shoes, or T-shirts are NOT appropriate. Refer to Dress Code in Student Handbook.

Proper personal hygiene is expected at all times:

- Nails should be short and well groomed. Acrylic nails are not permitted.
- A student's hair should be arranged so it does not interfere with patient treatment or the safety of the student or the patient. Long hair should be kept pulled back neatly away from the face.
- Males must be clean-shaven (beards or mustaches must be well groomed).
- No perfume or cologne is to be used. Individuals may have an allergy or other negative response to certain odors.
- Wedding rings and small earrings only are permitted. Multiple finger rings and large dangling earrings are inappropriate for the clinical setting for reasons related to safety and infection control. Other body jewelry is inappropriate for the clinical setting. Tattoos must not be visible while in the clinical setting.
- Remove hats (people)
- Clothes should be clean, neat, and unwrinkled
- Shoes should be conservative- no spikes, sandals, or open toed or open heel shoes
- No exposed undergarments.
- Jeans, shorts, and leggings are not included as your uniform and should not be worn to the clinic.

Professional Behavior Expectations

It is of utmost importance for students to behave and represent themselves as well as SCF in a professional manner while on fieldwork. The following are examples of behaviors that are not acceptable:

- Consuming alcohol, using illegal drugs, using marijuana prior to arriving to fieldwork or while on site.
- Meeting occupational therapy clients, the client's family members, or Fieldwork site staff/educators outside of scheduled FW time for personal reasons.
- Stealing or lying at a FW site.
- Speaking inappropriately or in a derogatory manner to or about staff or clients.

- Failure to comply with HIPAA guidelines.
- Leaving a client unattended.
- Failure to comply with policies and procedures set for the SCF OTA Program and FW site.
- Failure to comply with attendance policy at FW site. (See Attendance Policy)

Frequent tardiness to FW, and/or unexcused absences can result in dismissal from the program.

If terminated from FW, a meeting will occur among FWE, student, AFWC, and others to best determine a solution for the student to complete FW. This may include remediation, educational plan, change of FWE (if available), extension of FW time, and/or (delayed) new facility. If it is determined that the FWE does not want the student any longer, every attempt will be made for the student to complete the fieldwork.

A student may continue with the OTA Program based upon successful development of and completion of the remediation plan. A student who is terminated from a second FW placement site due to unprofessional behavior or patient safety will automatically be dismissed from the OTA program.

Transportation

Students are required to provide their own form of reliable transportation to and from FW sites. In order to provide students with the scope and breadth of experiences necessary to prepare as entry-level OTA's, students may need to travel over an hour to a fieldwork site.

Name Tags

The State of Florida requires healthcare professionals to wear name tags. Name tags should be worn whenever at a FW site. They are considered a part of your uniform. The OTA program issues the student with a nametag indicating the student's name, SCF affiliation, and OTA program. Some facilities, however, may require the student to wear a name tag supplied by that facility. Lost or damaged name tags must be replaced at the student's expense. Students shall wear their name tag while participation in non-college activities.

Fieldwork Attendance

A student hourly log is required to be completed daily with correct times, total number of hours and the FWE's signature. The same criteria for excused or unexcused absences in the classroom apply to the FW both Level I and Level II experiences. Authorized absences for reasons other than illness will be considered on an individual basis. Permission must be granted by the AFWC in conjunction with the FWE for the absence to be excused. Any absence however is required to be made up due to the ACOTE standards. If the FWE does not receive verification, the absence will be unexcused. In the case of inclement weather (regardless of SCF's decision to open/close, the student should make a reasonable attempt to be present at their assigned FW site. It is the student's responsibility to determine if their travel is unsafe. Both the AFWC and the FWE must be advised of this decision as soon as possible prior to beginning that business day. Students are required to make-up any missed days that occur due to weather related issues.

Notification of Absence: The student must notify the FWE and the AFWC at the earliest time available prior to the beginning of the facility's workday. If the student fails to notify the FWE, and the AFWC during the missed day, the absence will be unexcused.

- Fieldwork **Level I:** Students are required to attend each day scheduled for Level I A, Level I B, and Level I C. Considerations for make-up of Fieldwork Level I will only be carried out for excused absences.

- **Fieldwork Level II:** This will be completed in two 8-week rotations in two separate practice areas allowing for cross application of material learned during on-campus courses. The student is allowed up to three excused absences of self only. All absences are required to be made up. A total number of 40 days for both rotations is a standard set by ACOTE.
- If a student is unable to complete FW, regardless of Level, required, needed, or assigned FW site, because of personal history information and no alternative site can be found which will accept a student based on personal history information the student will not be able to complete the FW course, thus having to accept an “F” in the FW course, thus must forfeit their place in the program.

Attendance Consequences

One unexcused or unauthorized absence requires the completion of a written warning by the AFWC.

- Three (3) unauthorized absences are considered a valid reason for program dismissal.

Excused Absence for Fieldwork Site Visit

Excused absences must include a treating medical professional’s excuse for illness for each day missed while FW Level I is scheduled. Other “extenuating circumstances beyond one’s control” will be determined by the faculty, and documentation may be required. At the discretion of the OTA program faculty. FW Level I may or may not be rescheduled based on the “extenuating circumstance.”

For Fieldwork Level I and Level II, when missed for excused absence based on treating medical professional’s excuse or approved extenuating circumstance, the student will receive an (“I”) incomplete for the course until another rotation can be scheduled at the end of the didactic portion of the course. Thus, leading to a delay in completing the program.

If FW Level I is rescheduled, the student must have completed the FW Level I rotation in its entirety, for that facility, consisting of the 1-week rotation. All efforts on the part of the AFWC will be to reschedule the rotation during days that you are not scheduled in class. This cannot be guaranteed, at it is up to the clinical site to accept the student. If the student refuses a rescheduled placement, or does not attend, the student accepts an “F” for the FW Level I and the student forfeits their place in the program.

Accommodations for Students with Disabilities

The AFWC and OTA Program Director are committed to working in accordance with the provisions of the Americans with Disabilities Act (ADA) and providing reasonable accommodations for individuals with physical or mental limitations. Appropriate learning experiences are provided which are geared to maximize each student’s abilities. Students with disabilities are encouraged to work with faculty and staff to identify ways in which the essential functions and skills of an OTA can be performed in a manner that will satisfactorily fulfill the requirements of the fieldwork education program while meeting the student’s needs. In order to receive accommodations, the student must provide written documentation of the disability) from an appropriate qualified practitioner and meet with the Disability Resource Center (DRC). DRC notifies faculty (Condition not disclosed to faculty) of the reasonable accommodations to optimize student learning and teaching effectiveness. The notification is required to provide the accommodations before granting disability related accommodations.

The DRC is located on the Bradenton campus, Building 1, Room 219. DRC Bradenton Office: 941-752-5295 or DRC@SCF.edu

The AFWC respects Family Educational Rights and Privacy Act (FERPA) and does not disclose academic information to the FWE.

Section Three

State College of Florida

Occupational Therapy Assistant Program

Fieldwork Dates for 2023-2024

***Dates are subject to change**

| Fieldwork Type | Fieldwork Dates |
|--|--|
| Level I A Pediatrics | Monday, March 27 – Friday, March 31 |
| Level I B Physical Rehabilitation | Monday, October 16 – Friday, October 20 |
| Level I C Mental Health | Monday, November 13 -November 17 |
| Level II A | Wednesday, January 3 – Wednesday, February 28 Monday - Friday |
| Level II B | Monday, March 4 – Friday, April 26 Monday - Friday |

Level II Fieldwork

State College of Florida
Occupational Therapy Assistant Program

Guidelines and Goals for Occupational Therapy Assistant Program Fieldwork Level II

Purpose of Fieldwork II:

Supervised fieldwork experiences in occupational therapy are an integral part of the educational and professional preparation. The fieldwork experience is designed to provide the occupational therapy assistant student with the opportunity to integrate academic knowledge with the application of skills at progressively higher levels of performance and responsibility. The fieldwork experience is intended to complement the academic preparation by offering additional opportunities: for growth, for learning, to apply knowledge, and to develop and evaluate critical thinking skills. The fieldwork experience also provides the student with situations to practice and develop interpersonal skills with patient/clients and staff and to develop characteristics and professional behaviors essential to productive working relationships. Upon completion of Level II Fieldwork education, the student is expected to function at or above minimum entry-level competence.

Occupational Therapy Assistant students at the State College of Florida are required to complete two Fieldwork II experiences in two different clinical settings prior to graduation from the program.

Goals for the Level II Fieldwork Experience:

Upon completion of the Level II Fieldwork experience, the student will demonstrate the following:

1. Competence in utilizing assessment tools and evaluation procedures routinely used by COTAs at the fieldwork center.
2. Proficiency in implementing treatment and justifying treatment plans and methods based on the models and theories of occupational therapy practiced at the fieldwork center.
3. Effective oral and written communication of ideas and objectives relevant to the roles and duties of an occupational therapist and occupational therapy assistant.
 - a. The student will demonstrate the ability to interact with patients/clients and staff in an effective and professional manner.
4. Acquisition of professional characteristics/behaviors that demonstrate the following:
 - a. The ability to establish and sustain therapeutic relationships.
 - b. A sensitivity to and respect for confidentiality.
 - c. The ability to work collaboratively with others and to relinquish or assume responsibility when appropriate to task at hand (i.e. team work);
 - d. Responsibility in maintaining, assessing, and improving self-competency;
 - e. The ability to use supervision as a tool for self-directed learning;

- f. The development of a broad sense of professional responsibility to the community at large and concern for social and health care issues;
- g. Understanding of the roles of other health professionals.
- h. Development of a positive professional self-image.
- i. Understanding of the AOTA Code of Ethics, safety regulations, accreditation and licensure standards/regulations and all state, federal and facility regulations and how these impact the delivery of services.
- j. Demonstrates skills in management of occupational therapy services related to knowledge of the organization and reimbursement.
- k. See the course syllabi for specific course objectives.

Revised: 12/20

State College of Florida

Occupational Therapy Assistant Program

PERSONAL DATA SHEET

FOR STUDENT FIELDWORK EXPERIENCE

PERSONAL INFORMATION

Name _____

Home Address _____

Home Phone number: _____

Cell Phone Number: _____

Name, address, and phone number of person to be notified in case of accident or illness:

EDUCATION INFORMATION

1. Anticipated year of graduation from OTA Program at SCF: _____

Degree: ___ AS ___ AAS

2. Previous colleges or universities attended (include years and degrees)

3. Foreign languages read _____ spoken _____

4. Do you hold a current CPR certification card? Yes _____ No _____

Date of expiration _____

HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes _____ No _____

2. If yes, name of company _____

Group # _____ Subscriber # _____

3. Date of last TB Test or chest x-ray: _____

(If positive for TB, tine test is not given)

PREVIOUS WORK/VOLUNTEER EXPERIENCE

CAREER GOALS:

PERSONAL PROFILE

1. Strengths:

2. Unique skills or interests:

3. Describe your preferred learning style:

4. Describe your preferred style of supervision:

5. *What type of feedback do you prefer?*

FIELDWORK EXPERIENCE SCHEDULE

| | CENTER | TYPE OF FW SETTING | DATES OF FW EXPERIENCE |
|---------------|--------|-----------------------|------------------------|
| Level I Exp. | | Pediatric | |
| | | Physical Disabilities | |
| | | Mental Health | |
| Level II Exp. | | | |
| | | | |

ADDITIONAL COMMENTS

Student Signature _____ Date: _____

Site Specific Objectives: ACOTE Standard

If you see a tool bar stating **SOME MACROS HAVE BEEN DISABLED**, you will need to click on **enable to complete**. When saving the document please change the title of the document to reflect your facilities name.

Level II Fieldwork Site Specific Objectives Checklist

for use with:

The AOTA Fieldwork Performance Evaluation (for the Occupational Therapy Student)



Prepared by:

FLORIDA OCCUPATIONAL THERAPY EDUCATIONAL CONSORTIUM (FLOTEC)

Site: _____ Date: _____
Fieldwork Educator/Contact Person: _____

Phone #: _____ Fax #: _____

E-mail: _____

Please check one:

_____ As a fieldwork site for students from we currently utilize the goals as stated in the educational institutions fieldwork handbook and do not have additional site- specific goals. **Please proceed to page 19 and 20 of this form, complete and sign.**

_____ As a fieldwork site for students from we currently utilize the goals as stated in facilities/corporation student fieldwork handbook and do not have additional site -specific goals. **Pease attach facilities/corporations student fieldwork handbook, proceed to page 19 and 20, complete and sign.**

As a fieldwork site for students from we currently utilize the goal as stated in the educational institutions fieldwork handbook as well as the following site specific goals: **Please complete this form in its entirety.**

I. FUNDAMENTALS OF PRACTICE

FWPE item # 1: Adheres consistently to AOTA Code of Ethics & Ethics Standards (AOTA 2010, draft) & site's policies & procedures; including, when relevant, those related to human subject research as stated below:

Demonstrates concern for well-being & safety of recipients of services (beneficence)

Intentionally refrains from actions that cause harm (nonmaleficence)

Respects right of individual to self-rule (autonomy, confidentiality)

Provides services in fair & equitable manner (social justice)

Complies with institutional rules, local, state, federal, international laws & AOTA documents applicable to profession of occupational therapy (procedural justice)

Provides comprehensive, accurate, & objective information when representing profession (veracity)

Treats colleagues & other professionals with respect, fairness, discretion, & integrity (fidelity)

Other: _____

FWPE item #2: Adheres consistently to safety regulations. Anticipates potentially hazardous situations & takes steps to prevent accidents for clients & staff members throughout fieldwork related activities including:

| | |
|---|------------------------------------|
| Record review | OSHA/BBP |
| Medication side effects | I.V./ Lines |
| Post-surgical | ER codes/protocols |
| Infection control | Restraint reduction |
| Fall prevention | HIPAA |
| Swallowing | W/C locks/bedrails/call button |
| Food allergies | Vital signs (BP, O2) |
| Ambulation status | Trach/Ventilator monitoring |
| Behavioral system/privilege level (e.g., locked area/unit, on grounds) | Fire/Evacuation/Lockdown |
| 1:1 for personal safety/suicide precautions | CPR certification |
| Sharps count | Communication re: change in status |
| Environment set up (no clutter, spills, unsafe items, etc.) | Other: |

FWPE item #3: Uses sound judgment in regard to safety of self & others during all fieldwork related activities:

- Adheres to facility policies & procedures
- Thorough chart reviews/checks MD orders/parent agreement for IEP
- Consistently analyzes space for potential hazards based on client risk factors
- Addresses anticipated safety concerns
- Provides safe supervision of client based on client status
- Accurately identifies ambulation needs/functional mobility status
- Uses safe transfer techniques/equipment according to protocols
- Determines wheelchair positioning needs (e.g., footrests, cushions, trays/supports, etc.)
- Correctly positions client (e.g. in chair/bed; at desk, for feeding, etc.)
- Provides supervision of client based on client status to ensure safety
- Demonstrates proper splinting techniques such as
- Correct selection of type
- Correct selection of materials
- Making adjustments as needed

FWPE item #3 (cont.): Uses sound judgment in regard to safety of self & others during all fieldwork related activities:

- Operates equipment according to training protocols
- Attends to professional boundaries in therapeutic use of self-disclosure
- Effectively limit sets & redirects client (s)
- Establishes safe group climate (reinforce expectations/group rules or contract)
- Other:

II. BASIC TENETS

FWPE items #4 -6: Clearly, confidently, & accurately communicates values/beliefs of occupational therapy profession, occupation as method/outcome, roles of OT/OTA as collaborative team appropriate to setting, using examples & language consistent w/ OTPF:

Verbally

Via written material (e.g., handout, article, sample job description, etc.)

Communicates about these 3 tenets with:

Client

Families/ significant others

OTA

OT

OTA

SLP

Nursing

LISCW

Psychologist

CRTS

CRC

Teacher

Aides

MDs

Regulatory bodies

General public (e.g., promotional materials, in-services)

AT

MT

3rd Party payers

Others:

FWPE items #4-6(cont): Clearly, confidently, & accurately communicates values/beliefs of occupational therapy profession, occupation as method/outcome, roles of OT/OTA as collaborative team appropriate to setting, using examples & language consistent w/ OTPF:

Communicates about these 3 tenets in:

Client intervention/education

Meetings

Documentation/correspondence

In-services, brochures, bulletin boards, media announcements, etc.

Other:

Communicates re: occupation using:

Examples of occupation-based assessment tools

Citations of literature/evidence base for use of occupation relative to person/context

Terms & examples specific to person, organization, population (facility mission/level of care/services delivery)

OTPF language (revised) verbally & in written work

Current AOTA official documents/fact sheets

Other:

Communicates re: OT/OTA roles using:

Current AOTA official documents

Federal & state laws/practice acts governing evaluation/intervention

State laws/practice acts re: role of OT/OTA

Other:

FWPE item #7: Effectively collaborates with clients, family/significant others throughout occupational therapy process (evaluation, intervention, outcome):

Seeks & responds to client feedback

Maintains client focus in sessions

Respectfully engages in discussion when conflict arises to address concerns

Provides written documentation of collaborative plan (e.g., home program)

Incorporates client/family priorities & interests

Tailors client/family education to individual need

Other :

III. EVALUATION AND SCREENING

FWPE item #8: Articulates clear & logical rationale for evaluation process:

Describes reasoning based on client, condition, context, FOR/EBP

Explains choice of occupation-based &/or client factors

Discuss psychometric properties (validity & reliability) of assessment tool

Other:

FWPE item #9: Selects relevant screening/assessment*methods (*see assessment chart):

Selects assessments according to:

Future context

Evidence

Psychometric properties/validity/reliability

Client condition

Client priorities

Current context

Selects assessment based on Theories/Frames of reference pertinent to setting such as:

PEOP

Biomechanical

Acquisitional

Psychodynamic

Cognitive behavioral

DBT

Sensory Processing

Sensory Integrative

NDT

Functional Group Model

MOHO

Developmental

Motor Learning

Coping

Clinical Reasoning

Rehabilitation

Occupational Adaptation

Ecology of Human Performance

Cognitive/Cognitive Disability

Other:

FWPE item #10: Determines occupational profile & performance through appropriate assessment methods (see assessment chart on last page for specific tools/competency expectations)

FWPE item #11: Assesses client factors & context that support or hinder occupational performance (see assessment chart for specific tools/competency expectations)

FWPE item #12: Obtains sufficient/necessary information from relevant resources such as client, families, significant others, service providers, & records prior to & during evaluation process via:

Thorough record/chart review

Client interview

Observation of client performance in areas of occupation (ADL/IADL, education, work, play, leisure, social participation, rest/sleep)

Assessment instruments addressing occupational performance (see assessment chart)

Observation of client person performance skills (motor & praxis, emotional regulation, cognitive, communication/social, sensory/perceptual)

Assessment instruments addressing client performance skills

Observation of client performance patterns (roles, routines, rituals, habits)

Assessment instruments addressing client performance patterns (see assessment chart)
 Assess of client factors (see assessment chart)
 Observation in current context(s) (personal, physical/environment, social, cultural, temporal, virtual)
 Gathering information re: anticipated future context(s)
 Gathering input from family/significant others/service providers (PCA, nursing, teachers, team members, referral source)
 Discussion of psychosocial factors that affect performance/disposition (e.g., motivation, adjustment, anxiety, self-concept, participation, etc.,)
 Assessment instruments that address psychosocial factors that affect performance/disposition (see assessment chart)

Occupational profile addresses

Who is client?

Client problems

Client values/interests/needs

Why seeking services?

Other (s):

Occupational history

Client successes/ strengths

Priorities

Influence of environment/context

FWPE item #13: Administers assessments in uniform manner to ensure valid/reliable results:

Adheres to assessment tool protocols/procedures (format, script, item use, scoring, etc.)

FWPE item #14: Adjusts/modifies assessment procedures based on client's needs, behaviors, and cultural variables such as:

Fatigue

O2 sat/respiration rate

BP/heart rate

Frustration tolerance

Anxiety

Cultural beliefs, values, customs, expectations

Cognitive status

Pain

Language

Attention

Inability to perform task

Refusal

Vision Acuity

Hearing Acuity

Concerns: safety (please specify):

Other:

FWPE item #15: Interprets evaluation results to determine client's occupational performance strengths & challenges by integrating quantitative & qualitative information such as:

Standardized assessment results

Information re: client condition/dx

Subjective/objective impressions

Verbal reports of others (team, family/caretakers, etc.)

Observation of client's performance

Client's stated values, beliefs/motivations

Identified problems/needs

Other:

FWPE item #16: establishes accurate & appropriate plan based on evaluation results, integrating factors such as client's priorities, context(s), theories & evidence-based practice:

Integrates information with client priorities to create plan relative to setting/scope of practice

Incorporates client's present and future context(s) (personal, cultural, temporal, virtual, physical, social) in clinical reasoning/intervention planning

Utilizes summarized evidence from Critically Appraised Topics/Papers (CATs/CAPs) to guide decision-making/reasoning (<http://www.otcats.com.index.html>)

Uses EBP approach (e.g., PICO question: Person, Intervention, Comparison, Outcome) to search for/find relevant evidence according to client priorities & frame of reference

Critically appraises findings (e.g., CAT: <http://www.otcats.com/template/index.html> ; or CanChild (www.canchild.ca/en/canchildresources/educationalmaterials.asp#CriticalReview)

Uses structures method to review evidence (journals, case studies, consensus of experts)

Creates realistic plan reflective of accurate understanding of client abilities and potential

Sets goals consistent with client priorities, theory/frame of reference, evidence & setting

Other:

FWPE item #17: documents result of evaluation process in manner that demonstrates objective measurement of client's occupational performance:

Records observed performance in areas of occupation (ADL/IADL, education, work, play, leisure, social participation, rest/sleep) as per setting's policies & procedures/scope of practice
Accurately reports standardized assessment data (raw scores/results) as applicable
Formulates goals that are specific, measurable, realistic, attainable, time-limited
Utilizes outcome measurement methods when available or per setting policies

Other:

IV. INTERVENTION

FWPE item #18: articulates a clear and logical rationale for intervention process:

Verbally in supervision sessions
Via written assignments (journal, case study)
Via sharing EBP article reviews
In rounds/team meetings

Verbally in client sessions
In pt. education materials
In written documentation
Via in-services

Other:

FWPE item #19 (part 1): Utilizes evidence from published research & relevant resources to make informed decisions with supervisor/client/team/caregiver/agency (as appropriate) using:

Critically Appraised Papers (CAPs)/Critically Appraised Topics (CATs)
(www.aota.org/Educate/Research.aspx; <http://www.otcats.com/index.html>)
Articles from peer reviewed journals (e.g., AJOT, OTJR, etc.,)

FWPE item #19 (part 2): Utilizes evidence from published research & relevant resources to make informed decisions with supervisor/client/team/caregiver/agency (as appropriate) using:

Discussion/sharing of material learned via other sources (textbooks, OT Practice, coursework, association website searches, conferences, etc.,) in supervision
Other:

FWPE items #20 & 21: Chooses relevant occupations that motivate & challenge clients to facilitate meeting established goals based on client's:

Condition/Status
Progress
Stated interests
Beliefs & values
Other:

Psychosocial needs
Current context & resources
Future context & resources

FWPE items #22 & 23: Implements client & occupation based intervention plans considering areas of occupation/outcomes such as:

Role competence
ADL
Play Work
IADL
Sleep/rest
Social participation
Education

Leisure
Adaptation
Health/wellness
Quality of life
Self-advocacy
Occupational (social) justice

Other:

FWPE item #24: Modifies task, approach, occupations & environment to maximize client performance by:

Adapting sequence of activity & objects used

↑↓ sensory input

↑↓ Visual/verbal cues

↑↓ Amount of physical assistance provided

↑↓ Social demand (1:1 vs. group, family vs. peer(s), rules/norms)

↑↓ Amount of emotional/behavioral support provided

Changing length/frequency/timing of sessions

↑↓ Cognitive demand

Physical requirements

Promoting ↑ safety (↑awareness, education/feedback, environmental modifications, removing potential sources of injury, etc.)

Creating adaptive device(s)

Reviewing/revising expectations with client(s) relative to desired occupations, role(s) & context

Other:

FWPE item #25: Updates, modifies, or terminates intervention plan based upon careful monitoring of client's status:

- Accurately represents client progress verbally & in documentation
- Accurately reports change in client status (e.g., illness, affect) affecting performance
- Frequently re-evaluates effectiveness of intervention based on goal achievement and/or outcome measurement
- Subjective data consistent with objective data reported verbally or in documentation

FWPE item #26: Documents client's response to services in a manner that demonstrates efficacy of interventions via:

- Progress reports with quantitative data (goal attainment scaling, excel charts/graphing, re-assessment, score comparison, outcome measurement results)
- Narrative summary with qualitative descriptors according to problems identified/goals achieved
- Other:

V. MANAGEMENT OF OCCUPATIONAL THERPAY SERVICES

FWPE item #27: Demonstrates through practice or discussion ability to assign appropriate responsibilities to the occupational therapy assistant & occupational therapy aide:

- Describes or assigns duties commensurate to educational level, assessed competency, federal & state laws regulating use of supportive personnel
- Considers number of clients, complexity of needs, type of setting, safety
- Describes or provides type of supervision required (close, direct, line of sight)
- Provides reference for state statues/regulations governing performance or services & definitions of supervision (www.aota.org/Practitioners/Licensure/StateRegs/Supervision/36455.aspx)
- Other:

FWPE item #28: Demonstrates through practice or discussion ability to actively collaborate with occupational therapy assistant:

- Describes &/or engages in tasks with OTA relative to job description &/or scope of practice as defined by state guidelines (e.g., soliciting contributions to evaluation process &/or delegating implementing & adjusting intervention plan) in accordance with AOTA Official Guidelines for Supervision, Roles & Responsibilities (www.aota.org/Practitioners/Official.aspx)
- Completes alternate assignment to meet objective (please describe or attach):

FWPE item #29: Demonstrates understanding the costs and funding related to occupational therapy services at this site:

- Discusses political issues/policy decisions that affect funding
- Outlines how services are regulated, and funds allocated pertaining to local and/or federal laws such as IDEA, ADA, Medicare/Medicaid, etc.
- Describes agency billing/payment system (grant funding, types of insurance, private pay, cost-share, state/federal funding)
- Describes eligibility criteria for reimbursement and discharge
- Identifies possible resources available (grants, community partnerships, sources for donations, fundraising ideas, etc.,)
- Demonstrates awareness of risk management and liability as part of costs and quality care
- Demonstrates awareness of budgetary implications when procuring/using supplies
- Other:

FWPE item #30: Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines:

- Articulates setting's mission & values

Schedules meetings/sessions according to facility expectations
Begins & ends sessions on time
Attends meetings on time
Reports meetings in concise manner
Meets paperwork deadlines per policy & procedures
Prioritizes workload according to policies & caseload demands
Uses time management strategies (checklists, templates, to-do list)
Other:

FWPE item #31: Produces the volume of work required in the expected time frame:

Is self-directed in managing schedule to meet workload/caseload

Gathers necessary evaluation data within allotted amount of time – specify per day

per week per month

Completes evaluation write-up with documentation co-signed & in chart/record within:

8 hrs. 24 hrs. 1 week other:

Conducts (specify number) of evaluations: per day

per week per month

Serves caseload commensurate with entry-level therapist (please specify # of clients/groups):

per day per week per month

Completes progress note documentation within expected time period of:

Completes (specify number) of progress notes: per day per week per month

Other:

VI. COMMUNICATION

FWPE item #32: Clearly & effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public:

Uses language appropriate to the recipient of information, including but not limited to funding agencies & regulatory agencies

Gauges use of terminology to level of understanding of person with whom communicating

Utilizes examples to illustrate meaning/intent

Uses active listening strategies (restates/paraphrases) to ensure both parties have shared understanding of information/plan

Uses multiple modes of communication (verbal, written, nonverbal)

Makes eye contact when appropriate

Attends to physical boundaries/body space

Demonstrates professional presentation/demeanor in facial expression, posture, grooming affect, & attire

Utilizes setting's services for translators of translation of written materials when indicated/available

Other:

FWPE item #33 – 34: Produces clear and accurate documentation according to site requirements. All written communication is legible, using proper spelling, punctuation, and grammar:

Completes computerized &/or hand-written documentation per setting protocols/formats

Uses approved institutional terminology/abbreviations

Uses technology when available to check work (grammar, spelling)

Uses strategies such as proof reading, reading aloud, checking against template, asking colleague/peer to proof if feasible

Other:

FWPE item #35: Uses language appropriate to the recipient of the information, including but not limited to funding agencies & regulatory agencies:

Writes in a manner conducive to being read by recipients of services & other disciplines, free of jargon, retaining language consistent with OTPF-Revised (client profile, analysis of occupational performance, areas, skills/patterns, influence of context(s), client factors)

Gauges use of terminology to level of understanding of person with whom communicating

Utilizes examples to illustrate meaning/intent (verbal/demonstration)

Takes into account cultural differences, providing handouts in client's first language, when available, providing illustrations with written content

Adjusts content (verbal/nonverbal) in response to clients/family/caregivers colleagues' response

Provides clear & concise instructions

Other:

VII. PROFESSIONAL BEHAVIORS

FWPE item #36: collaborates with supervisor(s) to maximize the learning experience:

Asks supervisor for specific feedback

Consistently checks in to clarify expectations

Shares information about learning style with supervisor and asks for help as needed to adjust

Utilizes structures in setting to support learning (e.g., student manual, reviews expectations, tracks own caseload/workload)

Asserts need to schedule supervision meetings

Discusses concerns & identify possible avenues for changes or improvements

Discusses &/or negotiates need for adjustments to supervisory relationship, performance expectations, caseload, & learning environment to improve quality of experience (e.g., reviews

AOTA Fieldwork Experience Assessment Tool)

Other:

FWPE item #37: Takes responsibility for attaining professional competence by seeking out learning opportunities & interactions with supervisor(s) & others:

Comes to supervision w/ list of questions/concerns & possible options for how to address them

Takes initiative to meet w/ other members of team to understand their role/perspective

Reviews testing materials/manuals on own prior to observing or administering

Seeks out, reviews & shares reading materials/articles on frames of reference/EBP, client conditions, public law/policy, etc.,

Pilots new program ideas/improvements (e.g., assessment tools, outcome measures, groups, new forms, or procedures, etc.,) when feasible/available

Collaborates in research design or data collection with others (per IRB approval)

Exercises good judgment when choosing to attend in-services or other continuing education opportunities (e.g., based on workload management, caseload focus, scope of practice)

Other:

FWPE item #38: Responds constructively to feedback:

Engages in mutual feedback exchange (e.g., listen, clarify, acknowledge feedback &/or redirection, provide examples, ask "How can I improve?;" discuss ways to make active changes, identify what would be helpful, discusses options)

Demonstrates commitment to learning by identifying specific goals/actions to improve behavior/performance in collaboration with supervisor

Processes feedback & seeks support from supervisor appropriate to context of supervisory relationship & learning opportunity

Utilizes tools to reflect on own performance or variables affecting performance (e.g., self-assessment on FWPE, journaling, FEAT)

Takes initiative to contact academic program resource persons for support if needed

Other:

FWPE item #39: Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance:

- Takes initiative to address workload management
- Demonstrates consistent work behaviors in both task & interpersonal interaction
- Attends to site cleanliness, safety & maintenance of supplies as appropriate to role
- Comes prepared for meetings/sessions
- Takes responsibility to address areas of personal/professional growth
- Proactively plans for & requests appropriate supports or accommodations in manner consistent with federal law & site resources (e.g., open in communication, provides appropriate documentation, requests reasonable accommodation if indicated)

Other:

FWPE item #40: Demonstrates effective time management:

- Monitors, maintains & adapts own schedule in accordance w/ site's priorities
- Organizes agenda or materials for meetings & sessions
- Conducts evaluation &/or intervention sessions w/in allotted time, inclusive of set-up/clean-up
- Completes documentation/paperwork in timely manner
- Completes learning activities by due dates

FWPE item #41: Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy in social interactions w/ clients/patients, peers & colleagues:

- Communicates concerns in 1st person manner (e.g., "I statement")
- Remains calm when conveying point of view when conflict arises
- Compromises as needed when negotiating workload
- Demonstrates flexibility to support own learning or department mission (e.g., extra effort, stay late if needed, etc.,)
- Demonstrates ongoing awareness of impact of own behavior on others
- Displays positive regard for others
- Demonstrates effective use of self-disclosure (e.g., moderate)/therapeutic use of self to build rapport, establish alliance(s) & motivate others (peers/colleagues/clients)
- Provides timely & specific feedback
- Sets limits to maintain safety & support positive behavior/performance improvement

FWPE item #42: Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices:

- Demonstrates awareness of own background and sensitivity to worldviews of others (clients, family, colleagues)
- Refrains from imposing own beliefs & values on others
- Maintains clients' dignity
- Gathers information about clients' cultural values &/or spiritual beliefs
- Incorporates clients' values & beliefs into therapeutic interactions & interventions
- Considers clients socioeconomic & community resources & lifestyle when designing intervention plans & discharge planning
- Demonstrates tolerance for differences in others & willingness to work w/ all clients

Other expectations not noted above:

Print Name

Electronically signed by above individual on this date.

Signature

Date

Signature of SCF AFWC/Faculty

Date

Assessment Checklist (attach to Level II FW Site Specific Objectives)

Site:

Date:

| Formal Assessment Tools | Expected to gain Proficiency | Expected to gain familiarity | Expected to gain awareness/observe |
|--|------------------------------|------------------------------|------------------------------------|
| Allen Cognitive Level Screening: | | | |
| Allen Diagnostic Module | | | |
| Ashworth Scale (Tone) | | | |
| Assessment of Motor & Perceptual Skills | | | |
| Bay Area Functional Performance Evaluation | | | |
| Beery Visual Motor Integration test | | | |
| Box and Block test | | | |
| Borgs Scale: Rate of Perceive Exertion | | | |
| Bruininks-Oseretsky Test -2 | | | |
| Children's Assessment of Participation & Enjoyment/Preference for Activities of Children | | | |
| Children's Occupational Self-Assessment | | | |
| Canadian Occupational Performance Measure | | | |
| Cognitive Assessment of Minnesota | | | |
| Coping Inventory | | | |
| Crawford Small parts Dexterity Test | | | |
| Dynamometer | | | |
| Early Coping Inventory | | | |
| Functional Independence Measure: | | | |
| Global Deterioration Scale | | | |
| Goniometry | | | |
| Hawaii Early Learning Profile | | | |
| Jepson Hand Function Test | | | |
| Kitchen Task Assessment | | | |
| Kohlman Evaluation of Living Skills | | | |
| LOTCA | | | |
| Manual Muscle Testing | | | |
| MOCA(Montreal Cognitive Assessment) | | | |
| Mini Mental State: | | | |
| Formal Assessment Tools | Expected to gain Proficiency | Expected to gain familiarity | Expected to gain awareness/observe |
| MOHO The Model of Human Occupation Screening Tool (MOHOST) The Occupational Circumstances Assessment Interview & Rating Scale (OSCAIRS) The Occupational Performance History Interview – II (OPHI – II) The Occupational Self-Assessment (OSA) The Occupational Therapy Psychosocial Assessment of | | | |

State College of Florida
Occupational Therapy Assistant Program
OTH 2840 & 2841

Student Hourly Log

Student's Name: _____

Fieldwork Educator's Name: _____

Facility: _____

All scheduled dates for fieldwork should appear on this log.

Please note the date of any days missed during the fieldwork experience and the make-up date. Students should log in at the exact times you are in your fieldwork and not the "scheduled" time.

| Days | Date | Exact Time In | Exact Time Out | Total Hours | Supervisor Initials |
|------|------|---------------|----------------|-------------|---------------------|
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A copy of the time sheet must be submitted at midterm and the original time sheet is submitted at the end of the fieldwork experience.

I verify that the hours recorded are an accurate reflection of the time for this FW experience.

Weekly Updates:

State College of Florida
Occupational Therapy Assistant Program
Level II Fieldwork

Weekly Update:

Please email to SwartL@SCF.edu

Student: _____ FW Educator Name: _____

Facility: _____ Phone Contact: _____

Days Absent from FW: ____ Date(s) Missed: _____

Makeup Dates: _____

Student to Complete **Yes** **No**

- Are you making progress?
- Are you receiving adequate feedback?
- Are the FWEs expectations clear?
- Are you seeing and experiencing a variety of patients and treatment approaches?

What skills do you feel you are competent in?

What skills do you feel need improvement?

Do you need a visit or phone call?

Fieldwork Educator to Complete **YES** **NO**

- Is the student making progress on meeting their goals and/or expectations?
- Is the student receptive to your feedback and support?
- Is the student performing effective communication skills with patients, families, health care team members and you? (Verbal, nonverbal, written, and listening)

Strengths:

Areas to Develop:

Student Signature : Date: FWE Signature: Date:

Student Learning Objectives

1. Student will develop entry-level competencies for the Level II fieldwork by the end of the experience (*entry-level competence is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Performance Evaluation*).
2. Initially, supervision of the student should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student.
3. Student will assume full client caseload, as defined by fieldwork site, by end of experience.
4. Student will collect, use, and appropriately apply assessment data to intervention development and treatment.
5. Student will submit correct and complete documentation in a timely manner, according to policies and procedures of fieldwork site.
6. Student will consistently report to site on time.
7. Student will attend all meetings as directed by supervisor.
8. Student will follow all policies and procedures of as directed by the fieldwork site and Jackson State Community College OTA Program.
9. Student will take initiative when exploring new learning opportunities.
10. Student will actively participate in the supervisory process.
11. Student will utilize resources available to them when planning and performing assigned duties. These resources include but are not limited to other personnel at the fieldwork site, reference material, experts outside of those available at the fieldwork site.
12. Student will be familiar with and utilize treatment/intervention approaches that demonstrate in depth knowledge of the various frames of reference and evidence-based interventions in Occupational Therapy practice.
13. Student will effectively demonstrate the knowledge and understanding of the roles of the occupational therapist and occupational therapy assistant establish and maintain an effective relationship with clients, families, co-workers and others involved in the OT intervention process.
14. Student will demonstrate an understanding of the use and purpose of "occupation" when assisting in the development of treatment plans, and when working with clients.
15. Student will demonstrate the ability to address the needs of the "whole person" when developing and implementing treatment plans. "Whole person" includes addressing the physical, psychosocial, spiritual and emotional needs and occupations of the client.
16. Student will demonstrate the ability to use clinical reasoning appropriate to the OTA role, communicate the values and beliefs that enable ethical practice, develop professionalism and competence in OTA and career responsibilities.

Suggested Fieldwork II Learning Activities

Week 1: Orientation/Observation

- Read policy and procedure manual for site
- Observe other service providers (PT, ST, teachers, etc.)
- Identify student goals/needs for continued professional development
- Identify student limitations which may interfere with performance of student therapist role or may require special considerations (i.e. dietary restrictions, lifting restrictions, etc.)
- Become familiar with equipment, physical surroundings, and daily routine
- Review client records
- Assist with therapy environment set-up and clean-up
- Beginning contact and exposure to patients – first hands on experiences should begin at the end of the week.
- Begin to establish service competency with procedures commonly used in the fieldwork setting (treatment and documentation)

Week 2: Complete Orientation/Build Caseload

- Assist with OT sessions
- Assign 2 clients to student caseload
- Develop treatment plans for assigned clients
- Continue with establishing service competency
- Complete documentation for assigned clients
- Attend team meeting and/or department meetings
- Observe OT evaluations

Week 3: Continue to Build Caseload

- Caseload of 3 to 4 clients that are appropriate for the student
- Continue to develop treatment plans (recommend 2 per week) and to complete documentation requirements on assigned clients
- Assist with/observe assessment procedures
- Participate in team meetings and/or department meetings
- Choose a topic for an inservice and/or select a person for a case study and/or develop a piece of equipment for the therapy department and establish due dates (a setting may choose to require one or more of these assignments or an assignment of its own choosing- whatever will be of mutual benefit for the student and the site)
- Plan with supervisor for fieldtrips or other special learning opportunities if possible. (These can be scheduled at any time during the remainder of the fieldwork experience.)- **Please note** transfer of supervision is necessary when student is not with CI. Please notify school if student will be visiting another site.

Weeks 4 and 5: Continue to Build Caseload

- As above for week 3 with an additional client or 2 added every week until the student is at 75% or higher caseload (or productivity level) for an experienced therapist
- Report on patients during team meetings

MIDTERM

Due:

Information you can provide to your FWE to assist with
AOTA's new online Fieldwork Performance Evaluation (FWPE)
Review the following links to access directions for the "New" FWPE

<https://youtu.be/T4wnbYJtOf0>

<https://www.aota.org/-/media/Corporate/Files/EducationCareers/Fieldwork/Fieldwork-Performance-Evaluation-Instructions-for-Educators.pdf>

Weeks 6 and 7: Maintain Caseload

- Continue to develop treatment plans and complete documentation on assigned clients
- Function as primary practitioner for assigned caseload
- Complete assigned student projects

Week 8: Closure

- Facilitate transfer of caseload to other personnel – revise therapy plans as needed, report on all current clients in team meetings, complete documentation
- Complete final evaluation of student performance
- Student provides feedback to clinical educator and other staff concerning the fieldwork experience through the use of the Student Evaluation of Fieldwork Experience (SEFWE) form

- **Final Due:**

- The OTA Student will complete the Student Evaluation of Fieldwork Experience (SEFWE) form, review with Fieldwork Educator, both parties will sign the document and student will upload into Dropbox under SEFWE.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

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

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the fieldwork educator[s] and fieldwork setting
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs
- Provide objective information to students who are selecting sites for future Level II fieldwork

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

Instructions to the Student:

The OTA Student will complete the Student Evaluation of Fieldwork Experience (SEFWE) form, review with Fieldwork Educator, both parties will sign the document and student will upload into Dropbox under SEFWE.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site:

Address:

Type of Fieldwork:

Placement Dates: from _____ to _____

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

Student work schedule:

Hours required: _____ per week

Weekends required Evenings required
 Flex/Alternate Schedules Describe:

Identify Access to Public Transportation:

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

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

Experience report on _____
 (date)

 Student's
 Signature

 FW Educator's Signature

 Student's Name (Please Print)

 FW Educator's Name and credentials (Please Print)

 FW Educator's years of experience

ORIENTATION—WEEK 1

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

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

CLIENT PROFILE

Check age groups worked with performance

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

List most commonly seen occupational issues in this setting

| Occupational Performance Issues |
|---------------------------------|
| |
| |
| |
| |
| |
| |
| |

Describe the typical population:

OCCUPATIONAL THERAPY PROCESS

I. EVALUATION

| List assessment tools used | Observed | Performed |
|----------------------------|----------|-----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

II. INTERVENTION

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

| Types of Intervention | Individual | Group | Co-Tx | Consultation |
|---|------------|-------|-------|--------------|
| Occupations: client-directed life activities that match/support/address identified goals | | | | |
| | | | | |
| | | | | |
| | | | | |
| Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement | | | | |
| | | | | |
| | | | | |
| | | | | |
| Preparatory methods: modalities, devices, and techniques. These are provided to the client, no active engagement | | | | |
| | | | | |
| | | | | |
| | | | | |
| Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement | | | | |
| | | | | |
| | | | | |
| | | | | |
| Education: provides knowledge & enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines | | | | |
| | | | | |
| | | | | |
| | | | | |
| Training: develops concrete skills for specific goal attainment. Targets client performance | | | | |
| | | | | |
| | | | | |
| | | | | |
| Advocacy: promotes occupational justice and | | | | |

| | | | | |
|------------------|--|--|--|--|
| empowers clients | | | | |
| | | | | |
| | | | | |
| | | | | |

Identify theory(ies) that guided intervention:

III. OUTCOMES

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

| Type of outcome | yes | no | Provide example |
|--------------------------|-----|----|-----------------|
| Occupational Performance | | | |
| Prevention | | | |
| Health & Wellness | | | |
| Quality of Life | | | |
| Participation | | | |
| Role competence | | | |
| Well-being | | | |
| Occupational Justice | | | |

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

No

Yes

| | | |
|--|--|--|
| The current Practice Framework was integrated into practice | | |
| Evidence-based practice was integrated into OT intervention | | |
| There were opportunities for OT/OTA collaboration | | |
| There were opportunities to collaborate with other professionals | | |
| There were opportunities to assist in the supervision of others— specify: | | |
| There were opportunities to interact with other students | | |
| There were opportunities to expand knowledge of community resources | | |
| Student work area/supplies/equipment were adequate | | |

Additional educational opportunities provided with comments (specify):

DOCUMENTATION AND CASE LOAD

Documentation Format:

Narrative SOAP Checklist Other: _____
Hand-written documentation Electronic

If electronic, name format & program:

Time frame & frequency of documentation:

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 fieldwork educator : one student

one fieldwork educator : group of students

two fieldwork educators : one student

one fieldwork educator : two students

distant supervision (primarily off-site)

three or more fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

Frequency of meetings/types of meetings with fieldwork educator (value/frequency):

General comments on supervision: _____

SUMMARY of FIELDWORK EXPERIENCE

| |
|-----------------------|
| 1 = Strongly disagree |
| 2 = Disagree |
| 3 = Neutral |
| 4 = Agree |
| 5 = Strongly agree |

| | | | | | |
|---|------------|---|---|---|---|
| | Circle one | | | | |
| Expectations of fieldwork experience were clearly defined | 1 | 2 | 3 | 4 | 5 |
| Expectations were challenging but not overwhelming | 1 | 2 | 3 | 4 | 5 |
| Experiences supported student's professional development | 1 | 2 | 3 | 4 | 5 |

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

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

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.

Would you recommend this fieldwork site to other students? Yes or No

Why or why not?

INSTRUCTIONS

One form must be completed for each fieldwork educator who provided supervision. You can detach this page and make more copies as needed.

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

FIELDWORK EDUCATOR NAME:

FIELDWORK EDUCATOR YEARS OF EXPERIENCE:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly agree

1 2 3 4 5

| | 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 | | | | | |
| Modeled and encouraged interprofessional collaboration | | | | | |
| Modeled and encouraged intra-professional collaboration | | | | | |

Comments:

AOTA FIELDWORK DATA FORM

Date:
 Name of Facility:
 Address: Street: City: State: Zip:

| | |
|--|--|
| FW I | FW II |
| Contact Person: <input type="text"/> Credentials: <input type="text"/> | Contact Person: <input type="text"/> Credentials: <input type="text"/> |
| Phone: <input type="text"/> Email: <input type="text"/> | Phone: <input type="text"/> Email: <input type="text"/> |

| | | | |
|------------------------------------|-------------------------------------|-------------------------------------|---|
| Director: [redacted] | Initiation Source: FW Office | Corporate Status: For Profit | Preferred Sequence of FW: <small>ACOTE Standards B.10.6</small> Any |
| Phone: [redacted] | FW Site | Nonprofit | Second/Third only; First must be in: |
| Fax: [redacted] | Student | State Gov't | Full-time only Part-time option |
| Website address: [redacted] | | Federal Gov't | Prefer full-time |

| OT Fieldwork Practice Settings: | | | | |
|--|----------------------------------|----------------------------|-------------|------------------------------------|
| Hospital-based settings | Community-based settings | School-based settings | Age Groups: | Number of Staff: |
| Inpatient Acute | Pediatric Community | Early Intervention | 0-5 | OTRs: [redacted] |
| Inpatient Rehab | Behavioral Health Community | School | 6-12 | OTAs/COTAs: [redacted] |
| SNF/Sub-Acute/Acute | Older Adult Community Living | | 13-21 | Aides: [redacted] |
| Long-Term Care | Older Adult Day Program | Other area(s) | 22-64 | PT: [redacted] |
| General Rehab Outpatient | Outpatient/hand private practice | Please specify: [redacted] | 65+ | Speech: [redacted] |
| Outpatient Hands | Adult Day Program for DD | | | Resource Teacher: [redacted] |
| Pediatric Hospital/Unit | Home Health | | | Counselor/Psychologist: [redacted] |
| Pediatric Hospital Outpatient | Pediatric Outpatient Clinic | | | Other: [redacted] |
| Inpatient Psychiatric | | | | |

| Student Prerequisites (check all that apply) <small>ACOTE Standard C.1.2</small> | | Health requirements: | |
|---|----------------------------|----------------------|-------------------------------------|
| CPR | First aid | HepB | Physical Check up |
| Medicare/Medicaid fraud check | Infection control training | MMR | Varicella |
| Criminal background check | HIPAA training | Tetanus | Influenza |
| Child protection/abuse check | Prof. liability ins. | Chest x-ray | Please list any other requirements: |
| Adult abuse check | Own transportation | Drug screening | |
| Fingerprinting | Interview | TB/Mantoux | |

Please list how students should prepare for a FW II placement such as doing readings, learning specific evaluations and interventions used in your setting: ACOTE Standards C.1.2, C.1.11 [redacted]

| Student work schedule and outside study expected: | Other | Describe level of structure for student? | Describe level of supervisory support for student? |
|---|----------------------------|--|--|
| Schedule hrs/week/day: [redacted] | Room provided yes no | High | High |
| Do students work weekends? yes no | Meals yes no | Moderate | Moderate |
| Do students work evenings? yes no | Stipend amount: [redacted] | Low | Low |
| Describe the FW environment/atmosphere for student learning: [redacted] | | | |
| Describe available public transportation: [redacted] | | | |

Types of OT interventions addressed in this setting (check all that apply):

| |
|---|
| Occupations: Client-directed occupations that match and support identified participation level goals (check all that apply): <small>ACOTE Standards C.1.8, C.1.11, C.1.12</small> |
| <input type="checkbox"/> Activities of Daily Living (ADL) <input type="checkbox"/> Instrumental Activities of Daily Living (IADL) <input type="checkbox"/> Education |

| | | |
|--|--|--|
| Bathing/showering Toileting and toilet hygiene Dressing Swallowing/eating Feeding Functional mobility Personal device care Personal hygiene and grooming Sexual activity | Care of others/pets Care of pets Child rearing Communication management Driving and community mobility Financial management Health management and maintenance Home establishment and management Meal preparation and clean up Religious / spiritual activities and expression Safety and emergency maintenance Shopping | Formal education participation Informal personal education needs or interests exploration Informal personal education participation |
| Rest and Sleep Rest Sleep preparation Sleep participation | | Work Employment interests and pursuits Employment seeking and acquisition Job performance Retirement preparation and adjustment Volunteer exploration Volunteer participation |
| Play Play exploration Play participation | Leisure Leisure exploration Leisure participation | Social Participation Community Family Peer/friend |
| Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement Practicing an activity Simulation of activity Role play Examples: [redacted] | Preparatory Methods and Tasks: Methods, adaptations and techniques that prepare the client for occupational performance Preparatory tasks Exercises Physical agent modalities Splinting Assistive technology Wheelchair mobility Examples: [redacted] | Education: describe [redacted] Training: describe [redacted] Advocacy: describe [redacted] Group Interventions: describe [redacted] |

| | | |
|---|--|---|
| Method of Intervention Direct Services/Caseload for entry-level OT One-to-one: [redacted] Small group(s): [redacted] Large group: [redacted] Discharge/Outcomes of Clients (% clients) Home Another medical facility Home health | Outcomes of Intervention Occupational performance improvement and/or enhancement Health and Wellness Prevention Quality of life Role competence Participation OT Intervention Approaches Create, promote health/habits Establish, restore, remediate Maintain Modify, facilitate compensation, adaptation Prevent disability | Theory/Frames of Reference/Models of Practice Acquisitional Biomechanical Cognitive/Behavioral Coping Developmental Ecology of Human Performance Model of Human Occupation (MOHO) Occupational Adaptation Occupational Performance Person-Environment-Occupation (PEO) Person-Environment-Occupational Performance (PEOP) Psychosocial Rehabilitation frames of reference Sensory Integration Other (please list): [redacted] |
|---|--|---|

Please list the most common screenings and evaluations used in your setting: [redacted]

| | |
|--|---|
| Identify safety precautions important at your FW site Medications Postsurgical (list procedures) Contact guard for ambulation Fall risk Other (describe): [redacted] | Swallowing/choking risks Behavioral system/ privilege level (locked areas, grounds) Sharps count 1 to 1 safety/suicide precautions |
|--|---|

Performance skills, patterns, contexts, and client factors addressed in this setting (check all that apply): *ACOTE Standard C. 1.12*

| | | |
|--|---|--|
| Performance Skills: Motor skills Process skills Social interaction skills Performance Patterns: Person: Habits Routines Rituals Roles Group or Population: Habits Routines Rituals Roles | Client Factors: Values Beliefs Spirituality Mental functions (affective, cognitive, perceptual) Sensory functions Neuromusculoskeletal and movement-related functions Muscle functions Movement functions Cardiovascular, hematological, immunological, and respiratory system functions Voice and speech functions; digestive, metabolic, and endocrine system functions. Skin and related-structure functions | Context(s): Cultural Personal Temporal Virtual Environment: Physical Social |
|--|---|--|

| | | | |
|--|-------------------------------------|---------------------|---------------|
| Most common services priorities (check all that apply): | | | |
| Direct service | Meetings (team, department, family) | Consultation | Billing |
| Discharge planning | Client education | In-service training | Documentation |
| Evaluation | Intervention | | |

| | |
|---|---|
| Target caseload/productivity for fieldwork students: Productivity (%) per 40-hour work week: <input type="text"/> Caseload expectation at end of FW: <input type="text"/> Productivity (%) per 8-hour day: <input type="text"/> Number groups per day expected at end of FW: <input type="text"/> | Documentation: Frequency/Format (briefly describe) : Handwritten documentation: <input type="text"/> Computerized medical records: <input type="text"/> Time frame requirements to complete documentation: <input type="text"/> |
|---|---|

| | |
|---|---|
| Administrative/Management Duties or Responsibilities of the OT/OTA Student: Schedule own clients Supervision of others (Level I students, aides, OTA, volunteers) Budgeting Procuring supplies (shopping for cooking groups, client/intervention-related items) Participating in supply or environmental maintenance Other: <input type="text"/> | Student Assignments. Students will be expected to successfully complete: Research/EBP/Literature review In-service Case study In-service participation/grand rounds Fieldwork project (describe): <input type="text"/> Field visits/rotations to other areas of service Observation of other units/disciplines Other assignments (please list): <input type="text"/> |
|---|---|

Page Break

OPTIONAL DATA COLLECTION:

The question includes in this section may be used by academic programs to demonstrate compliance with the Accreditation Council for Occupational Therapy Education (ACOTE) Standards documentation for fieldwork.

1. Please identify any external review agencies that accredit / recognize this FW setting and year of accreditation/ recognition. Examples: JCAHO, CARF, Department of Health, etc.

Agency for External Review: (name) [redacted]

Year of most recent review: [redacted]

Summary of outcomes of OT Department review: [redacted]

Agency for External Review: (name) [redacted]

Year of most recent review: [redacted]

Summary of outcomes of OT Department review: [redacted]

Agency for External Review: (name) [redacted]

Year of most recent review: [redacted]

Summary of outcomes of OT Department review: [redacted]

2. Describe the fieldwork site agency stated mission or purpose (can be attached). [redacted]

3. OT Curriculum Design Integrated with Fieldwork Site (insert key OT academic curricular themes here) *ACOTE Standards C.1.2, C.1.3, C.1.7, C.1.8, C.1.11, C.1.12*

a. How are occupation-based needs evaluated and addressed in your OT program?? [redacted]

b. Describe how you seek to include client-centered OT practice. How do clients participate in goal setting and intervention activities? [redacted]

c. Describe how psychosocial factors influence engagement in occupational therapy services. [redacted]

d. Describe how you address clients' community-based needs in your setting. [redacted]

4. How do you incorporate evidence-based practice into interventions and decision making? Are FW students encouraged to provide evidence for their practice? *ACOTE Standards C.1.3, C.1.11* [redacted]

5. Please describe the FW Program and how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, and monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of an entry-level job description with essential job functions to the AFWC. *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.4, C.1.8, C.1.9* [redacted]

6. Please describe the background of supervisors by attaching a list of practitioners who are FW educators including their academic program, degree, years of experience since initial certification, and years of experience supervising students) *ACOTE Standards C.1.9, C.1.14, C.1.17, C.1.19* [redacted]

7. Describe the training provided for OT staff for effective supervision of students (check all that apply). *ACOTE Standards C.1.9, C.1.15, C.1.16* [redacted]

Supervisory models [redacted]

Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation–FWPE, the Student Evaluation of Fieldwork Experience–SEFWE, and the Fieldwork Experience Assessment Tool–FEAT) [redacted]

Clinical reasoning [redacted]

Reflective practice [redacted]

Comments: [redacted]

8. Please describe the process for record keeping of supervisory sessions with a student, the student orientation process to the agency, OT services, and the fieldwork experience. *ACOTE Standards C.1.2, C.1.3, C.1.10* [redacted]

Supervisory Patterns–Description (respond to all that apply)

1:1 Supervision model: [redacted]

Multiple students supervised by one supervisor: []
Collaborative supervision model: []
Multiple supervisors share supervision of one student; number of supervisors per student: []
Non-OT supervisors: []

9. Describe funding and reimbursement sources and their impact on student supervision. []

STATUS/TRACKING INFORMATION SENT TO FACILITY:

Date: []
ACOTE Standard C.1.6

Which documentation does the fieldwork site need?

Fieldwork Agreement/Contract? []
OR
Memorandum of Understanding (MOU)? []

Which FW Agreement will be used? OT Academic Program Fieldwork Agreement Fieldwork Site Agreement/ Contract

Title of Parent Corporation (if different from facility name): []

Type of business organization (Corporation, partnership, sole proprietor, etc.): []

State of incorporation: []

Fieldwork site agreement negotiator: [] **Phone:** [] **Email:** []

Address (if different from facility):
Street: [] City: [] State: [] Zip: []

Name of student: [] **Potential start date for fieldwork:** []

Any notation or changes that you want to include in the initial contact letter: []

Information Status *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.8*

New general facility letter sent: []
Level I Information Packet sent: []
Level II Information Packet sent: []
Mail contract with intro letter (sent): []
Confirmation sent: []
Model behavioral objectives: []
Week-by-week outline: []
Other information: []
Database entry: []
Facility information: []
Student fieldwork information: []
Make facility folder: []
Print facility sheet: []

Fieldwork Performance Evaluation for the OTA Student Midterm and Final

Formstacks will send you a notification via the email address identified on the FWE Agreement Form.

Some facilities have a firewall that prevents the FWE to opening it. In some cases another email may be required to send the evaluations to.

Rating Scale

4- Exemplary performance

3- Proficient performance

2- Emerging performance

1- Unsatisfactory performance

Rating scale definitions

| | |
|------------------------------|--|
| Exemplary performance | Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills. |
|------------------------------|--|

| | |
|-------------------------------|--|
| Proficient performance | Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills. |
|-------------------------------|--|

| | |
|-----------------------------|--|
| Emerging performance | Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies). |
|-----------------------------|--|

| | |
|-----------------------------------|---|
| Unsatisfactory performance | Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies). |
|-----------------------------------|---|

FWPE for OTAS Scoring:

- All items must be scored to receive for a Pass on the FWPE for OTAS
- A sum score of 91 or higher will be required to receive a Pass on the FWPE for OTAS
- A score of 3 or higher on the items
 - # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
 - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and
 - # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTAS

- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTAS

Links:

Level I: Fieldwork competency Evaluation for OT and OTA students

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelI/Level-I-Fieldwork-Competency-Evaluation-for-ot-and-ota-students.pdf>

Level II: Formstack information for Fieldwork Performance Evaluation for OTA

<https://www.youtube.com/watch?v=T4wnbYJtOf0>

<https://www.aota.org/-/media/Corporate/Files/EducationCareers/Fieldwork/Fieldwork-Performance-Evaluation-Instructions-for-Educators.pdf>

CONFIDENTIALITY AND PRIVACY ACKNOWLEDGMENT

All information related to clients, caregivers, and guest subjects is considered confidential and should be discussed only in the privacy and context of the class, lab, or fieldwork assignment. When working with real or simulated clients, students should always be aware of client privacy, comfort, and dignity. Student information is also considered private. Students should not discuss grades or academic action plans with each other. Disregard of privacy or confidentiality is a breach of the 2020 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) and may result in students being placed on non-academic probation or being dismissed from the program.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule serves to protect the privacy of individually identifiable health information.

“Individually identifiable health information” is information, including demographic data, that relates to:

- The individual’s past, present or future physical or mental health or condition,*
- The provision of health care to the individual, or*
- The past, present, or future payment for the provision of health care to the individual, and that identifies the individual or for which there is a reasonable basis to believe can be used to identify the individual.¹³ Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number).*

Students must remember at all times to protect the privacy of their clients’ health information when communicating with classmates, faculty, or clinical staff. When preparing case presentations, papers, discussions, and reports, students must avoid disclosing information that could identify the subject. This includes subject’s name, date of birth, address, social security number, medical record number, and unauthorized photograph.

Student _____
(Please print)

Signature _____

Date _____

Fieldwork Manual Consent

I have received a copy of the Occupational Therapy Assistant Program's Fieldwork Manual. I have read and understand the policies contained in the manual. I agree to follow the policies as outlined in the manual while enrolled in the Occupational Therapy Assistant Program. I agree to fully participate in the fieldwork component of the OTA Programs' curriculum.

I understand the fieldwork policies may change while I am participating in fieldwork experiences. I understand it is my responsibility to review and follow any changes to the policies as they are provided to me by the program. I understand that I will need to follow the standards and guidelines of the most recent Fieldwork Manual and Student Handbook if I withdraw or am dismissed for the OTA Program and then readmitted.

I understand that failing to follow the policies in the student handbook and Fieldwork manual may result in a non-passing/non-credit grade for my fieldwork experience(s). If I object to following any of the policies in the Fieldwork Manual, I understand I must submit my objection/request for accommodation in writing to the AFWC and OTA Program Director for consideration by the faculty at least 30 days before the beginning of each fieldwork experience.

Name (print): _____

Signature: _____

Date: _____