



Occupational Therapy Assistant Program

Fieldwork Manual

2025-2026

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SECTION 1:

PROGRAM INFORMATION

ACCREDITATION STATUS

The occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-2682 and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

For more information about occupational therapy contact:

The American Occupational Therapy Association, Inc. (AOTA)
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North Bethesda, Maryland 20852-4929
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Occupational Therapy Assistant Program Fieldwork Educator and Student Fieldwork Manual

This handbook is intended to be used as a quick reference for information regarding Level I and Level II Fieldwork placements for Occupational Therapy Assistant (OTA) students at State College of Florida, Manatee-Sarasota (SCF). The overall aim of fieldwork is to provide students with the opportunity to implement professional responsibilities under the close supervision of a qualified occupational therapist or occupational therapy assistant who serves as a role model. Fieldwork allows the student to take academic coursework and preparation and apply that knowledge to develop clinical skills and competence.

Fieldwork experiences occur through cooperation and understanding of:

1. The occupational therapy assistant program faculty
2. The health care facility providing the fieldwork site
3. The OTA student

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Introduction

The Occupational Therapy Program at State College of Florida, Manatee-Sarasota would like to thank you for accepting the role as a fieldwork educator (FWE) and participating in the professional development of our students. Whether you are a student, fieldwork supervisor, fieldwork site coordinator, facility administrator, or academic faculty member, your role is valued and essential to the goal of educating future clinicians of our profession.

The Fieldwork (FW) Manual is designed to refer to as a resource for those OT practitioners serving as fieldwork educators (FWE) who have accepted an OTA student from State College of Florida, Manatee-Sarasota. In addition to program-specific information, the manual includes an overview of the academic program, philosophy, faculty and curriculum.

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: SCF.edu/OTA.

Fieldwork

Fieldwork is the clinical experience that the student will attend at a variety of settings. The settings for Level I include Physical Rehabilitation (Level I A), Pediatrics (Level I B), and 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 students' 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 (AFC).

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, Accreditation Council for Occupational Therapy Education 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.

State College of Florida, Manatee-Sarasota Occupational Therapy Assistant Program

SCF Mission

State College of Florida, Manatee-Sarasota, guided by measurable standards of institutional excellence, provides engaging and accessible learning environments that result in student success and community prosperity.

SCF Vision

State College of Florida, Manatee-Sarasota is the region's first choice for innovative, responsive, quality education, workforce training and community partnership.

OTA Program Mission

The OTA program supports the mission of SCF in its goal of focus on student success and innovative teaching. 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).

OTA Program Vision

The OTA program shares SCF's vision to be the region's first choice for innovative, quality education and to provide a foundational understanding of occupational performance across the lifespan that supports evidence-based practice within their community.

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, Manatee-Sarasota 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, 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 working with clients, families, and other professionals. (FDE, 3, 16,)

Student objectives will be assessed annually to determine the effectiveness of the OTA program and that the goals of the program are being achieved. Assessment measures include but are not limited to: student course evaluation surveys, fieldwork educator surveys, graduate surveys, NBCOT examination results, and employer surveys.

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 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 mastery 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 promote 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.

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. The curricular threads that link each semester through didactic and interactive learning include: Developing the professional, understanding occupation, maximizing occupational performance, 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. 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. By the conclusion of the program, students will learn to apply principles of leadership, ethics, and responsibility for their role as an occupational therapy practitioner and be confident in their ability to communicate professionally across multiple healthcare settings.

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 and recognize how an individual's occupation changes based on development, health, and the environment.

Maximizing occupational performance: Occupational performance is the dynamic nature between the person, their environment, and their occupation. 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.

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 can 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. To facilitate effective practice and lifelong learning, students must learn the skills to find and apply research to practice. The scholarship of application is woven throughout all semesters as students develop research skills, learn how to locate supporting evidence, formulate research questions, create poster presentations, and apply scholarship through service learning.

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 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 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, BSC 2085L, PSY 1012, DEP 2004, ENC 1101, Humanities, Mathematics Area II, BSC 2086, BSC 2086L and POS 1041 or AMH 1010, 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 provide 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 introduces 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 reflect on their professional experiences.

Written Communication I focuses 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 through the teaching learning process. Students participate in their first one-week, Level I fieldwork experience in a clinical setting designed to assist in the integration of didactic learning, and promote competence in skilled observations, problem solving, critical thinking, and participating in interventions.

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.

OTH 1856L Level I Fieldwork A: This fieldwork experience exposes students to individuals served by occupational therapy. The integration of the fieldwork experience with the classroom/lecture experience provides an opportunity to link the theoretical learning with real life situations. Students function as participating observers in the clinical setting with emphasis on continued development of their professional behaviors.

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 second 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 21 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 OTPF-4 frames of references, the treatment planning process, documentation, and the relationship of occupational therapy to other disciplines in the pediatric practice settings.

OTH 1857L Level I Fieldwork B: This fieldwork experience exposes students to pediatric and young adult populations served by occupational therapy. The integration of the fieldwork experience with the pediatric classroom/lecture experience provides an opportunity to link theoretical learning with real life situations. Students function as participating observers in the clinical setting with emphasis on the development of their professional behaviors.

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 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 with 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 carry out 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 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 provide exposure to psychosocial aspects of health and wellness across the life span, and 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 Physical Rehabilitation in Occupational Therapy: 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, service-learning, 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 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 1858L Level I Fieldwork C: This fieldwork experience provides exposure to psychosocial aspects of health and wellness across the life span. Students will practice therapeutic use of self, develop group interventions, and will promote Occupational Therapy by educating other professionals, service providers, and consumers. The integration of the fieldwork experience with the mental health classroom/lecture experience provides an opportunity to link the theoretical learning with real life situations. Students function as participating observers in the clinical setting with emphasis on the development of their professional behaviors.

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 2933 Leadership and Management: 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.

FOURTH SEMESTER

OTH 2840 Level II Fieldwork A and OTH 2841 Level II Fieldwork B

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 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. The concept of occupational performance is applied with increasing complexity within each course as guided by the Revised Bloom's Taxonomy. The high impact practice of service learning is an integral part of how students learn these concepts while developing competency in their developing OT skill set. By scaffolding learning through high

impact practice, students gain competency and confidence as they design and create occupation-based interventions during their Level II fieldwork experience. Upon graduation, the student will be prepared to complete all certification and licensure requirements to enter the professional community.

STATE COLLEGE OF FLORIDA
OCCUPATIONAL THERAPY ASSISTANT PROGRAM CURRICULUM
Effective July 31, 2025

Required academic courses that must be completed prior to applying to the program.

		LEC.	LAB	CR
BSC 2085	Anatomy and Physiology I	3		3
BSC 2085L	Anatomy and Physiology I Laboratory	0		1
Mathematics	Any Area II, A.S. Category A Mathematics	3	0	3
PSY 2012	General Psychology	3	0	3
ENC 1101	Written Communication I	3	0	3
Total				13

Courses with an (*) strongly encouraged to have completed prior to applying to the program.

FALL SEMESTER		LEC	LAB	CR
<i>BSC 2086*</i>	Anatomy and Physiology II	3	0	3
<i>BSC 2086L*</i>	Anatomy and Physiology II Laboratory	0	1	1
<i>DEP 2004*</i>	Human Development: Life Span	3	0	3
OTH 1001C	Introduction to Occupational Therapy	2	3	3
OTH 1114C	Occupational Therapy Skills and Techniques I	3	3	4
OTH 1856L	Level I Fieldwork A	0	3	1
Total				15

SPRING SEMESTER		LEC	LAB	CR
<i>POS 1041*</i>	American Government	3	0	3
	OR			
<i>AMH 1010*</i>	U.S. History to 1877			
	OR			
<i>AMH 1020*</i>	U.S. History 1877 to Present			
OTH 1014C	Functional Anatomy and Kinesiology	4	3	5
OTH 1520C	Occupational Therapy During the Growth Years	3	6	5
OTH 1410	Introduction to Human Disease	3	0	3
OTH 1857L	Level I Fieldwork B	0	3	1
Total				17

SUMMER SEMESTER		LEC	LAB	CR
OTH 1012 C	Understanding Screening & Assessment in Occupational Therapy Practice	1	3	2
<i>Humanities*</i>	Choose from Area IV A, A.S.	3	0	3
Total				5

FALL SEMESTER		LEC	LAB	CR
OTH 2261 C	Occupational Therapy Skills and Techniques II	3	3	4
OTH 2420C	Physical Rehabilitation in Occupational Therapy	2	3	3
OTH 2300C	Occupational Therapy in Mental Health	3	3	4
OTH 2933C	Leadership and Management	1	3	2
OTH 1858L	Level I Fieldwork C	0	3	1
Total				14

SPRING SEMESTER		LEC	LAB	CR
OTH 2840L	Level II Fieldwork A	0	15	5
OTH 2841L	Level II Fieldwork B	0	15	5
Total				10

TOTAL NUMBER OF CREDITS REQUIRED BY THE PROGRAM = 74

**All OTA students must complete Level II Fieldwork within 18 months following completion of academic preparation.*

PERFORMANCE STANDARDS FOR PROGRESSION AND GRADUATION
in the Occupational Therapy Assistant Program at State College of Florida, Manatee-Sarasota

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

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

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

STATE COLLEGE OF FLORIDA
OCCUPATIONAL THERAPY ASSISTANT PROGRAM
PERFORMANCE STANDARDS FOR STUDENT ADVISING

STUDENT: _____ DATE: _____
SEMESTER: _____ ADVISOR: _____

PERFORMANCE STANDARDS RATING SCALE

The following ratings reflect course instructors, faculty, and advisors' perspective of the student's standard of performance in regards to behaviors, skills, and abilities.

0: Unsatisfactory: The student does not demonstrate the required level of professional skill. The student's behavior is predicted to interfere with the ability to establish satisfactory therapeutic relationships with patients or effective working relationships with co-workers.

1: Needs Improvement: The student, while beginning to demonstrate the required level of professional skills, needs improvement in either quality or quantity.

2: Satisfactory: The student demonstrates the required level of professional skill.

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
Critical Thinking: <i>Demonstrates critical</i>	0 1 2		0 1 2		0 1 2	

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
<i>Thinking ability sufficient for professional judgment and problem solving.</i>						
Applies critical thinking processes to their work in the classroom, laboratory, and the fieldwork experiences.	0 1 2		0 1 2		0 1 2	
Analyzes options prior to making a judgment during class, laboratory, and in fieldwork experiences	0 1 2		0 1 2		0 1 2	
Uses sound judgment to adhere to infection control and safety procedures	0 1 2		0 1 2		0 1 2	
Demonstrates the ability to identify problems and problem solve a solution. Must be able to reason, measure, calculate, prioritize and synthesize information	0 1 2		0 1 2		0 1 2	
Makes sound decisions based upon factual, evidence-based information.	0 1 2		0 1 2		0 1 2	
Interpersonal	0 1 2		0 1 2		0 1 2	
Demonstrates interest in classmates, faculty, patients/clients	0 1 2		0 1 2		0 1 2	
Respectful to instructor and chooses appropriate times to approach instructor	0 1 2		0 1 2		0 1 2	
Demonstrates skills of collaboration when working with others and participates as part of a team when doing group projects	0 1 2		0 1 2		0 1 2	
Demonstrates ability to listen to others and allows others to express their opinions while remaining open minded to different perspectives	0 1 2		0 1 2		0 1 2	

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
Demonstrates the ability to provide and accept feedback to others.	0 1 2		0 1 2		0 1 2	
Demonstrates ability to maintain poise and flexibility in stressful or changing conditions.	0 1 2		0 1 2		0 1 2	
Effectively interacts with diverse populations and personalities	0 1 2		0 1 2		0 1 2	
Modifies performance in response to feedback	0 1 2		0 1 2		0 1 2	
Communication	0 1 2		0 1 2		0 1 2	
Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction, and intervention.	0 1 2		0 1 2		0 1 2	
Participates in group discussions to deliver and receive information and respond to questions from a variety of sources. Initiates thoughtful and relevant questions.	0 1 2		0 1 2		0 1 2	
Uses verbal, non-verbal, and written communication to effectively explain and/or demonstrate tasks and techniques to others.	0 1 2		0 1 2		0 1 2	
Interacts and establishes rapport with individuals and groups from a variety of social, emotional, cultural, and intellectual backgrounds	0 1 2		0 1 2		0 1 2	
Communicate effectively in English with patients, families, and other healthcare providers, both verbally and in written form.	0 1 2		0 1 2		0 1 2	

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
Academic Ability/Commitment to Learning	0 1 2		0 1 2		0 1 2	
Reviewed Degree Works with advisor and identified if any areas are “still needed” for graduation	0 1 2		0 1 2		0 1 2	
Completes assigned readings in preparation for class and submits assignments on time	0 1 2		0 1 2		0 1 2	
Demonstrates initiative, motivation, and enthusiasm related to course requirements.	0 1 2		0 1 2		0 1 2	
Demonstrates ability to complete all work without evidence of cheating or plagiarism.	0 1 2		0 1 2		0 1 2	
Attends all class/laboratory/fieldwork experiences as assigned.	0 1 2		0 1 2		0 1 2	
Is consistently punctual to all class/laboratory/fieldwork experiences.	0 1 2		0 1 2		0 1 2	
Independently seeks out learning experiences and takes the initiative to direct own learning.	0 1 2		0 1 2		0 1 2	
Uses adequate and appropriate resources to achieve learning goals.	0 1 2		0 1 2		0 1 2	
Maintains a safe environment in class/lab	0 1 2		0 1 2		0 1 2	
Adheres to code of ethics	0 1 2		0 1 2		0 1 2	

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
Intellectual Abilities <i>Demonstrates the ability to read, write, speak and understand English at a level consistent with successful course completion and development of a positive patient/client/student relationship.</i>	0 1 2		0 1 2		0 1 2	
Demonstrates ability to comprehend and follow verbal and written instructions.	0 1 2		0 1 2		0 1 2	
Pay attention, without prompting, to teachers, guest speakers, and other classmates during presentations.	0 1 2		0 1 2		0 1 2	
Consistently meets course requirements of all courses in the OTA Program, passing each course with a grade of "C" or better.	0 1 2		0 1 2		0 1 2	
Demonstrates ability to use proper punctuation, grammar, and spelling	0 1 2		0 1 2		0 1 2	
Affective Learning Skills	0 1 2		0 1 2		0 1 2	
Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes academic and fieldwork components, that occurs within set time constraints.	0 1 2		0 1 2		0 1 2	
Listens actively	0 1 2		0 1 2		0 1 2	
Demonstrates willingness to accept challenges and go above and beyond.	0 1 2		0 1 2		0 1 2	
Demonstrates willingness to work with others on projects/assignments, sharing the workload.	0 1 2		0 1 2		0 1 2	
Follows guidelines and rules for the program and college.	0 1 2		0 1 2		0 1 2	

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
Self-care <i>Maintains general good health and self-care in order not to jeopardize the health and safety of self and individuals with whom one interacts with in the academic and fieldwork setting. Presents with and maintains a professional appearance</i>	0 1 2		0 1 2		0 1 2	
Wears neat, clean clothing appropriate to setting	0 1 2		0 1 2		0 1 2	
Projects professional images to peers, clients, and supervisors	0 1 2		0 1 2		0 1 2	
Maintains professional boundaries	0 1 2		0 1 2		0 1 2	
Meets all health requirements of the OTA Program - Castlebranch is up to date	0 1 2		0 1 2		0 1 2	
Motor Skills <i>Demonstrates the ability to execute motor movements reasonably required to provide general and emergency care and treatment to patients/clients.</i>	0 1 2		0 1 2		0 1 2	
Physically participate in an active 8-10 hour school/workday consistently	0 1 2		0 1 2		0 1 2	
Independently move from room to room and maneuver in small spaces	0 1 2		0 1 2		0 1 2	
Participate in transfers of patients (children to adult) from a variety of heights and surfaces	0 1 2		0 1 2		0 1 2	
Be able to physically manage self so as not to be a danger to others	0 1 2		0 1 2		0 1 2	

Standard of Performance	Fall 2025	Comments	Spring 2026	Comments	Fall 2026	Comments
Sensory Capability	0 1 2		0 1 2		0 1 2	
Visually observe with enough acuity (in a variety of lighting conditions) to participate in lab activities, lectures, and clinical experiences.	0 1 2		0 1 2		0 1 2	
Read small print information - such as that can be found on medical equipment	0 1 2		0 1 2		0 1 2	
Hear sufficiently to perceive the normal tone of voice to follow directions, participate in conversations, answer phones and intercoms	0 1 2		0 1 2		0 1 2	
Assess and treat all assigned clients, including palpation of the client	0 1 2		0 1 2		0 1 2	
Auditory, visual, and tactile abilities sufficient to assess patient status and perform treatments	0 1 2		0 1 2		0 1 2	
Perform responsibilities while in close proximity or in physical contact with others	0 1 2		0 1 2		0 1 2	
Drives or has reliable transportation throughout the program including fieldwork.	0 1 2		0 1 2		0 1 2	

REFERENCES:

Accreditation Council for Occupational Therapy Education. (2023). *2023 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide*.

<https://acoteonline.org/accreditation-explained/standards/>

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Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of educational objectives* (Complete ed.). Longman.

Knowles, M. (1984). *The Adult Learner: A Neglected Species* (3rd Ed.). Houston, TX: Gulf Publishing.

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Walters State Community College. The WSCC curriculum design. Retrieved from https://ws.edu/_resources/pdfs/academics/health-programs/occupational/2022/OTA-student-handbook.pdf

Developed: 12/10/97

Revised: 2/99, 1/02, 6/02, 5/04, 8/05, 8/09, 9/10, 6/11, 5/14, 5/16, 3/2021, 6/2022

Reviewed: 11/10/99, 6/00, 6/01, 6/03, 6/04, 6/06, 8/08, 4/09, 5/10, 5/12, 5/13, 5/15, 5/18, 6/19, 2/24, 7/2025

Fieldwork Education

General Information Applicable to Level I and Level II Fieldwork

ACOTE Fieldwork Standards: Accreditation Council for Occupational Therapy Education. (2023). 2023 Accreditation Council for Occupational Therapy Education (ACOTE®) standards.

C.1.0. FIELDWORK EDUCATION Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:

C.1.1. Fieldwork Program Reflects the Curriculum Design	Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education.
C.1.2. Student Access to Fieldwork Site Information	Document a process that ensures all students have access to site information and requirements, objectives, and performance expectations prior to the start of the fieldwork experience.
C.1.3. Fieldwork Objectives	Document that academic and fieldwork educators agree on fieldwork objectives prior to the start of the fieldwork experience. Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation
C.1.4. Sufficient Fieldwork Written Agreements	Ensure that fieldwork written agreements are sufficient in number and provide varied practice experiences to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.3.3.
C.1.5. Level I and II Fieldwork Selection Process and Written Agreements	Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the written agreement (electronic agreements and signatures are acceptable). Document the process and criteria for: selecting fieldwork sites; nursing valid written agreements are signed by both parties and in effect prior to the onset and through the duration of Level I (e.g., field trip, observation, service-learning activities) and Level II fieldwork experience for all entities outside of the academic program.

C.1.6. Fieldwork in Mental Health, Behavioral Health, or Psychosocial Factors	Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.
C.1.7. Ratio of Fieldwork Educators to Students	Ensure that the ratio of fieldwork educators to students enables proper supervision and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to conduct frequent assessment of student progress in achieving stated fieldwork objectives
C.1.8. Evaluating the Effectiveness of Supervision	Document a mechanism for evaluating the effectiveness of supervision (Level I and Level II fieldwork). Demonstrate support for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, student well-being, cultural humility, and articles on theory and practice).
C.1.9. Communication of Student Progress	Document a process for communication with the student and fieldwork educator throughout the fieldwork experience. Ensure all aspects of the student's progress and performance are addressed and the fieldwork educator is aware of resources that support student well-being
The goal of Level I Fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. The academic fieldwork coordinator will:	
C.1.10. Qualified Level I Fieldwork Educators	Ensure that fieldwork educators who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech-language pathologists, nurses, and physical therapists.

C.1.11. Level I Fieldwork	<p>Demonstrate that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Document mechanisms for formal evaluation of student performance. Level I fieldwork may be met through one or more of the following instructional methods: • Virtual environments • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Supervision by a fieldwork educator in a practice environment Document that all students have similar Level I fieldwork experiences (e.g., learning activities, objectives, assignments, and outcome measures).</p>
	<p>The goal of Level II fieldwork 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 services to clients, focusing on the application 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. The academic fieldwork coordinator will:</p>
C.1.12. Length of Level II Fieldwork	<p>Document a required minimum of 16 weeks' full-time Level II fieldwork. Documentation must specify if part-time completion is available as agreed upon by the site and the program. The length of the part-time program must be equivalent in length to a minimum of 16 weeks full-time. Ensure that 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</p>
C.1.13. Qualified Level II Fieldwork Educators	<p>Document and verify prior to the start of the Level II fieldwork that the student is supervised by an occupational therapy practitioner who is: • Adequately prepared to serve as a fieldwork educator. • Currently a licensed or otherwise regulated occupational therapy practitioner. • Has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapy practitioner prior to the onset of the Level II fieldwork. The fieldwork educator may be engaged by the fieldwork site or by the educational program. Document and verify that students completing Level II fieldwork outside of the United States are supervised by an occupational therapist (regardless of title) who graduated from a program accredited by ACOTE, approved by WFOT, or otherwise regulated in the country in which the students are completing fieldwork. The fieldwork educator must have at least 1 year of experience in practice prior to the onset of Level II fieldwork.</p>

C.1.14. Level II Fieldwork Supervision	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.1.15. Evaluation of Student Performance on Level II Fieldwork	Document a mechanism for requiring formal evaluation of student performance on Level II fieldwork.
C.1.16. Fieldwork Supervision Where No OT Services Exist	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

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 within the Curriculum

Application of Knowledge and Skills

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. Fieldwork placements provide opportunities for students to utilize both the PEO approach and the OTPF to expand the development of professional and ethical behaviors as well as plan and implement OT services under the supervision of an OT practitioner. 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.

The skills needed to be successful during Level I and Level II Fieldwork are interwoven throughout the curriculum design. Each student is assigned to a fieldwork site for each Level I and Level II experience by the Academic Fieldwork Coordinator (AFWC) 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 AFWC so that needs and learning styles can be considered in planning their Level I and Level II placements.

Level I Fieldwork

Level I Fieldwork is a requirement of the Accreditation Council for Occupational Therapy Education (ACOTE) to meet the standards for accredited OTA educational programs. These fieldwork experiences provide support for learning of didactic coursework via real world observations and participation in settings including in-patient care, skilled nursing care, assisted living, mental health centers, and pediatric centers including schools, and emerging practice sites. Students are supervised by qualified individuals including occupational therapy personnel, but also nurses, recreational therapists, activity directors, social workers, teachers, physical therapists and administrators. The fieldwork site provides the student with opportunities for observation, participation in activity with clients as appropriate, exposure to procedures and interaction with staff, learning tasks in “real-world” context, and ongoing feedback to enhance student learning. The facility also provides a written evaluation concerning the student experience.

Opportunities to practice techniques and apply skills are upgraded throughout the coursework beginning with participation in OTH 1856L. This initial fieldwork experience consists of students primarily observing clients in a physical rehabilitation setting. OTH 1857L provides students with the opportunity to observe and apply developing skills in a pediatric setting. OTH 1858L provides exposure to psychosocial aspects of health and wellness across the life span. Students will practice therapeutic use of self, develop group interventions, and will promote Occupational Therapy by educating other professionals, service providers, and consumers.

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.

RELATIONSHIP OF FIELDWORK COMPLETION TO DIDACTIC WORK

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association has established 2023 *Accreditation Standards for an Educational Program for the Occupational Therapy Assistant*. In Standard A.3.3 it states:

The program must have documented and published criteria for successful completion of each segment of the educational program to ensure that students complete all graduation requirements in a timely manner. Graduation requirements must be given in advance to each student. The published documents must include a statement that all Level II fieldwork must be completed within a time frame established by the program.

For full compliance with this Standard, all students in the OTA Program at the State College of Florida shall complete all fieldwork within 18 months following completion of academic preparation.

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.



Level I Fieldwork

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

ACOTE Standards (2023)

C.1.0. Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:

C.1.1 Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education

C.1.2 Document a process that ensures all students have access to site information and requirements, objectives, and performance expectations prior to the start of the fieldwork experience.

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

C.1.4. Ensure that fieldwork written agreements are sufficient in number and provide varied practice experiences to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.3.3

C.1.5 Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the written agreement (electronic agreements and signatures are acceptable). Document the process and criteria for: • Selecting fieldwork sites. • Ensuring valid written

agreements are signed by both parties and in effect prior to the onset and through the duration of Level I (e.g., field trip, observation, service-learning activities) and Level II fieldwork experience for all entities outside of the academic program.

C.1.6. Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.

C.1.7. Ensure that the ratio of fieldwork educators to students enables proper supervision and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to conduct frequent assessment of student progress in achieving stated fieldwork objectives.

C.1.8. Document a mechanism for evaluating the effectiveness of supervision (Level I and Level II fieldwork). Demonstrate support for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, student well-being, cultural humility, and articles on theory and practice).

C.1.9. Document a process for communication with the student and fieldwork educator throughout the fieldwork experience. Ensure all aspects of the student's progress and performance are addressed and the fieldwork educator is aware of resources that support student well-being.

C.1.10 Ensure that fieldwork educators who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech-language pathologists, nurses, and physical therapists.

C.1.11. Demonstrate that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Document mechanisms for formal evaluation of student performance. Level I fieldwork may be met through one or more of the following instructional methods: • Virtual environments • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Supervision by a fieldwork educator in a practice environment Document that all students have similar Level I fieldwork experiences (e.g., learning activities, objectives, assignments, and outcome measures).



Fieldwork Level I A Student Learning Outcomes

The student, at the completion of the course, should be able to:

1. Demonstrate professional behaviors and appropriate attitudes.
2. Observe and recognize occupation-based goals and meaningful, effective treatment activities
3. Summarize and communicate observations accurately.
4. Demonstrate enthusiasm and initiative to actively become involved and participate in patient and staff activities
5. Describe cultural values and attitudes that would affect service delivery and interpersonal relationships.
6. Describe the impact and psychosocial issues on the promotion of health and adjustment to a disability.

Student Signature

Date

Fieldwork Educator Signature

Date

Fieldwork Educator Name (Please Print)



ASSIGNMENTS: Fieldwork Level I A

You will be given daily assignments via Canvas during your level 1A fieldwork to reinforce the learning objectives during this affiliation.

A: Submit Fieldwork Educator Agreement form

B: Submit Fieldwork Level I A Student Learning Outcomes form

C: Student will identify one client with assistance from fieldwork educator and complete an occupational profile specific to the client. Students will focus on establishing rapport with the client and identify meaningful occupations for the client. Additionally, the student will identify how engagement in previous occupations is impacted by current physical, cognitive, or psychological limitations. Each student will complete the occupational profile using the template on Canvas and upload to the corresponding assignment.

D. Students will complete a daily journal entry for each day of fieldwork, reflecting upon experiences, personal thoughts regarding performance, questions regarding ethics, observations of therapeutic interventions from varied professions, etc. Students will be prepared to discuss aspects from their journal entries with the program instructor upon returning to class. Upload all journal entries by due date listed on Canvas.

E. Observation Assignment: Student will write a narrative description of a patient, identify psychosocial issues observed that may impact the promotion of health and adjustment to disability, write a functional problem statement based off your observation, write a functional goal based upon the problem you have identified.

F. Students will complete one SOAP note documenting a treatment intervention using DocuLearn. Documentation will be uploaded to Canvas and reviewed by AFWC.

G. Submit weekly student hourly time log

H. Complete student assessment of fieldwork and submit to Canvas

I: Submit Level I A Student Evaluation Form and Student's Final Assessment of Fieldwork

Students may also be required to participate in an on-line discussion with cohort and AFWC to reinforce learning objectives for the fieldwork experience. Students may also have individual assignments, per discretion of on-site fieldwork educator, to support appropriate learning opportunities.



Fieldwork Level I B Student Learning Outcomes

STUDENT LEARNING OUTCOMES

The student at the completion of the course should be able to:

1. Demonstrate professionally oral, nonverbal, and written communication.
2. Demonstrate critical and logical thinking skills, creativity, and problem solving.
3. Demonstrate the knowledge of safety, universal precautions with clients during the screening, evaluation, and intervention process.
4. Document occupational therapy services effectively to meet standards for reimbursement and accountability of services rendered.
5. Demonstrate the ability to identify and utilize evidence based articles and professional literature in the development of intervention plans and treatment activities.
6. Demonstrate the understanding of the AOTA code of Ethics, core values and attitudes of Occupational Therapy, and AOTA guide to Occupational Therapy practice as a guide for professional behaviors with clients, peers, and in the employment setting.
7. Demonstrate awareness of and sensitivity to persons of different cultures and abilities.
8. Explain the role of the OT and OTA in the school environment to supervisor, students, families, etc. identifying areas of concern related to the student's occupational history, patterns of daily living, interests, values, and needs in the school environment.
9. Demonstrate the ability to recognize and effectively document psychosocial behaviors and its effect on the treatment process.

Student Signature

Date

Fieldwork Educator Signature

Date

Fieldwork Educator Name (Please Print)



ASSIGNMENTS: Level I B

You will be given daily assignments via Canvas during your level 1 B fieldwork to reinforce the learning objectives during this affiliation.



Fieldwork Level I C Student Learning Outcomes

The student, at the completion of the course, should be able to:

STUDENT LEARNING OUTCOMES

The student, at the completion of the course, should be able to:

1. Demonstrate the ability to interact professionally through written, oral and nonverbal communication.
2. Employ logical thinking, critical analysis, problem solving and creativity
3. Demonstrate the ability to adapt intervention methods and use safety precautions with clients during the screening, evaluation and intervention process, such as standards for infection control that include, but are not limited to, universal precautions.
4. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, and demonstrate the ability to interact through written, oral and nonverbal communication with all persons at the clinical site.
5. Identify and use professional literature for the development of intervention plans.
6. Demonstrate knowledge and understanding of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy, and AOTA Guide to Occupational Therapy Practice as a guide for professional interactions and in client treatment and employment settings.
7. Demonstrate awareness of and sensitivity to persons of different cultures and abilities.
8. Demonstrate knowledge and understanding of mental health challenges and effects of psychosocial behaviors on occupational performance through evidence of communicating oral or written with persons at the clinical site.

Student Signature

Date

Fieldwork Educator Signature

Date

Fieldwork Educator Name (Please Print)



ASSIGNMENTS: Level I C

You will be given daily assignments via Canvas during your level 1C fieldwork to reinforce the learning objectives during this affiliation.

A: Submit Fieldwork Educator Agreement form

B: Submit Fieldwork Level I C Student Learning Outcomes form

C: Student will identify one client with assistance from fieldwork educator and complete an occupational profile specific to the client. Students will focus on establishing rapport with the client and identify meaningful occupations for the client. Additionally, the student will identify how engagement in previous occupations is impacted by current physical, cognitive, or psychological limitations. Each student will complete the occupational profile using the template on Canvas and upload to the corresponding assignment.

D. Students will complete a psychosocial assessment (COPM, MOCA, SLUMS, etc), as determined with collaboration with fieldwork educator as well as site needs. Students will complete scoring if appropriate and reflect on overall engagement of client's participation during assessment.

E. Students will plan and hold 1 group activity targeting a psychosocial intervention appropriate for the members of your group (i.e. reminiscing for dementia, gross motor for anxiety/restlessness, etc.) in collaboration with your fieldwork educator. Students will complete a written activity plan reflective of current evidence-based practice; including a listing of supplies, step-by-step procedures and components that address goals for the needs of the group. Activity plan will be reviewed by fieldwork educator and submitted to the AFWC for review. Students will complete a one-page summary reflection on activity preparation, performance and client response.

F. Students will complete one SOAP note documenting a psychosocial treatment intervention using DocuLearn. Documentation will be uploaded to Canvas and reviewed by AFWC.

G. For the Level I C Fieldwork, there are a variety of psychosocial sites available to students. Therefore, this assignment is designed to provide information to all students to ensure a more complete understanding of the different models of practice for various psychosocial settings. Students will work with their fieldwork educator to get a general understanding of how their

assigned site operates. Share answers to the following questions in the discussion forum on Canvas:

1. What type of setting are you in? (i.e. Clubhouse, outpatient, community-based, acute care, etc.)
2. What type of payment source does your setting accept? (i.e. Medicare, Medicaid, VA, private pay, etc.)
3. Who refers a client to this program? (i.e. self, physician, social work, department of health and welfare, etc.)
4. How long are clients at your setting? (i.e. how long are sessions, how often do they come, how long do they receive treatment?)
5. What interdisciplinary team members/services are offered at your site?
6. How does your site structure treatments/interventions? (i.e. 1:1, group, community based, etc.)

H. Submit weekly student hourly time log

I. Complete student assessment of fieldwork and submit to Canvas

J: Submit Level I C Student Evaluation Form and Student's Final Assessment of Fieldwork

Students may also be required to participate in an on-line discussion with cohort and AFWC to reinforce learning objectives for the fieldwork experience. Students may also have individual assignments, per discretion of on-site fieldwork educator, to support appropriate learning opportunities.

Level 1 Fieldwork Grading Policies

Each Fieldwork Level I syllabus includes the grading criteria for each Level I Fieldwork experience. Students must comply with ALL rules and regulations of the fieldwork site pertaining to attendance and behavior.

For courses having a Level I fieldwork component, students must satisfactorily complete the fieldwork component to pass the course, be placed at the next Level I Fieldwork and progress through the program.

Level I A, Level I B, and Level I C Evaluations:

1. Level I Fieldwork Self Evaluation Form, 2. Level I Fieldwork Site Evaluation Form. These forms are utilized to develop personal growth from the fieldwork rotations in preparation for their Level II rotations, as well as provide the site and educators feedback and have additional resources for future student reference. The Fieldwork Educator will also have an evaluation form to complete and review with the student prior to the end of the affiliation. Scoring is based off a 0-3 scale and a score of 50 or above is required for passing the Level IA and Level I B fieldwork, and a score of 72 or above is required for passing the Level I C fieldwork.

See appendix for Level I A, Level I B, and Level I C evaluation forms. Due to the nature of the one-week affiliation, areas scored reflect generic abilities of the student versus achieving entry level practice standards, though these areas are expected to improve from the Level IA fieldwork to the Level IC fieldwork.

Level II Fieldwork

Fieldwork Level II A and Level II B Objectives (OTH 2840 and OTH 2841)

Occupational Therapy Assistant students at the State College of Florida are required to complete two Fieldwork II (8 weeks each totaling 16 weeks) experiences in two different clinical settings prior to graduation from the program.

OTH 2840 is the first of two eight-week fieldwork experiences (ACOTE requirement) designed to provide the OTA student the opportunity to work in an OT setting, under the supervision of an OTR or COTA. Students participate in the supervised delivery of occupational therapy services in a variety of settings, utilizing skills, concepts, techniques, and strategies learned through academic preparation. Opportunities are provided for the students to synthesize, develop, and apply academic knowledge and entry level practice skills within the fieldwork setting.

OTH 2841 is the second of two eight-week fieldwork experiences (ACOTE requirement) designed to provide the OTA student the opportunity to work in an OT setting, under the supervision of an OTR or COTA. Students will participate in the supervised delivery of occupational therapy services in a variety of settings, utilizing skills, concepts, techniques, and strategies learned through academic preparation. Opportunities will be provided for the students to synthesize, develop, and apply academic knowledge and entry level practice skills within the fieldwork setting.

Fieldwork Level IIA and Level II B Objectives (OTH 2840 and OTH 2841):

The student learning outcomes are reflective of the AOTA Level II fieldwork evaluation (FWPE) and are shared/discussed with fieldwork sites. The AFWC and the Fieldwork Educator agree on established fieldwork objectives prior to students first day of Level II FW.

FUNDAMENTALS OF PRACTICE

1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research.
2. Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures.
3. Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. Examples: body mechanics, medical safety, equipment safety, client specific precautions, contraindications, community safety

Basic Tenets

4. Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public.
6. Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public

Screening and Evaluation

7. Obtains sufficient and necessary information about factors that support and hinder occupational performance from relevant sources throughout the evaluation process. Examples: record or chart reviews, client, family, caregivers, service providers.
8. Establishes service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely. Examples: record or chart reviews, observations, interviews, standardized and nonstandardized assessments.
9. Administers delegated assessments using appropriate procedures and protocols. Examples: standardized and non-standardized assessments, interviews, and observations.
10. Assists with interpreting information in relation to the client's needs, factors, and performance. Examples: record or chart reviews, observations, interviews, standardized and nonstandardized assessments Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures). Includes the consideration of psychosocial factors.
11. Reports results clearly, accurately, and concisely, reflecting the client's occupational performance.

Intervention

12. Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations. Examples: contexts, theories, frames of reference, practice models, and evidence.
13. Under the supervision of and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions. Examples: textbooks, journal articles, other relevant and reliable informational resources.

14. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals. Includes the consideration of all client centered components including psychosocial factors.
15. Implements client-centered and occupation-based intervention plans. Includes the consideration of all client centered components including psychosocial factors.
16. Modifies the task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance.
17. Recommends modification or termination of intervention plan based on the client's status.
18. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

Management of Occupational Therapy Services

19. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to whom responsibilities might be assigned. Examples: paraprofessionals, nurses' aides, volunteers.
20. Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment.
21. Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications
22. Meets productivity standards or volume of work expected of occupational therapy assistant students.

Communication and Professional Behaviors

23. Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, service providers, administration, the public.
24. Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements.
25. Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges.
26. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.

27. Responds constructively to feedback in a timely manner.
28. Demonstrates consistent and acceptable work behaviors. Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance.
29. Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected timeframe.
30. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
31. Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity
32. 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 working with clients, families, and other professionals (SLO FDE 10)
33. 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. (SLO FDE 5)
34. 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. (SLO FDE 7)
35. 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. (SLO FDE 3)

Progression of Level II Fieldwork Supervision:

Each site will establish a specific course plan for Level II fieldwork progression. **The following is an example** of a weekly plan and may be adopted by a specific site in lieu of establishing a site-specific plan.

This is to ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision 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 (ACOTE C.1.13). The student is expected to meet expectations of their specific site, and any site-specific assignments are mandatory.

	Focus	Assignments	Discussions
Week 1	1. Orientation to facility and departmental policies/procedures, other disciplines. 2. Identify time for weekly meetings with FWE 3. Work alongside supervisor, practice documentation. 4. Complete site-specific procedure training. 5. Begin thinking of topic/project/case study as assigned. 6. First patient assigned, treatment planning with supervisor.	Assigned by supervisor	Post to Canvas discussion forum
Week 2	1. Ongoing clinical observation, clinical reasoning 2. Practice departmental procedures related to scheduling, documentation 3. Co-treatment with supervisor on caseload 4. Assignment of second patient, planning with supervisor		
Week 3	1. Caseload of 25% with supervisor guidance 2. Ongoing documentation 3. Participate in team meetings, staffing, and rounds. 4. Issue and train in equipment use, participate in discharge planning, family instruction, home recommendations with supervisor assistance.		
Week 4	1. Caseload of 50% 2. Ongoing documentation, including daily, progress, discharge notes. 3. Schedule midterm evaluation 4. Finalize topic/project with supervisor including date for presentation.		Midterm FW evaluation AFWC to have phone, virtual, or on-site visit with student and FWE
Week 5	1. Case load of 75% 2. Performs all scheduling, treatment planning and documentation for caseload. 3. Co-leads group or participates in co-treatment with another discipline as appropriate. 4. Actively participates in team meeting, care conferences, rounds with interdisciplinary team 5. Takes responsibility for supervisory relationship.		
Week 6	1. Maintains caseload of 75% 2. Identify date for in-service presentation 3. Discharge planning with interdisciplinary team members 4. Designs home program recommendations with supervisor input 5. Actively participates as a team member in rounds.		

Week 7	<ul style="list-style-type: none"> 1. Full caseload 2. Performs all scheduling, treatment planning, documentation accurately 3. Finalizes in-service/project presentation 4. Independently participates in rounds/staff meetings as appropriate. 		
Week 8	<ul style="list-style-type: none"> 1. Full case load 2. Present in-service/project 3. Prepare clients for change in staff and/or discharge planning, including family instruction. 4. Complete all necessary documentation for medical record. 5. Complete final evaluation and student assessment of fieldwork site. (FWPE and SEFWE) 6. Complete exit interview as necessary. 		Final AOTA FWPE and SEFWE. Forms submitted via Formstack by end of affiliation

Fieldwork Policies

Selection of Fieldwork Sites:

The Academic Fieldwork Coordinator (AFWC) will work together with students in selection of fieldwork sites. Information is shared jointly and every effort is made to make the process student-centered to enhance learning. Formal meetings will be held initially with groups of students to explain the process, the ACOTE standards, and general policies and procedures concerning fieldwork. Attendance at meetings is mandatory and the student must assume responsibility for driving the process of attainment of documentation to assure that the student is ready for site selection. Generic abilities are expected in the fieldwork process.

Level I fieldwork assignments are selected by the AFWC with consideration, if possible, to practice interest areas, geographic desires, etc.

For the Level II fieldwork assignments, students will provide the AFWC with a list of fieldwork site preferences. This does not guarantee placement in any sites chosen by the student, but guides the AFWC's process of student placement on aspects such as practice settings, geographic areas, or specific sites desired by the student. Final decisions will be determined by the AFWC and will be based on the educational environment of the site, student educational goals, site availability, and order of choice. It is expected that all students will be flexible with site selection. A student should expect to commute up to 100 miles as needed. Expenses incurred from any relocation (including housing, transportation, food, onboarding requirements, insurance, etc.) are the responsibility of the student.

Students will have access to affiliation agreements/sites available or previously established, site-specific objectives, basic data regarding the site (i.e., number of clinicians, diagnoses treated, productivity standards, etc.), and previous evaluations of the fieldwork experience at that site and can utilize these resources when determining areas they'd like to pursue for a fieldwork rotation

Students may wish to recommend a fieldwork site that does not currently have a contract with SCF. The AFWC and program director may wish to explore negotiations with a new fieldwork site, however, the student must understand that such a process may be timely to develop.

Castlebranch Health Requirements:

Castlebranch is the electronic system that houses personal health records required prior to the start of all fieldwork rotations. The following health requirements are required:

- Annual TB (many sites are following the CDC's recommendation of a 2-stage TB test)
- Background Check
- Background consent and disclosure form
- Basic Life Support (BLS) for Healthcare Providers Certification
- Copy of health insurance
- Health History and Physical Examination
- Documentation of a completed Hep B series OR positive titer
- MMR (upload evidence of 2 doses OR positive titer)
- Student Badge
- Tetanus (booster as an adult within the last 10 years)
- Varicella Immunization (2 shot series) OR positive titer
- Annual influenza shot (required October to May)

It is the student's responsibility to complete the health records needed and forms and upload them into Castlebranch. If the student fails to do so before the rotation start date, this may result in a student not being able to go to their fieldwork rotation and the receipt of an incomplete in the class. It is also the student's responsibility to update their health records prior to each fieldwork as they progress through the program.

Additional health records may be required depending on the specific onboarding requirements for sites. This may include additional background check or fingerprinting, drug testing, etc. There also may be additional costs or onboarding steps required in regards to onboarding paperwork, orientation, acquisition of scrubs, N95 fit testing, etc., depending on the site. The AFWC will work with the students to assist in the process of ensuring all appropriate steps are completed for a timely start to a fieldwork rotation.

Attendance/Absences

Students are expected to follow good work ethics throughout their fieldwork education. Students are expected to be present on days and hours as assigned by the fieldwork supervisor. Students do not have allotted days for personal leave. If a student is ill, it is expected that the student notify their Fieldwork Educator and the AFWC. If make up days are required at the end of the fieldwork rotation, this may delay or cancel the student's next rotation.

If an emergency situation arises such that you are unable to attend your fieldwork, please call your Fieldwork Educator and AFWC and explain your situation. Emergencies and accommodations will be determined between AFWC and FWE on a case-by-case basis. In the

event of a severe emergency requiring absence, time missed must be made up. Should an emergency occur, the student is required to notify the clinical fieldwork site and Fieldwork Educator of the absence as soon as possible. Additionally, the student must notify the AFWC at SCF as quickly as possible by phone or e-mail. All missed time must be made up during the semester schedule of the fieldwork placement or a failing grade will be recorded.

Students are expected to work the same schedule as their fieldwork supervisor regardless of weekends or legal holidays. In the event of a significant health reason/occurrence and an extended delay is necessary from the fieldwork a request must be submitted in writing to the Academic Fieldwork Coordinator detailing the need for the request. The faculty will review the request and determine a course of action.

Fieldwork Level II Grading Policies

Students must successfully complete two, eight- week fieldwork experiences to graduate from the OTA Program at SCF. Students must receive a passing score on the American Occupational Therapy Association Fieldwork Performance Evaluation of the OTA Student.

If a student fails one Level II Fieldwork experience, the student must develop a plan for remediation that is approved by the AFWC and the OTA Program Director. This must be completed prior to initiation of a placement search for another fieldwork site placement.

If a student fails two fieldwork experiences, they fail the program and are not granted a degree. Please see the student appeal process for specific information in the OTA Program Student Manual.

Level II Fieldwork Site Evaluation

Level II students are graded by the fieldwork site and supervisor utilizing the AOTA Fieldwork Performance Evaluation (FWPE). The evaluation will be reviewed and discussed with students before they arrive at their Level II sites. A link via email of the FWPE is provided to each Level II site for the supervisor to use to provide assessment of the students' progress at mid-term and at the final week of the Level II experience in achieving the stated fieldwork objectives.

The AFWC reviews all FWPEs prior to submitting the SCF final grade for the Level II course. Should there be concerns regarding the FWPE scoring, the AFWC will discuss these with the fieldwork site, supervisor, and student. The AFWC reserves the right to adjust the grade given by SCF in collaboration with the OTA Program Director based on the information generated from the discussion with the Fieldwork Educator and the student. Documentation of the rationale for the SCF grade will be maintained in the student file.

The final decision for whether or not a student passes a fieldwork placement rests with the AFWC and OTA faculty, with heavy consideration of the scoring and comments from the Fieldwork Educator. If a student receives an "Unsatisfactory" grade from the FWE, the student will be evaluated by the faculty for further determination of the final outcome of the fieldwork rotation. If it is determined that the student failed their rotation, they will need to repeat that rotation before moving on to subsequent fieldwork rotations. If a student is repeating a rotation,

it needs to be in a similar setting of the failed rotation. If the student fails the first Level II (Level IIA), their second level II (Level IIB) placement will be canceled in order to accommodate the make-up Level IIA. If a fieldwork is failed, delays may occur based upon the contract schedule of the AFWC.

A student has 18 months following completion of their didactic coursework to complete all make-up fieldwork rotations. If a make-up rotation is not completed in this duration, the student is dismissed from the program. If a student fails a make-up fieldwork rotation, they will be dismissed from the program.

AFWC Site Visits and Communication:

Communication with AFWC is recommended as frequently as needed and site visits can be scheduled as needed to assist in successful completion of fieldwork rotations). Timely communication is of utmost importance if a student suspects there is or may be an issue that could hinder them from successfully completing their fieldwork rotation. A site visit or virtual meeting would likely be scheduled as soon as possible if the AFWC feels there is something that can be resolved via collaborative meeting. Delays in communication could make resolution to nominal issues more difficult or less effective in producing a change in outcome of the fieldwork experience.

There are no formal requirements for timing of site visits, but with a goal to have a visit near midterm and optional prior to final, however, it may be possible to not have a site visit completed during the time of a student's fieldwork rotation.

STUDENT EVALUATION OF LEVEL II FIELDWORK

Students are required to complete an evaluation of each Level II fieldwork experience, review it with their supervisor prior to completion of the placement, and submit it to the AFWC on the last day of completion of the Level II fieldwork experience.

PROFESSIONAL BEHAVIOR EXPECTATIONS

During Fieldwork, students should make every effort to perform in a professional manner and commit themselves to the learning process. While it is understood that life events may occur during the Fieldwork timeframe (illness, family emergencies, etc.) students are expected to modify their personal schedules and responsibilities to accommodate the Fieldwork experience as much as possible.

Students who are terminated from one Fieldwork placement due to unprofessional behaviors will be required to successfully develop and complete a remediation plan. This plan may include (but is not limited to) an identification and discussion of problematic behavior, suggestions for improvement, OT intervention observation and supervisor feedback. Continuation in the OTA Program is dependent upon successful development and completion of the remediation plan. Students who are terminated from a second Fieldwork placement due to unprofessional behaviors are automatically terminated from the OTA Program.

Examples of behaviors that are not acceptable:

- Drinking alcohol or using illegal drugs while on Fieldwork or prior to arriving at the Fieldwork site
- Meeting OT clients or Fieldwork site staff/instructors (or other clients at the Fieldwork site) outside of scheduled Fieldwork time for personal, romantic and/or sexual purposes
- Contacting and or meeting client families outside of scheduled Fieldwork time for personal, romantic and/or sexual purposes
- Stealing supplies from the Fieldwork site
- Lying or any type of patient record falsification
- Cursing or using defaming or derogatory comments to or about staff or clients
- Abandoning patient or work site
- Sexual harassment, or harassment of any kind, of clients, clients' family members, visitors, staff or other students
- Failure to comply with HIPAA guidelines.
- Not following policy notification of fieldwork site and instructors regarding absences, tardiness, etc.

LEVEL II FIELDWORK TERMINATION

Termination of or withdrawal from Level II Fieldwork by the student's own initiative is highly discouraged and should only be done after consultation with the SCF OTA Program Director and faculty.

If a student chooses to withdraw from an assigned fieldwork placement without the benefit of this consultation, the SCF OTA Program will not provide an alternate placement. Such a withdrawal, without consultation with the OTA Program, means that the student is electing to withdraw themselves from the entire OTA Program.

If after consultation, it is agreed by the OTA Program Director that withdrawal is appropriate, then every effort will be made to secure an alternate placement at another time. A replacement Level II experience must be completed within twelve months of the completion of the academic program. Acceptable reasons for withdrawal would be the serious illness of the student, the student's spouse, the student's child, or another dependent.

Fieldwork Cancellations

A fieldwork site may unexpectedly cancel a confirmed student reservation for various reasons. If this happens, AFWC will make every attempt to find an alternate site as quickly as possible. In the event that this may happen, students need to be aware and prepared for the possibility that fieldwork start dates may be affected. The AFWC may need to cancel a fieldwork site due to student withdrawal, illness, or student failing a course.

Withdrawal from a Fieldwork Course

Any student who is unable to complete an assigned fieldwork course because of an extraordinary circumstance such as a health or family emergency, must notify the AFWC or Program Director in advance. If prior notification is not possible due to extreme emergency, the student should consider the time missed in clinic prior to communication as absences. Until

confirmed by the AFWC and Program Director, the fieldwork experience has not been canceled, and the student has not withdrawn. The student must supply the AFWC with any supporting documentation of the circumstances for approval and be making satisfactory progress to receive a grade of Incomplete.

The student who receives a grade of “Incomplete” in a Fieldwork experience will be required to complete a plan developed by the AFWC and OTA Program Director. The determination of the plan for completion will be made by the OTA Program Director based on feedback from the Fieldwork Coordinator, the student, and the nature of the fieldwork experience. The OTA AFWC is responsible for the assignment of the student to an alternate fieldwork education site if the original is no longer available.

Acceptable reasons for withdrawal would be the serious illness of the student, the student’s spouse, the student’s child, or another dependent.

ADA STATEMENT

The SCF OTA faculty is committed in 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 the OTA faculty and SCF staff to identify ways in which the duties 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 unique needs.

The ADA defines a person with a disability as one who has a physical or mental impairment that substantially limits one or more of his/her major life activities, has a record of such an impairment and one who is regarded as having such an impairment. A reasonable accommodation is any change in the environment or in the way things are usually done that makes it possible for an individual with a disability to fulfill academic and fieldwork requirements. Acceptable, reasonable accommodation does not put other individuals at significant risk for harm, nor does it impose undue hardship on SCF or the fieldwork site. Undue hardship is defined by the ADA as an action that is “excessively costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature or operation of the business.”

In order to receive accommodations, the student must provide written documentation of the disability from an appropriate qualified practitioner. The students must also identify what types of accommodations are needed in collaboration with DRC. The OTA faculty will advise the student on seeking accommodations from the fieldwork site.

GRIEVANCE/APEAL PROCEDURE

Students may appeal a grade that they believe is based on prejudice, discrimination, arbitrary and capricious action, or other such reasons. Students may not appeal to a grade that is based upon academic performance. The procedures for the due process related to grade appeal are outlined in the State College of Florida Catalog and OTA Student Handbook, page 37. Students must address the issue of a grade appeal in a very timely manner due to the nature of the program’s sequential curriculum.

Clinical Grade Appeal Policy and Procedure: This policy is designed to provide the student with an avenue for appealing a clinical failure and/or dismissal which the student believes was based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to actual student performance. In all cases, the burden of proof rests with the complaining student regarding the allegations. The procedure is terminated if the student and the faculty agree on the grade or if the student fails to appeal a decision within the appropriate time limit. Every effort will be made to expedite the review of appeals.

Appeal Process: If the student's performance warrants a clinical failure and /or dismissal from the program, the program director will notify the student of the grade and dismissal and the right to appeal these decisions with two working days of a determination being made. Students who wish to appeal the failure/dismissal should comply with the following steps:

Submission of a written appeal to the program director within two working days of the receipt of notification of dismissal. Upon receipt of the appeal, the program director will immediately present the student's written appeal to the course/clinical faculty for review and notify the Dean of Health Professions and the Vice President of Academic Affairs. The course/clinical faculty must reach a decision on the appeal within three working days of receipt. The decision of the course/clinical faculty will be communicated to the student in writing within two working days of the final group decision. If these time limits are not observed, the student may go to the next level of the appeal process.

If the complaint is not satisfactorily resolved, the student may request to appeal to the Assistant Provost. A written request must be submitted to the Dean of Health Professions within two working days of notification of the decision by the course/clinical faculty. The Dean of Health Professions and/or an appeal committee will review the student's written appeal and examine evidence to reach a fair and impartial decision. Copies of the decision will be forwarded to all concerned parties.

APPENDIX: FORMS AND EVALUATIONS

State College of Florida
Occupational Therapy Assistant Program

FIELDWORK EDUCATOR AGREEMENT FORM
(need prior to student starting)

Fieldwork Educator:

Facility:

Address:

City/State/Zip:

Phone & Email:

**In an effort to heighten communication with student and FW Coordinator, please
take a moment to complete/verify your phone number and email.*

Dates of Fieldwork: Start date: _____ End date: _____

Are you supervising other students? _____ Yes _____ No

If yes, how many other students? _____ From what schools? _____

SCF STUDENT(S) NAME(S)

I (Fieldwork Educator's name) _____, agree to serve as
a Fieldwork Educator for State College of Florida for the above agreed upon dates.

Signature: _____

Date: _____

I, Lora May Swart, verify that the above Fieldwork Education will take place during the dates
posted above.

Signature: *Lora May Swart, AFWC, BSAS, COTA/L* Date: _____

**Please return completed Agreement to: Lora May Swart swartl@scf.edu or return to
your OTA Student.**

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: _____

State College of Florida
Occupational Therapy Assistant Program
Level II Fieldwork - Weekly Updates

Please upload in Canvas on Fridays.

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:

Level I A Objectives and Evaluation

Fieldwork Level I A Student Learning Outcomes

The student, at the completion of the course, should be able to:

1. Demonstrate professional behaviors and appropriate attitudes.
2. Observe and recognize occupation-based goals and meaningful, effective treatment activities
3. Summarize and communicate observations accurately.
4. Demonstrate enthusiasm and initiative to actively become involved and participate in patient and staff activities
5. Describe cultural values and attitudes that would affect service delivery and interpersonal relationships.
6. Describe the impact and psychosocial issues on the promotion of health and adjustment to a disability.

Student Signature

Date

Fieldwork Educator Signature

Date

Fieldwork Educator Name (Please Print)

LEVEL I 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 note the make-up date. Students should log in at the exact times you are in your fieldwork and not the "scheduled" time. Must have at least 6 hours to account for one day.

Days	Date	Exact Time In	Exact Time Out	Total Hours	Supervisor Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

The original time sheet is submitted at the end of the fieldwork experience.

Scheduled Days and hours:

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

Student Signature:

Date:



LEVEL I FIELDWORK: STUDENT EVALUATION FORM

STUDENT'S NAME: _____

CLINICAL SITE: _____

FIELDWORK EDUCATOR: _____

CONTACT INFORMATION: _____

FIELDWORK DATES: _____

EVALUATION COMPLETED BY: _____

3 POINTS: “above” Consistently goes above and beyond expectations. Carries out all tasks and activities in an exceptional manner.

2 POINTS: “meets” This rating represents a good, solid performance. Indicates readiness for Level II.

1 POINT: “below” Performance is weak. Work is frequently unacceptable. May modify behavior following feedback.

PROFESSIONAL BEHAVIOR	3	2	1	COMMENTS
Follows ethical standards by adhering consistently to AOTA's Occupational Therapy Code of Ethics				
Arrives on time or calls ahead if absent or late				
Demonstrates professionalism in personal appearance				
Demonstrates professionalism in attitude				
Demonstrates respect for diversity				
Demonstrates social and emotional maturity				
Accepts constructive criticism and supervision				

Asks relevant questions when appropriate				
Demonstrates therapeutic use of self				
Demonstrates knowledge of personal strengths and weaknesses				
Knows limitations of role as a student therapist				
Respects and maintains confidentiality				
Assumes responsibility for maximizing the clinical experience				
Recognize and develop awareness of and sensitivity to persons of different cultures and abilities.				
OBSERVATION SKILLS	3	2	1	COMMENTS
Initiates making clinical observations				
Verbalizes useful data from observations and assessments				
Observe and recognize occupation-based goals and meaningful, effective treatment activities				
Articulates emerging understanding of psychosocial impact on occupational performance				

PERFORMANCE SKILLS	3	2	1	COMMENTS
Actively participates in treatment activities				
Effectively uses verbal/ nonverbal communication with clients				
Effectively uses verbal/nonverbal communication with staff and fieldwork educator				
Articulates understanding of adapting environments and materials to promote occupational performance				
Demonstrates creativity, problem solving, and critical thinking skills in intervention planning				
Exercises safety precautions				
CLINICAL APPLICATION OF KNOWLEDGE	3	2	1	COMMENTS
Becomes knowledgeable of diagnoses encountered				
Uses professional terminology				
Utilizes activity analysis				

TOTAL SCORE: _____ (passing is 50/81)

Please fill in the comments section above on any item receiving a 1 or 3. Please collaborate and share with student in the sections below.

STRENGTHS:

AREAS NEEDING IMPROVEMENT:

OTHER COMMENTS:

FIELDWORK EDUCATOR'S SIGNATURE:

DATE:

STUDENTS SIGNATURE:

DATE:



STUDENT'S FINAL ASSESSMENT OF FIELDWORK LEVEL 1

Please complete this form at the end of your fieldwork.

Student: _____

Fieldwork Center: _____

Clinical Fieldwork Instructor: _____

1. Were fieldwork objectives met?
2. Which learning experiences were most and/or least beneficial to you?
3. How did your clinical fieldwork instructor facilitate learning? How could supervision have been improved (e.g. availability, presentation, instruction)?
4. What would you like to see added and/or deleted from this experience?
5. Describe the population to which you were exposed. Include diagnosis, age and variety of disabilities.
6. List types of groups or treatment activities that you observed.
7. List of types of treatment equipment and supplies that you observed.
8. List of types of ADL equipment that you observed.

9. Identify your clinical strengths and clinical weakness (areas of needed growth).

Clinical Fieldwork Instructor Signature

Date

Student Signature

Date

Level I B Objectives and Evaluation

STUDENT LEARNING OUTCOMES

The student at the completion of the course should be able to:

1. Demonstrate professionally oral, nonverbal, and written communication.
2. Demonstrate critical and logical thinking skills, creativity, and problem solving.
3. Demonstrate the knowledge of safety, universal precautions with clients during the screening, evaluation, and intervention process.
4. Document occupational therapy services effectively to meet standards for reimbursement and accountability of services rendered.
5. Demonstrate the ability to identify and utilize evidence based articles and professional literature in the development of intervention plans and treatment activities.
6. Demonstrate the understanding of the AOTA code of Ethics, core values and attitudes of Occupational Therapy, and AOTA guide to Occupational Therapy practice as a guide for professional behaviors with clients, peers, and in the employment setting.
7. Demonstrate awareness of and sensitivity to persons of different cultures and abilities.
8. Explain the role of the OT and OTA in the school environment to supervisor, students, families, etc. identifying areas of concern related to the student's occupational history, patterns of daily living, interests, values, and needs in the school environment.
9. Demonstrate the ability to recognize and effectively document psychosocial behaviors and its effect on the treatment process.

Student Signature

Date

Fieldwork Educator Signature

Date

Fieldwork Educator Name (Please Print)

LEVEL I 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 note the make-up date. Students should log in at the exact times you are in your fieldwork and not the "scheduled" time. Must have at least 6 hours to account for one day.

Days	Date	Exact Time In	Exact Time Out	Total Hours	Supervisor Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

The original time sheet is submitted at the end of the fieldwork experience.

Scheduled Days and hours:

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

Student Signature:

Date:



LEVEL I FIELDWORK: STUDENT EVALUATION FORM

STUDENT'S NAME: _____

CLINICAL SITE: _____

FIELDWORK EDUCATOR: _____

CONTACT INFORMATION: _____

FIELDWORK DATES: _____

EVALUATION COMPLETED BY: _____

3 POINTS: "above" Consistently goes above and beyond expectations. Carries out all tasks and activities in an exceptional manner.

2 POINTS: "meets" This rating represents a good, solid performance. Indicates readiness for Level II.

1 POINT: "below" Performance is weak. Work is frequently unacceptable. May modify behavior following feedback.

PROFESSIONAL BEHAVIOR	3	2	1	COMMENTS
Follows ethical standards by adhering consistently to AOTA's Occupational Therapy Code of Ethics				
Arrives on time or calls ahead if absent or late				
Demonstrates professionalism in personal appearance				
Demonstrates professionalism in attitude				
Demonstrates respect for diversity				
Demonstrates social and emotional maturity				
Accepts constructive criticism and supervision				

Asks relevant questions when appropriate				
Demonstrates therapeutic use of self				
Demonstrates knowledge of personal strengths and weaknesses				
Knows limitations of role as a student therapist				
Respects and maintains confidentiality				
Assumes responsibility for maximizing the clinical experience				
Recognize and develop awareness of and sensitivity to persons of different cultures and abilities.				
OBSERVATION SKILLS	3	2	1	COMMENTS
Initiates making clinical observations				
Verbalizes useful data from observations and assessments				
Observe and recognize occupation-based goals and meaningful, effective treatment activities				
Articulates emerging understanding of psychosocial impact on occupational performance				
PERFORMANCE SKILLS	3	2	1	COMMENTS
Actively participates in treatment activities				
Effectively uses verbal/ nonverbal communication with clients				
Effectively uses verbal/nonverbal communication with staff and fieldwork educator				
Articulates understanding of adapting environments and materials to promote occupational performance				
Demonstrates creativity, problem solving, and critical thinking skills in intervention planning				
Exercises safety precautions				
CLINICAL APPLICATION OF KNOWLEDGE	3	2	1	COMMENTS
Becomes knowledgeable of diagnoses encountered				
Uses professional terminology				
Utilizes activity analysis				

TOTAL SCORE: _____ (passing is 50/81)

Please fill in the comments section above on any item receiving a 1 or 3. Please collaborate and share with student in the sections below.

STRENGTHS:

AREAS NEEDING IMPROVEMENT:

OTHER COMMENTS:

FIELDWORK EDUCATOR'S SIGNATURE:

DATE:

STUDENTS SIGNATURE:

DATE:



STUDENT'S FINAL ASSESSMENT OF FIELDWORK LEVEL 1

Please complete this form at the end of your fieldwork.

Student: _____

Fieldwork Center: _____

Clinical Fieldwork Instructor: _____

1. Were fieldwork objectives met?
2. Which learning experiences were most and/or least beneficial to you?
3. How did your clinical fieldwork instructor facilitate learning? How could supervision have been improved (e.g. availability, presentation, instruction)?
4. What would you like to see added and/or deleted from this experience?
5. Describe the population to which you were exposed. Include diagnosis, age and variety of disabilities.
6. List types of groups or treatment activities that you observed.
7. List of types of treatment equipment and supplies that you observed.
8. List of types of ADL equipment that you observed.

9. Identify your clinical strengths and clinical weakness (areas of needed growth).

Clinical Fieldwork Instructor Signature

Date

Student Signature

Date

Fieldwork Level I C Student Learning Outcomes

The student, at the completion of the course, should be able to:

STUDENT LEARNING OUTCOMES

The student, at the completion of the course, should be able to:

1. Demonstrate the ability to interact professionally through written, oral and nonverbal communication.
2. Employ logical thinking, critical analysis, problem solving and creativity
3. Demonstrate the ability to adapt intervention methods and use safety precautions with clients during the screening, evaluation and intervention process, such as standards for infection control that include, but are not limited to, universal precautions.
4. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, and demonstrate the ability to interact through written, oral and nonverbal communication with all persons at the clinical site.
5. Identify and use professional literature for the development of intervention plans.
6. Demonstrate knowledge and understanding of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy, and AOTA Guide to Occupational Therapy Practice as a guide for professional interactions and in client treatment and employment settings.
7. Demonstrate awareness of and sensitivity to persons of different cultures and abilities.
8. Demonstrate knowledge and understanding of mental health challenges and effects of psychosocial behaviors on occupational performance through evidence of communicating oral or written with persons at the clinical site.

Student Signature

Date

Fieldwork Educator Signature

Date

Fieldwork Educator Name (Please Print)



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 note the make-up date. Students should log in at the exact times you are in your fieldwork and not the "scheduled" time. Must have at least 6 hours to account for one day.

Days	Date	Exact Time In	Exact Time Out	Total Hours	Supervisor Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

The original time sheet is submitted at the end of the fieldwork experience.

Scheduled days and hours:

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

Student Signature:

Date

LEVEL I C FIELDWORK: STUDENT EVALUATION FORM

STUDENT'S NAME: _____

CLINICAL SITE: _____

FIELDWORK EDUCATOR: _____

CONTACT INFORMATION: _____

FIELDWORK DATES: _____

EVALUATION COMPLETED BY: _____

3 POINTS: "above" Consistently goes above and beyond expectations. Carries out all tasks and activities in an exceptional manner.

2 POINTS: "meets" This rating represents a good, solid performance. Indicates readiness for Level II.

1 POINT: "below" Performance is weak. Work is frequently unacceptable. May modify behavior following feedback.

PROFESSIONAL BEHAVIOR	3	2	1	COMMENTS
Follows ethical standards by adhering consistently to AOTA's Occupational Therapy Code of Ethics				
Arrives on time or calls ahead if absent or late				
Demonstrates professionalism in personal appearance				
Demonstrates professionalism in attitude				
Demonstrates respect for diversity				
Demonstrates social and emotional maturity				
Accepts constructive criticism and supervision				

Asks relevant questions when appropriate				
Demonstrates therapeutic use of self				
Demonstrates knowledge of personal strengths and weaknesses				
Knows limitations of role as a student therapist				
Respects and maintains confidentiality				

Assumes responsibility for maximizing the clinical experience				
Recognize and develop awareness of and sensitivity to persons of different cultures and abilities.				
OBSERVATION SKILLS	3	2	1	COMMENTS
Initiates making clinical observations				
Verbalizes useful data from observations and assessments				
Observe and recognize occupation-based goals and meaningful, effective treatment activities				
Articulates emerging understanding of psychosocial impact on occupational performance				

PERFORMANCE SKILLS	3	2	1	COMMENTS
Actively participates in treatment activities				
Effectively uses verbal/ nonverbal communication with clients				
Effectively uses verbal/nonverbal communication with staff and fieldwork educator				
Articulates understanding of adapting environments and materials to promote occupational performance				
Demonstrates creativity, problem solving, and critical thinking skills in intervention planning				
Exercises safety precautions				
CLINICAL APPLICATION OF KNOWLEDGE	3	2	1	COMMENTS
Becomes knowledgeable of diagnoses encountered				
Uses professional terminology				
Utilizes activity analysis				

TOTAL SCORE: _____ (passing is 72/81)

Please fill in the comments section above on any item receiving a 1 or 3. Please collaborate and share with student in the sections below.

STRENGTHS:

AREAS NEEDING IMPROVEMENT:

OTHER COMMENTS:

FIELDWORK EDUCATOR'S SIGNATURE:

DATE:

STUDENTS SIGNATURE:

DATE:



STUDENT'S FINAL ASSESSMENT OF FIELDWORK LEVEL 1

Please complete this form at the end of your fieldwork.

Student: _____

Fieldwork Center: _____

Clinical Fieldwork Instructor: _____

1. Were fieldwork objectives met?
2. Which learning experiences were most and/or least beneficial to you?
3. How did your clinical fieldwork instructor facilitate learning? How could supervision have been improved (e.g. availability, presentation, instruction)?
4. What would you like to see added and/or deleted from this experience?
5. Describe the population to which you were exposed. Include diagnosis, age and variety of disabilities.
6. List types of groups or treatment activities that you observed.
7. List of types of treatment equipment and supplies that you observed.
8. List of types of ADL equipment that you observed.

9. Identify your clinical strengths and clinical weakness (areas of needed growth).

Clinical Fieldwork Instructor Signature

Date

Student Signature

Date

LEVEL II FORMS AND EVALUATIONS

LEVEL II (OTH 2840 and OTH 2841) STUDENT LEARNING OUTCOMES:

The student learning outcomes are reflective of the AOTA Level II fieldwork evaluation (FWPE) and are shared/discussed with fieldwork sites. The AFWC and the Fieldwork Educator agree on established fieldwork objectives prior to students first day of Level II FW.

FUNDAMENTALS OF PRACTICE

1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research.
2. Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures.
3. Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. Examples: body mechanics, medical safety, equipment safety, client specific precautions, contraindications, community safety

Basic Tenets

4. Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public.
6. Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public

Screening and Evaluation

7. Obtains sufficient and necessary information about factors that support and hinder occupational performance from relevant sources throughout the evaluation process. Examples: record or chart reviews, client, family, caregivers, service providers.
8. Establishes service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely. Examples: record or chart reviews, observations, interviews, standardized and nonstandardized assessments.
9. Administers delegated assessments using appropriate procedures and protocols. Examples: standardized and non-standardized assessments, interviews, and observations.
10. Assists with interpreting information in relation to the client's needs, factors, and performance. Examples: record or chart reviews, observations, interviews, standardized and nonstandardized assessments Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures). Includes the consideration of psychosocial factors.
11. Reports results clearly, accurately, and concisely, reflecting the client's occupational performance.

Intervention

12. Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations. Examples: contexts, theories, frames of reference, practice models, and evidence.
13. Under the supervision of and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions. Examples: textbooks, journal articles, other relevant and reliable informational resources.
14. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals. Includes the consideration of all client centered components including psychosocial factors.
15. Implements client-centered and occupation-based intervention plans. Includes the consideration of all client centered components including psychosocial factors.
16. Modifies the task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance.
17. Recommends modification or termination of intervention plan based on the client's status.
18. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

Management of Occupational Therapy Services

19. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to whom responsibilities might be assigned. Examples: paraprofessionals, nurses' aides, volunteers.
20. Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment.
21. Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications
22. Meets productivity standards or volume of work expected of occupational therapy assistant students.

Communication and Professional Behaviors

23. Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, service providers, administration, the public.
24. Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements.
25. Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges.
26. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
27. Responds constructively to feedback in a timely manner.
28. Demonstrates consistent and acceptable work behaviors. Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance.
29. Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected timeframe.
30. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.

31. Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity
32. 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 working with clients, families, and other professionals (SLO FDE 10)
33. 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. (SLO FDE 5)
34. 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. (SLO FDE 7)
35. 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. (SLO FDE 3)

State College of Florida, Manatee-Sarasota
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.

Upload in Canvas on Fridays!

[illegible]

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)			

[illegible]

Student Evaluation of the Fieldwork Experience (SEFWE 1 & 2)

Purpose:

These evaluations serve 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.

These forms are 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:

Complete the SEFWE forms before your final meeting with your Fieldwork Educator(s).

Make a copy of the forms for yourself. These forms gets submitted to your fieldwork educator during or after you review your final fieldwork performance evaluation (FWPE).

Instructions to the Fieldwork Educator(s):

Review the SEFWE forms with the student after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed.

The SEFWE forms are signed by both the fieldwork educator(s) and the student.

Return both the FWPE and SEFWE forms promptly upon completion of the fieldwork to the Academic Fieldwork Coordinator.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE 1)

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:

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

Student's Signature:

FW Educator's:

Signature: Student's Name (Please Print):

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

FW Educator's years of experience:

ORIENTATION—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	
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 performance 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				

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			

ASPECTS OF THE ENVIRONMENT

	Yes	No
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?

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE 2)

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

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:

**STATE COLLEGE OF FLORIDA
AFFILIATION AGREEMENT**

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: