



Occupational Therapy Assistant Program

Fieldwork Manual 2026-2027

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SECTION 1 - OTA 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)
6116 Executive Boulevard, Suite 200
North Bethesda, Maryland 20852-4929
(301) 652-2682
AOTA.org

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 OTA program would like to “Thank You” for contributing to the students professional and experiential learning as well as accepting the role as a Fieldwork Educator (FWE). Your role is valued and essential to the goal of educating future members of our profession. On behalf of the State College of Florida (SCF) OTA Program would like to “Thank you” for your participation 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 {Fieldwork Educators (FWE)} that have accepted an OTA student from the State College of Florida. In addition to specifics related to the fieldwork program, information related to the academic program, philosophy, faculty, and curriculum as a broad overview of the OTA program.

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

Fieldwork

Fieldwork is the clinical 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 (AFWC).

This manual is your guide to expectations, responsibilities, and requirements associated with fieldwork. Each student is expected to abide by the policies within the manual, which are based on the standards of the American Occupational Therapy Association, 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

Occupational Therapy Assistant Program

Vision and Mission

SCF Mission

SCF's mission is student success. Through high-quality, open-access education, we create pathways that empower students to achieve prosperity, transform lives, and strengthen their communities.

SCF Vision

SCF's vision is to be a national leader in student success and paths to graduation, driving transformation across communities and industries.

OTA Program Mission

The SCF OTA program develops competent and professional entry-level OTAs who provide quality collaborative care, and positively impact lives within the community.

OTA Program Vision

SCF's OTA graduates will be highly skilled, preferred, and well-prepared to enter the workforce.

Program Goals

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

Student Learning Outcomes

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

1. Demonstrate knowledge of the structures, functions, and systems of the human body in addition to signs of conditions commonly seen in occupational therapy practice and recognize the importance of safe practice procedures. (FDE 5, 6, 7, 10)
2. Demonstrate knowledge of global/social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions. (FDE 1, 13)
3. Demonstrate familiarity with current technology available in the profession to support performance, participation, health, and well-being while making accurate, complete, and pertinent observations of client performance and communicate these observations clearly and correctly both verbally and in writing. (FDE 2, 12, 8)
4. Demonstrate knowledge of human growth and development, the impact of the environment, and the importance engagement in occupation has on human performance as well as the effects of disease and disability in the developmental process. (FDE 13, 14, 15)
5. Demonstrate the ability to provide optimal occupational therapy services for culturally diverse clients throughout the lifespan by incorporating therapeutic use of self, including one's personal insights, perceptions, and judgments, as part of the therapeutic process. (FDE 1,4,5,6,7,10,11,14,15,17,18,19)
6. Articulate the role of the OTA and understand the functions of other professions while working interprofessionally with those services who contribute to the maintenance and recovery of health and wellness. (FDE 1,2,9,
7. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, 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 encourage 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.

Developed 6/2022; Revised 7/2026

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.) 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 is used to provide 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. 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 ongoing 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 experiential 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. Community engagement experiences allow students to observe how the interaction of the person, environment, and occupation influences occupational performance and participation within real-world community settings.

Effective Practice and Practice Management: As students learn the rationale and need for role delineation, supervision, and documentation across the spectrum of practice settings, they are able to apply that knowledge as they enter practice. Students learn to apply principles of management, collaboration, leadership, advocacy, accountability, responsibility, and evidence-based practice of occupational therapy as it applies to the content of each course. In order 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 of the prior information and skills as they use their developing clinical reasoning to analyze, disseminate, and implement client-centered, occupation-based interventions and activities. Level I Fieldwork experiences are scheduled during the didactic semesters in order to enhance student comprehension of classroom learning. Level II Fieldwork makes up the final semester of the program with students having the opportunity to further learn, as well as apply their knowledge and skills in clinical settings. Throughout each semester, the OTPF-4, PEO model, and curricular themes are integrated throughout the curriculum, with Bloom's Revised Taxonomy providing the framework for the progression of 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 2012, 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 into the OTA Program with a minimum of a 2.75 GPA. All occupational therapy courses must be taken in the specific sequence of the program curriculum.

Justification For Course Sequencing

Prerequisite Courses

Students must complete a minimum of four general education courses prior to beginning the occupational therapy assistant classes. Anatomy and Physiology I provides an integrated study of human anatomy and physiology, including the structure and function of cells, tissues, skin, musculoskeletal and nervous systems. This course provides the beginning framework for future course

work. Occupational therapy is based on the normal development process and is concerned with human function throughout the lifespan.

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

General Psychology 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, and Bloom's Revised Taxonomy, they learn to define occupations, understand the impact of occupations 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 humility, leadership skills, and how group environments affect occupational performance, health or well-being.

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 and OTH 1114 are expanded upon in relation to pediatric practice including the OTPF-4 frames of references, the treatment planning process, activity analysis, therapeutic use of self, cultural humility, 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 provides an opportunity to link theoretical learning with real life situations. The students will begin to apply clinical reasoning through the review of evidence-based practice. Students continue to work 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 incorporates 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.

Summer Session

Students participate in a 4-week summer session with a focus on screenings and assessments. Within the course mapping, a humanities elective is suggested to complete at this time if it has not already been completed by the student prior to entering the program. These courses are the link between the spring and fall semesters

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

OTH1012 Understanding Screening and Assessment in Occupational Therapy Practice: Students will focus on the process of screening and evaluation as related to occupational performance and participation. This course will allow the student to better understand the evaluation process to determine outcome measures, which will impact their ability to implement appropriate treatment based on theoretical perspectives, models of practice, frames of reference, and available evidence as well as evaluate the effectiveness of the occupational therapy treatment. The laboratory experience incorporates opportunities for experiential learning, role-playing, and simulation. This course fosters 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 for conditions commonly seen in occupational therapy. 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, evidence-based research and poster presentations, service-learning, therapeutic interaction, development of mental health occupation-based treatment interventions, documentation, students demonstrate knowledge and understanding of how mental health factors and challenges to mental health may affect engagement in occupational performance. Students will use their developing clinical reasoning skills to choose and implement mental health and wellness 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.

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, experiential learning, 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 the State College of Florida has been intentionally designed to prepare competent, professional entry-level occupational therapy assistants who are responsive to the evolving dynamics of today's healthcare system. Graduates will collaborate effectively with clients, caregivers, occupational therapists, and interprofessional team members to implement occupation-based interventions that enhance occupational performance and participation. Throughout the curriculum, students apply the Occupational Therapy Practice Framework (OTPF-4), the Person–Environment–Occupation (PEO) model, and the program's curricular themes to guide evidence-informed, client-centered practice. The concept of occupational performance is explored with increasing complexity through Bloom's Revised Taxonomy, promoting the progressive development of knowledge, clinical reasoning, and professional competence. High-impact practices, including service and experiential learning, are integral to the curriculum, providing authentic opportunities for students to apply classroom knowledge while positively impacting the community. Through this scaffolded approach, students gain the competence and confidence to design and implement occupation-based interventions during their Level II fieldwork experiences. Upon graduation, students are prepared to successfully complete certification and licensure requirements and enter the workforce as highly skilled, collaborative, and preferred occupational therapy assistants who provide quality care and positively impact the lives of individuals and communities.

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 OR	3	0	3
<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.*

Criteria for Successful Completion and Program Progression

The State College of Florida Occupational Therapy Assistant (OTA) Program establishes published criteria for student progression, retention, and successful program completion to ensure graduates have demonstrated the knowledge, skills, professional behaviors, and clinical competence necessary for entry-level occupational therapy assistant practice.

Program Progression

To progress through the Occupational Therapy Assistant Program, students must:

1. Successfully complete all general education and OTA coursework according to the published curriculum sequence. General education courses may be completed before or during the semester identified in the curriculum.
2. Earn a minimum grade of "C" (70%) in every Occupational Therapy Assistant course. Students who do not earn a minimum grade of 70% in any required OTA course are not eligible to progress in the program.
3. Maintain both an overall and cumulative grade point average of 2.0 for all coursework applicable toward the Associate in Science degree.
4. Successfully complete all prerequisite and co-requisite coursework before progressing to subsequent OTA courses and fieldwork experiences.
5. Successfully complete all required laboratory experiences, practical examinations, competencies, assignments, and course requirements as outlined in each course syllabus.
6. Demonstrate the Performance Standards for Progression and Graduation, with or without reasonable accommodation, throughout classroom, laboratory, community, and fieldwork experiences.
7. Consistently demonstrate ethical conduct and professional behaviors consistent with the OTA Program Performance Standards, the AOTA Code of Ethics, Standards of Practice, and all institutional and clinical site policies.
8. Comply with all health, safety, immunization, CPR certification, background screening, drug screening, and other clinical site requirements necessary for participation in fieldwork.
9. Successfully complete all Level I Fieldwork experiences by meeting the published objectives, attendance requirements, assignments, and evaluation criteria established for each fieldwork course.
10. Successfully complete both Level II Fieldwork experiences by:
 - Successfully completing all required fieldwork hours.
 - Demonstrating entry-level competency as measured by the Fieldwork Performance Evaluation (FWPE)
 - Meeting all professional behavior, ethical, and clinical performance expectations

- Successfully completing all required fieldwork assignments and documentation.

All Level II Fieldwork experiences must be completed within eighteen (18) months following successful completion of the didactic portion of the OTA curriculum. Requests for an extension due to documented extenuating circumstances will be reviewed on an individual basis by the Program Director and Academic Fieldwork Coordinator and must comply with institutional and ACOTE requirements.

Student Progression and Retention

Student progress is monitored throughout the program through course grades, laboratory competencies, practical examinations, fieldwork evaluations, professional behavior assessments, faculty advising, and ongoing review of academic performance. Students who experience academic or professional performance concerns may be required to participate in remediation, academic advising, probation, or other interventions designed to promote student success. Failure to satisfy program requirements may result in course failure, delayed progression, dismissal from the program, or inability to graduate.

Graduates who successfully complete all program requirements are awarded the Associate in Science degree in Occupational Therapy Assistant and are eligible to apply to take the National Board for Certification in Occupational Therapy (NBCOT) certification examination, subject to NBCOT eligibility requirements. Graduates must also meet all requirements established by the Florida Board of Occupational Therapy Practice for state licensure

Performance Standards for Progression and Graduation

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: _____

CLASS OF: _____

The following ratings reflect course instructors, faculty, and advisor's perspective of the student's standard of performance.

0 = Unsatisfactory: Needs immediate attention. 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: Developing. The student needs improvement in either quality or quantity.

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

Standard of Performance	Fall 1	Comments	Spring 1	Comments	Fall 2	Comments
Date: Advisor:						
Knowledge Acquisition & Clinical Reasoning						
Applies classroom knowledge to labs and fieldwork	0 1 2		0 1 2		0 1 2	
Demonstrates critical thinking and problem solving	0 1 2		0 1 2		0 1 2	
Uses sound clinical judgment and evidence-based reasoning	0 1 2		0 1 2		0 1 2	
Plans & prioritizes tasks	0 1 2		0 1 2		0 1 2	
Recognizes safety concerns and responds appropriately	0 1 2		0 1 2		0 1 2	
Communication & Collaboration						
Communicates respectfully with faculty, peers, and clients	0 1 2		0 1 2		0 1 2	
Demonstrates effective verbal and written communication	0 1 2		0 1 2		0 1 2	
Participates appropriately in discussions and teamwork	0 1 2		0 1 2		0 1 2	
Accepts and incorporates feedback	0 1 2		0 1 2		0 1 2	
Demonstrates cultural sensitivity and professionalism	0 1 2		0 1 2		0 1 2	
Professional & Ethical Conduct						

Demonstrates honesty and integrity	0 1 2		0 1 2		0 1 2	
Arrives prepared, punctual, and dependable	0 1 2		0 1 2		0 1 2	
Follows OTA Program policies and the AOTA Code of Ethics	0 1 2		0 1 2		0 1 2	
Demonstrates initiative and accountability	0 1 2		0 1 2		0 1 2	
Maintains professional boundaries	0 1 2		0 1 2		0 1 2	
Academic Engagement						
Completes assignments on time	0 1 2		0 1 2		0 1 2	
Comes prepared for class/lab	0 1 2		0 1 2		0 1 2	
Demonstrates motivation and self-directed learning	0 1 2		0 1 2		0 1 2	
Uses available learning resources appropriately	0 1 2		0 1 2		0 1 2	
Meets academic expectations	0 1 2		0 1 2		0 1 2	
Functional Performance, Health & Safety						
Demonstrates physical / motor and sensory abilities necessary for classroom, lab, and fieldwork	0 1 2		0 1 2		0 1 2	
Maintains safe practices and infection control	0 1 2		0 1 2		0 1 2	
Maintains professional appearance and self-care	0 1 2		0 1 2		0 1 2	
Program Progress & Compliance Checklist						
Degree Works reviewed / Graduation progression verified	Y / N		Y / N		Y / N	
Background check/drug screen current	Y / N		Y / N		Y / N	
CPR certification current - Exp:	Y / N		Y / N		Y / N	
Immunizations complete	Y / N		Y / N		Y / N	

Fieldwork readiness – progress through ClinEdWeb module	Y / N		Y / N		Y / N	
Student Success Plan reviewed	Y / N		Y / N		Y / N	
Accommodation needs reviewed (if applicable)	Y / N		Y / N		Y / N	
Action plan developed (if needed)	Y / N		Y / N		Y / N	
AOTA nonacademic attestation signed (updated at each advising)	Y / N		Y / N		Y / N	

Fall Semester 1

Strengths:

Areas of Improvement:

Action Plan (as needed):

Advisor Signature/Date

Student Signature/Date

Spring Semester 1

Strengths:

Areas of Improvement:

Action Plan (as needed):

Advisor Signature/Date

Student Signature/Date

Fall Semester 2

Strengths:

Areas of Improvement:

Action Plan (as needed):

Advisor Signature/Date

Student Signature/Date

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/>
- American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>
- 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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- Nashville State Community College. The NSCC program curriculum design. Retrieved from http://ww2.nsc.edu/depart/docs/ot/promanual/3PM-1_Curriculum-Design.pdf
- 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*
- Last Revision: 07/2026*

SECTION 2 - Fieldwork Education

General Information for Level I and Level II Fieldwork

ACOTE Fieldwork Standards:

Accreditation Council for Occupational Therapy Education. (2023). 2023 Accreditation Council for Occupational Therapy Education

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. • 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. 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	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).
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:	
C.1.12. Length of Level II Fieldwork	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
C.1.13. Qualified Level II Fieldwork Educators	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.
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.

Table 1

Fieldwork Educator Resources

[Link to AOTA - Importance of Level II Fieldwork](#)

[Link to AOTA Fieldwork Educators Resources](#)

[Link to AOTA Student Performance Evaluation- OTA](#)

[Link to Student Performance Evaluation – OTA – Scoring Guide](#)

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.

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 instructors as well as course feedback forms submitted by students upon completion of each semester, surveys from fieldwork educators upon completion of fieldwork, and program graduates following graduation. A qualitative and quantitative study will be conducted to provide information regarding student's graduation rate, performance and pass rate on the National Board for Certification in Occupational Therapy, job placement, job satisfaction, and employer satisfaction rate based on employee performance.

Fieldwork 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. See standard State College of Florida Affiliation Agreement in Appendix: Additional Forms.

Fieldwork Supervision where no OT Services Exist

When a Level II fieldwork placement is in a setting that does *not* employ occupational therapy services on-site, the program must:

1. **Provide a documented plan** that shows how occupational therapy assistant services will be delivered and supervised. (See Appendix: Additional Forms – No OT Service Setting Fieldwork Educator Agreement Form).
2. The supervision plan must involve a currently licensed/regulated occupational therapist or an occupational therapy assistant (under the direction of an occupational therapist).
3. The supervisor must have at least 3 years of full-time professional experience (or equivalent) *before* the start of the Level II fieldwork.

4. The student must receive a **minimum of 8 hours of *direct supervision* each week** during the fieldwork experience.
5. The occupational therapy supervisor must be **available through multiple contact methods** during all working hours of the student.
6. If the occupational therapy supervisor is **not physically present**, there must be an **on-site supervisor designee from another profession** assigned while the OT supervisor is offsite.

Make up Day Field Trip Policy for OTA Students

Purpose

Field trips may be used **only when a student must be absent from their regularly assigned fieldwork site**. A field trip serves as an alternative learning experience that maintains continuity of clinical exposure and supports the development of professional behaviors and clinical reasoning skills.

Eligibility and Requirements

Fieldwork Level I students may be eligible for a makeup day field trip on a case by case basis, at the discretion of the FWE and AFWC dependent on the students' needs and circumstances.

Fieldwork Level II students are allowed a total of two (2) days per fieldwork experience. Each day must be at a different facility. To ensure safety, compliance, and educational integrity, the following criteria must be met before a field trip is approved:

1. **Contractual Requirements:** The SCF OTA Program must have a current, fully executed contract with the facility where the field trip will occur. Students may not attend any facility without an active agreement on file.
2. **Required Approvals:** Field trips must be approved in advance by: The Academic Fieldwork Coordinator (AFWC) and Fieldwork Educator (FWE) at the student's assigned site.
3. **Approval must include:** The name of the facility. The OT or OTA who will supervise the student during the field trip. Students may not attend a field trip without written or documented approval from both the AFWC and the FWE.
4. **Field Trip Expectations:** The field trip must be equivalent to a full 8-hour fieldwork day. The setting must be similar in type or practice area to the student's current fieldwork placement to ensure continuity of learning. The field trip must be initiated and arranged by the student who needs the absence.
5. Students may not involve or coordinate for another student. Students are responsible for all communication, scheduling, and confirmation
6. **Supervision Requirements:** The supervising practitioner must be a licensed OT or OTA employed at the field trip facility. The supervising practitioner must be aware of 1) the student's arrival, 2) the purpose of the field trip and 3) the requirement to verify hours and participation.
7. **Documentation:** On the day of the field trip, the student must document the experience on their hourly log, including:

- Indication that the day was a Field Trip
- Facility name
- Total hours completed
- Printed name and signature of the supervising OT or OTA
- Logs missing required information may result in the field trip not being counted toward required hours.

The SCF OTA program reserves the right to: 1) Deny a field trip request. 2) Require additional documentation. 3) Determine whether the field trip meets educational and contractual requirements.

Expectations of the Students in Fieldwork

Communicate professionally with all parties involved. Arrive on time and adhere to the facility's policies, dress code, and expectations. Demonstrate professional behaviors consistent with OTA Program standards. Notify the AFWC immediately if any issues arise.

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.

A score below passing grade on the Student Performance Evaluation Form for Level I, may result in failure of the respective course and dismissal from the program.

Students who are terminated from a level II 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 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.

Injury/Accident Procedure

Any student who sustains an injury or who is involved in an accident or unusual incident during a scheduled classroom, laboratory, or clinical assignment **MUST** adhere to the following procedure:

1. Immediately notify the program faculty and/or designated personnel of the clinical facility when an injury/unusual incident has occurred.
2. Contact SCF Public Safety regardless of where the incident occurred. Public Safety will complete the SCF incident report. If the incident occurs in a clinical setting, submit a copy of the facility's incident report to Public Safety or contact Public Safety with incident details when the report is unavailable.
3. Seek medical treatment, if required or recommended.
4. The student may be required to obtain a physician's release if the injury/accident could interfere with classroom, laboratory, and clinical activities.
5. Students will submit all medical documentation and proof of payment to the Director of Business Services.

Health Professions students are reminded that payment for emergency or medical treatment is the student's responsibility. Paperwork must be completed to determine eligibility for accident insurance reimbursement.

Please note that the accident insurance provided by the college is excess coverage over any other collectible insurance.

Liability Insurance

SCF provides a group professional liability policy for all Health Professions students and a separate limited accidental health policy for all Health Professions students paid for by student fees. This policy is only effective for incidents that occur in classrooms, laboratories, and clinical sites.

Health Requirements (Exxat)

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

- Background Check
- Background consent and disclosure form
- Basic Life Support (BLS) for Healthcare Providers Certification through the American Heart Association
- 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)
- TB test done annually (many sites are following the CDC's recommendation of a 2-stage TB test)
- 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 Exxat in a timely manner. 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 checks or fingerprinting, drug testing, etc. There also may be additional costs or onboarding steps required regarding 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.

Required Safety and Privacy Training

Prior to beginning the first Level I fieldwork experience, all OTA students are required to successfully complete HIPAA and Bloodborne Pathogens training and obtain the corresponding certifications. These requirements help ensure that students enter fieldwork with foundational knowledge related to client privacy, confidentiality, infection prevention, and safe practices. Documentation of successful completion is maintained by the OTA Program and may be provided to fieldwork sites as required. Individual fieldwork sites may require additional training or orientation prior to the start of the fieldwork experience.

Attendance/Absences

Students are expected to follow good work ethics throughout their fieldwork education. Students are expected to follow their Fieldwork Educator's full-time schedule and be present on days and hours as assigned by their Fieldwork Educators. Students in level II fieldwork may be excused for up to two (2) missed days at the discretion of the Program Director, AFWC, and the Fieldwork Educator if the student is on track to meet the fieldwork objectives without making up their missed days. All missed days of level 1 fieldwork must be made up.

If a student is ill, it is expected that the student notifies their Fieldwork Educator and the AFWC as soon as possible. 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 follow the same schedule as their fieldwork supervisor. 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 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 to working in accordance with the provisions of the Americans with Disabilities Act (ADA) and providing reasonable accommodations for individuals with physical or mental limitations. Appropriate learning experiences are provided which are geared to maximize each student's abilities. Students with disabilities are encouraged to work with 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/Appeal 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 within 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.

Fieldwork Forms

The following forms are used across all Fieldwork Experiences



Fieldwork Educator Agreement Form

Please return at your earliest convenience, no later than 2 weeks prior to first day of Fieldwork

Fieldwork Educator Name:

License # and expiration date:

Years of Experience:

Fieldwork Educator Phone:

Fieldwork Educator Email:

Facility:

Address:

City/State/Zip:

Table 2

SCF STUDENT(S) NAME(S)

Are you supervising students from other school(s) at the same time? Yes _____ No _____

If yes, how many other students? _____ From what school(s)? _____

I, _____ (FWE name), agree to serve as a Fieldwork Educator for State College of Florida for the agreed upon dates above, that I am adequately prepared, have been informed of the curriculum and fieldwork program design ([SCF - OTA program Fieldwork Manual](#)), will provide support and supervision, and FWE/student ratio that satisfy ACOTE Standard C.1.7. below:

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.

Signature: _____

Date: _____

I, Julie Hamel, verify that the above Fieldwork Education will take place during the dates posted above.

Signature: Julie Hamel, OTR/L
Academic Fieldwork Coordinator
Hamelj@scf.edu

Completion of this form will ensure that the Fieldwork Educator and the students are covered under State College of Florida's liability insurance and follow ACOTE Standards related to fieldwork C.1.4, C.1.7, C.1.10, and C.1.13



Fieldwork Educator Information Sheet

Student Name: _____

Facility: _____

Address: _____

Facility Phone: _____

Fieldwork Educator (Name & Title): _____

Florida OT License Number _____ Years of Experience _____

Fieldwork Educator Contact Information:

When is the best time to call? _____

If unable to reach at facility phone, what is the best way to reach the fieldwork educator?

Fieldwork Educator's e-mail: _____

Fieldwork Educator's After-Hours Phone: (cell and/or home) _____

Student Fieldwork Schedule

Please identify the specific schedule the student is expected to work at your facility to complete this fieldwork experience. (Please include **days** and **time** to be at the facility, note any **weekend** days). Example: Monday – Friday, 7:30-4:00, one Saturday a month).

This form must be completed by the student and submitted in Canvas on the **first day** of the fieldwork experience.

Student Signature:

Date:

Fieldwork Site Profile

NEOTEC, 2023 (Revised 2024) – [Web access here](#)

Part 1 - Site Demographics

Date: State: Multiple Locations, please attach list.
Name of Facility:
Address: City: Zip code:

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

Address (if different from facility):

Street: City: State: Zip:

LEVEL ONE FIELDWORK COORDINATOR

Contact Person:
Phone:
Credentials:
E-mail:

Director

Contact name:
Phone:
Credentials:
E-mail:
Website:

LEVEL TWO FIELDWORK COORDINATOR

Contact Person:
Phone:
Credentials:
E-mail:

Placement Sequence Preferences

No Preference ☐
2nd Placement ☐
Only Full time ☐
Part Time ☐
OTR only ☐
OTA only ☐

OT FIELDWORK PRACTICE SETTINGS

- ☐ In-Patient Acute
- ☐ In-Patient Rehab
- ☐ SNF/Sub-Acute/Acute Long-Term Care
- ☐ General Rehab Outpatient
- ☐ Outpatient Hands
- ☐ Pediatric Hospital/Unit
- ☐ Pediatric Hospital Outpatient
- ☐ In-Patient Psych

- ☐ Peds Community
- ☐ Behavioral Health Community
- ☐ Older Adult Community Living
- ☐ Older Adult Day Program
- ☐ Outpatient/hand private practice
- ☐ Adult Day Program for ID/DD
- ☐ Home Health
- ☐ Peds Outpatient Clinic

- ☐ Early Intervention
- ☐ School
- ☐ Community Based
- ☐ Emerging Practice (please describe):
|
- ☐ Other (please describe):

Facility Size - # of beds:
Population Age Range:

SITE REQUIREMENTS FOR STUDENTS (check all that apply):

** Requirements listed are subject to change. Check with AFWC before contacting site to verify requirements.*

Primary Contact for Onboarding:

Vaccines/Medical Requirements:

- | | | | | | |
|-------------------------------|--|-------------------------------------|--|-----------------------------------|--|
| ☐ HepB | ☐ Varicella vaccine | ☐ TB/Mantoux | ☐ Chest X-ray | ☐ Tetanus | ☐ Physical Exam |
| ☐ MMR | ☐ Varicella titer | ☐ 2 step PPD | ☐ Influenza vaccine | ☐ COVID-19 | ☐ Other: |

Type of Background Check (within months):

- | | | |
|--|--|---|
| ☐ Medicare/Medicaid Fraud Check | ☐ Child Protection/Abuse Check | ☐ Drug Screening |
| ☐ Prof. Liability Ins. | ☐ Sexual Offense Record Inquiry | Number of Panels: |
| ☐ Fingerprinting | ☐ CORI | |
| | ☐ OIG Exclusion Search | |

Certifications:

- | | | |
|---|---|---|
| ☐ First Aid | ☐ BLS | ☐ OSHA Bloodborne Pathogen |
| ☐ Infection Control Training | ☐ AED | ☐ CPR (Specify type): |
| ☐ Health Provider | ☐ HIPAA Training | |

Other:

- ☐ Site established student orientation program/procedure (please describe in comments below):

- ☐ Own transportation

Additional Comments:

STUDENTS WILL PARTICIPATE IN (check all that apply):

Direct service	Indirect Services	Other Approaches
☐ One-to-one	☐ In-service training Presenting	
☐ Concurrent	☐ Attending	
☐ Co-treat	☐ Consultation	
☐ Small groups (s)	☐ Meetings (team, department, family)	
☐ Large group (s)	☐ Billing	
☐ Telehealth	☐ Documentation	
☐ Client/Caregiver education		
☐ Discharge planning		
☐ Evaluation/Screening		

ADMINISTRATIVE

Parking	Work Schedule	Dress Code
Free ☐	Hours Required:	Please describe:
Paid ☐	Weekends Required:	
Shuttle from offsite ☐	Evenings Required:	
Public Transit access ☐ (yes ☐ /no ☐)	Flex/Alternate Schedules:	
Student must have own vehicle (yes ☐ /no ☐)	Part-time:	

STUDENT ASSIGNMENTS AND ACTIVITIES

- ☐ Research Literature review
- ☐ Attending in-services/grand rounds
- ☐ Case study
- ☐ Provide in-services
- ☐ Program development
- ☐ Fieldwork project
- ☐ Off-site learning experiences
- ☐ Observation of other units/disciplines
- ☐ Other assignments (please list):

SUPERVISION PROCESS

- Frequency of formal supervision meetings: Daily ☐/Weekly ☐
- Frequency of informal supervision meetings: Daily ☐/Weekly ☐
- Supervision Model (therapist:student): 1:1 ☐ 1:2 ☐
2:1/group ☐ other: ☐
- Is student learning style considered? yes ☐/ no ☐
- Are supervision meetings documented? yes ☐/ no ☐

STUDENT REFLECTION METHODS

- ☐ Journaling
- ☐ Processing verbally
- ☐ Student self-assessment & self-appraisal Written Activity
- ☐ Analysis
- ☐ Reflective questions
- ☐ Written submission of intervention plans
- ☐ Rational role-playing & simulation
- ☐ Video feedback
- ☐ Other:

FIELDWORK EDUCATOR PREPARATION TOOLS

- ☐ Facility's student manual
- ☐ Facility training in supervision
- ☐ AOTA Certificate in Fieldwork Education Workshop
- ☐ Mentorship opportunities (e.g., in 1:1 or Group Format)
- ☐ Other:
- ☐ Use of online resources such as:

- AOTA <https://www.aota.org/education/fieldwork>
- NEOTEC: www.neotecouncil.org
- State Associations
- Individual Academic Programs

Level I Fieldwork Information

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.

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 reflect on evidenced-based practice, apply critical reasoning skills 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.

See Appendix under *OTA Level 1 Packets* for the student outcomes, required assignments, and forms specific to each of the Level 1 fieldwork placement.

Level I Fieldwork ACOTE standards

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).

Level I Fieldwork Objectives

Level 1 A

The student, at the completion of the course, will 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.

Level 1 B

The student at the completion of the course will 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.

Level 1 C

The student, at the completion of the course, will 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. 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.

Level I Fieldwork Grading Policies

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

Level I Evaluations (Student, Fieldwork Experience, and Fieldwork Educator)

At the conclusion of each Level I Fieldwork, student will complete 1- the Level I Evaluation of Fieldwork Experience, 2- the Evaluation of Fieldwork Educator 3- Level 1 Student Performance Evaluation – self assessment. (See next pages for form used)

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.

Student Evaluation of Fieldwork Experience

Student Evaluation of Level I Fieldwork Experience

Student:

Level 1 (circle) A B C

Fieldwork Center:

Fieldwork Educator:

1. Were the objectives met?
2. Which learning experiences were most and/or least beneficial to you?
3. How did your Fieldwork educator facilitate learning? How could supervision have been improved (e.g. availability, presentation, instructions)?
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 the types of groups or treatment activities that you observed.
7. List the types of treatment equipment and supplies that you observed.
8. List the types of ADL equipment that you observed.
9. Identify your clinical strength and clinical weakness within that setting (Areas of needed growth).

Student Signature

Date

Fieldwork Educator Signature

Date

Student Evaluation of Fieldwork Educator (AOTA SEFWE)

FIELDWORK EDUCATOR

General Information

Student Name

Student Email

Placement Start Date

Placement End Date

Fieldwork Educator Name

Fieldwork Educator Email

Fieldwork Educator Years of Experience

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

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Provided ongoing positive feedback in a timely manner	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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 intraprofessional collaboration	☐	☐	☐	☐	☐

Additional comments:

Date:

Student's signature:

Student Performance Evaluation Form

The Fieldwork Educator will also have an evaluation form to complete and review with the student prior to the end of the affiliation. The student is to self-evaluate using the same form prior to meeting with their FWE for performance evaluation.

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 I A fieldwork to the Level I C fieldwork. The areas assessed include: 1) Professional Behavior, 2) Observation Skills, 3) Performance Skills, 4) Clinical Application of Knowledge (see next page).

Scoring of the Student Performance Evaluation for Level 1 is based on a 0-3 scale and a score of 50/81 (or equivalent) is required for passing Level I A, 61/81 (or equivalent) for Level I B fieldwork, and a score of 72/81 (or equivalent) is required for passing Level I C fieldwork.

Level 1 - OTA Student Performance Evaluation

Student's Name: _____ **Fieldwork Dates:** _____

Clinical Site: _____

Fieldwork Educator: _____ **Contact Information:** _____

Evaluation Completed By: _____

3 POINTS - “**meets**” This rating represents a good, solid performance. Indicates readiness for Level II.

2 POINTS - “**emerging**” This rating shows emerging skill and is acceptable for level 1 student performance

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

If an area was **not observed or is not applicable**, write “n/a” and subtract 3 from the total possible points. For example, if 2 areas are “n/a”, the possible total score is 75 (81 - 6 = 75pts)

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				

Table 3

TOTAL SCORE: _____

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

STRENGTHS:

AREAS NEEDING IMPROVEMENT:

OTHER COMMENTS:

FIELDWORK EDUCATOR SIGNATURE

DATE

STUDENT SIGNATURE

DATE

Level II Fieldwork Information

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 (Two 8-week placements) 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.

SCF policy requires a minimum of 16 weeks' full-time Level II fieldwork, which may be completed on a part-time basis as long as it is at least 50% of a Full Time Equivalency at that site. A Student may complete both 8-week Level II A & B fieldwork in one facility as long as there are two or more practice areas available.

Level II Fieldwork must be at least 8 weeks each and completed in no more than two settings.

Level II Fieldwork ACOTE Standards

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.

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.1.12. Length of Level II Fieldwork: 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

C.1.13. Qualified Level II Fieldwork Educators: 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.

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 Level II Objectives

Level II A

OTH 2840 is the first of two 8-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.

Level II B

OTH 2841 is the second of two 8-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 II A and Level II B Objectives (OTH 2840 and OTH 2841)

The student learning objectives 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
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)

Site Specific Objectives

Each fieldwork site is encouraged to develop additional learning objectives that reflect the unique setting, population, services, and learning opportunities available at the site. The SCF

OTA Program provides the FLOTEC (Florida Occupational Therapy Education Consortium) Level II Site Specific Checklist through which the Fieldwork Educator may indicate agreement with the program's established fieldwork objectives. If the site prefers to use or add site-specific objectives, the Fieldwork Educator is provided the opportunity to identify and submit those objectives to the Academic Fieldwork Coordinator prior to the start of the fieldwork experience.

The form also includes a list of occupational therapy assessments, which Fieldwork Educators are encouraged to complete to help the program remain informed of assessments currently being used in practice and support the ongoing relevance of the OTA curriculum. See FLOTEC Site Specific Form in Appendix: Fieldwork Level II Student Packet.

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 FWE	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 meetings, 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	1. Full caseload		

	2. Performs all scheduling, treatment planning, documentation accurately 3. Finalizes in-service/project presentation 4. Independently participate in rounds/staff meetings as appropriate.		
Week 8	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 records. 5. Complete final evaluation and student assessment of fieldwork site. (FWPE and SEFWE) 6. Complete exit interview as necessary.		Final AOTA FWPE and SEFWE.

Table 4

Fieldwork Level II Grading Policies

Students must successfully complete two, 8-week fieldwork experiences to graduate from the OTA Program at SCF. Level II students are graded by the fieldwork site and supervisor utilizing the AOTA Fieldwork Performance Evaluation for OTA (FWPE-OTA). Students must receive a passing score on FWPE (see Fieldwork Level II Student Packet in Appendix for a copy of the FWPE-OTA)

The evaluation will be reviewed and discussed with students before they arrive at their Level II sites. The student will have access to a link to access the FWPE and will share the link with their FWE for each Level II site for the FWE 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 FWPE 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.

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.

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

Students and Fieldwork Educators are expected to meet weekly to discuss progress, strengths and areas of improvement and to set goals for the following week using the Weekly Update Form (see Level II Student packet in Appendix). This is also a chance for a wellness check for the student. The completed form is to be shared with the AFWC on a weekly basis.

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. A visit via Video calling might be done instead of in-person visit if needed.

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. (See Fieldwork Level II Student Packet in Appendix for a copy of the Student Evaluation of FW Experience form and the Student Evaluation of FW Educator form.)

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.

Appendices



Occupational Therapy Assistant

Level I A Student Packet



Fieldwork Level I A Student Learning Objectives

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

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

Student Signature

Date

Fieldwork Educator Signature

Fieldwork Educator Name (Print)



Fieldwork Educator Agreement Form

Please return at your earliest convenience, no later than 2 weeks prior to first day of Fieldwork

Fieldwork Educator Name:

License # and expiration date:

Years of Experience:

Fieldwork Educator Phone:

Fieldwork Educator Email:

Facility:

Address:

City/State/Zip:

Table 5

SCF STUDENT(S) NAME(S)

Are you supervising students from other school(s) at the same time? Yes _____ No _____

If yes, how many other students? _____ From what school(s)? _____

I, _____ (FWE name), agree to serve as a Fieldwork Educator for State College of Florida for the agreed upon dates above, that I am adequately prepared, have been informed of the curriculum and fieldwork program design ([SCF - OTA program Fieldwork Manual](#)), will provide support and supervision, and FWE/student ratio that satisfy ACOTE Standard C.1.7. below:

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.

Signature: _____

Date: _____

I, Julie Hamel, verify that the above Fieldwork Education will take place during the dates posted above.

Signature: Julie Hamel, OTR/L
Academic Fieldwork Coordinator
Hamelj@scf.edu

Completion of this form will ensure that the Fieldwork Educator and the students are covered under State College of Florida's liability insurance and follow ACOTE Standards related to fieldwork C.1.4, C.1.7, C.1.10, and C.1.13



Assignment Requirements for Fieldwork Level I A

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

- A.** Complete all fields of Student Profile in Exxat (or use form “Student Personal Data Sheet in Appendix: Additional Forms if Exxat is not available)
- B.** Submit Fieldwork Educator Agreement form
- C.** Submit Fieldwork Level I A Student Learning Objectives form
- D.** Submit Fieldwork Educator Information Sheet
- E.** Student will identify one client with assistance from the 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.
- F.** 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.
- G.** Observation Assignment: Students 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 on your observation, write a functional goal based upon the problem you have identified.
- H.** Students will complete one SOAP note documenting a treatment intervention using DocuLearn. Documentation will be uploaded to Canvas and reviewed by AFWC.
- I.** Submit weekly student hourly time log – if not entered in Exxat
- J.** Complete Student Evaluation of Fieldwork Experience and Evaluation of Fieldwork Educator and submit to Canvas
- K.** 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(s) to support appropriate learning opportunities.



Fieldwork Educator Information Sheet

Student Name: _____

Facility: _____

Address: _____

Facility Phone: _____

Fieldwork Educator (Name & Title): _____

Florida OT License Number _____ Years of Experience _____

Fieldwork Educator Contact Information:

When is the best time to call? _____

If unable to reach at facility phone, what is the best way to reach the fieldwork educator?

Fieldwork Educator's e-mail: _____

Fieldwork Educator's After-Hours Phone: (cell and/or home) _____

Student Fieldwork Schedule

Please identify the specific schedule the student is expected to work at your facility to complete this fieldwork experience. (Please include **days** and **time** to be at the facility, note any **weekend** days). Example: Monday – Friday, 7:30-4:00, one Saturday a month).

*This form must be completed by the student and submitted in Canvas on the **first day** of the fieldwork experience.*

Student Signature:

Date:



Student Hourly Time Log – to use if Exxat is not available

Student's Name: _____ Facility: _____

Fieldwork Educator's Name: _____

Scheduled Days and Hours: _____

Please note:

- STUDENTS ARE TO FOLLOW THEIR FIELDWORK EDUCATOR FULL-TIME SCHEDULE.
- Students must contact AFWC if you have less than 6 hours to account for any given day.
- All scheduled dates for fieldwork should appear on this log.
- Note the date of missed days and note the make-up date.
- Students should log in at the exact times you are in your fieldwork and not the "scheduled" times.
- Submit the signed original Student Hourly Log sheet at the end of the fieldwork experience in Canvas.

Days #	Date	Exact Time In	Exact Time Out	Total Hours	Comments	Supervisor Initials

Table 6

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

Student Signature: _____ **Date:** _____

Revised 03-2026



Level 1 A - OTA Student Performance Evaluation

Student's Name: _____ Fieldwork Dates: _____

Clinical Site: _____

Fieldwork Educator: _____ Contact Information: _____

Evaluation Completed By: _____

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

2 POINTS - "emerging" This rating shows emerging skill and is acceptable for level 1 student performance

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

If an area was **not observed or is not applicable**, write "n/a" and subtract 3 from the total possible points. For example, if 2 areas are "n/a", the possible total score is 75 (81 - 6 = 75pts)

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				

Table 7

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				

Table 8

TOTAL SCORE: _____ (passing is 50/81 or equivalent to 62%)

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

STRENGTHS:

AREAS NEEDING IMPROVEMENT:

OTHER COMMENTS:

FIELDWORK EDUCATOR SIGNATURE

DATE

STUDENT SIGNATURE

Student Evaluation of Level I Fieldwork Experience

Student:

Level 1 (circle) A B C

Fieldwork Center:

Fieldwork Educator:

10. Were the objectives met?
11. Which learning experiences were most and/or least beneficial to you?
12. How did your Fieldwork educator facilitate learning? How could supervision have been improved (e.g. availability, presentation, instructions)?
13. What would you like to see added and/or deleted from this experience?
14. Describe the population to which you were exposed. Include diagnosis, age, and variety of disabilities.
15. List the types of groups or treatment activities that you observed.
16. List the types of treatment equipment and supplies that you observed.
17. List the types of ADL equipment that you observed.
18. Identify your clinical strength and clinical weakness within that setting (Areas of needed growth).

Student Signature

Date

Fieldwork Educator Signature

Date



STUDENT EVALUATION OF THE FIELDWORK EDUCATOR (SEFWE)

Purpose:

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

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

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

FIELDWORK EDUCATOR

General Information

Student Name

Student Email

Placement Start Date

Placement End Date

Fieldwork Educator Name

Fieldwork Educator Email

Fieldwork Educator Years of Experience

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

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Provided ongoing positive feedback in a timely manner	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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 intraprofessional collaboration	☐	☐	☐	☐	☐

Additional comments:

Date:

Student's signature:



Occupational Therapy Assistant Level I B Student Packet



Fieldwork Level I B Student Learning Objectives

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

Fieldwork Educator Name (Print)



Fieldwork Educator Agreement Form

Please return at your earliest convenience, no later than 2 weeks prior to first day of Fieldwork

Fieldwork Educator Name:

License # and expiration date:

Years of Experience:

Fieldwork Educator Phone:

Fieldwork Educator Email:

Facility:

Address:

City/State/Zip:

Table 9

SCF STUDENT(S) NAME(S)

Are you supervising students from other school(s) at the same time? Yes _____ No _____

If yes, how many other students? _____ From what school(s)? _____

I, _____ (FWE name), agree to serve as a Fieldwork Educator for State College of Florida for the agreed upon dates above, that I am adequately prepared, have been informed of the curriculum and fieldwork program design ([SCF - OTA program Fieldwork Manual](#)), will provide support and supervision, and FWE/student ratio that satisfy ACOTE Standard C.1.7. below:

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.

Signature: _____

Date: _____

I, Julie Hamel, verify that the above Fieldwork Education will take place during the dates posted above.

Signature: Julie Hamel, OTR/L
Academic Fieldwork Coordinator
Hamelj@scf.edu

Completion of this form will ensure that the Fieldwork Educator and the students are covered under State College of Florida's liability insurance and follow ACOTE Standards related to fieldwork C.1.4, C.1.7, C.1.10, and C.1.13



Assignment Requirements for Level I B

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

- A. Submit the following forms
 - Update all fields of Student Profile in Exxat as needed (or use form “Student Personal Data Sheet in Appendix: Additional Forms if Exxat is not available)
 - Fieldwork Level I B Student Learning Objectives - Prior to starting Fieldwork
 - Upload FWE Agreement form- Prior to starting Fieldwork
 - Fieldwork Manual Consent (see FW Manual)- Prior to starting Fieldwork
 - Confidentiality Agreement (see FW Manual)- Prior to starting Fieldwork
 - Syllabus Agreement (see Syllabus in Canvas)- Prior to starting Fieldwork
 - FWE Information Sheet (p.7)
 - Fill or review, update and upload AOTA/NEOTEC forms (links in Canvas), by due date in Canvas and upload a copy in Google Drive
- B. Complete Level 1 Fieldwork Manual Quiz in Canvas, by due date listed in Canvas.
- C. Daily Journal: 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.
- D. Observation Assignment: Student will write a narrative description of a patient, identify psychosocial issue(s) observed that may impact the promotion of health and adjustment to disability, write a functional problem statement based off your observation They will then write a functional goal based upon the problem you have identified and 2 activities/ interventions that could be used to address the problem/goals. By due date listed in Canvas.
- E. Evidenced-Based Practice Assignment: Students will choose an intervention that they observed and find a Peer-Reviewed article that supports the intervention. The article needs to be less than 7 years old. Students will produce a report describing the client briefly (being careful not to include identifying information), the intervention done, a synopsis of the article and how it was applied to the client, discuss how successful it

was, if modifications were needed, etc. This assignment prepares them to use EBP in their own practice. Upload in Canvas by the due date listed in Canvas.

- F. SOAP note: Students will complete one SOAP note documenting an intervention using DocuLearn. Documentation will be uploaded to Canvas by the due date, and reviewed by AFWC.
- G. Submit Student Hourly Time Log (p.8).
- H. Complete and submit the signed Level I C Student Performance Evaluation Form in Canvas, by due date (Pages 9-11)
- I. Complete and submit signed Student Assessment of Fieldwork Experience in Canvas, by due date (pages 12-13).
- J. Complete and submit signed Student Evaluation of Fieldwork Educator in Canvas, by due date ([AOTA.org](https://www.aota.org) - Search bar "Student Evaluation of Fieldwork Educator")

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 educators, to support appropriate learning opportunities.



Fieldwork Educator Information Sheet

Student Name: _____

Facility: _____

Address: _____

Facility Phone: _____

Fieldwork Educator (Name & Title): _____

Florida OT License Number _____ Years of Experience _____

Fieldwork Educator Contact Information:

When is the best time to call? _____

If unable to reach at facility phone, what is the best way to reach the fieldwork educator?

Fieldwork Educator's e-mail: _____

Fieldwork Educator's After-Hours Phone: (cell and/or home) _____

Student Fieldwork Schedule

Please identify the specific schedule the student is expected to work at your facility to complete this fieldwork experience. (Please include **days** and **time** to be at the facility, note any **weekend** days). Example: Monday – Friday, 7:30-4:00, one Saturday a month).

This form must be completed by the student and submitted in Canvas on the **first day** of the fieldwork experience.

Student Signature:

Date:



Student Hourly Time Log - to use if Exxat is not available

Student's Name: _____ Facility: _____

Fieldwork Educator's Name: _____

Scheduled Days and Hours: _____

Please note:

- STUDENTS ARE TO FOLLOW THEIR FIELDWORK EDUCATOR FULL-TIME SCHEDULE.
- Students must contact AFWC if you have less than 6 hours to account for any given day.
- All scheduled dates for fieldwork should appear on this log.
- Note the date of missed days and note the make-up date.
- Students should log in at the exact times you are in your fieldwork and not the "scheduled" times.
- Submit the signed original Student Hourly Log sheet at the end of the fieldwork experience in Canvas.

Days #	Date	Exact Time In	Exact Time Out	Total Hours	Comments	Supervisor Initials

Table 10

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

Student Signature: _____ **Date:** _____

Revised 03-2026



Level 1 B - OTA Student Performance Evaluation

Student's Name: _____ Fieldwork Dates: _____

Clinical Site: _____

Fieldwork Educator: _____ Contact Information: _____

Evaluation Completed By: _____

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

2 POINTS - "emerging" This rating shows emerging skill and is acceptable for level 1 student performance

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

If an area was **not observed or is not applicable**, write "n/a" and subtract 3 from the total possible points. For example, if 2 areas are "n/a", the possible total score is 75 (81 - 6 = 75pts)

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				

Table 11

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				

Table 12

TOTAL SCORE: _____ (passing is 61/81 or equivalent to 75%)

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

STRENGTHS:

AREAS NEEDING IMPROVEMENT:

OTHER COMMENTS:

FIELDWORK EDUCATOR SIGNATURE

DATE

STUDENT SIGNATURE

Student Evaluation of Level I Fieldwork Experience

Student:

Level 1 (circle) A B C

Fieldwork Center:

Fieldwork Educator:

1. Were the objectives met?
2. Which learning experiences were most and/or least beneficial to you?
3. How did your Fieldwork educator facilitate learning? How could supervision have been improved (e.g. availability, presentation, instructions)?
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 the types of groups or treatment activities that you observed.
7. List the types of treatment equipment and supplies that you observed.
8. List the types of ADL equipment that you observed.
9. Identify your clinical strength and clinical weakness within that setting (Areas of needed growth).

Student Signature

Date

Fieldwork Educator Signature

Date



STUDENT EVALUATION OF THE FIELDWORK EDUCATOR (SEFWE)

Purpose:

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

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

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

FIELDWORK EDUCATOR

General Information

Student Name

Student Email

Placement Start Date

Placement End Date

Fieldwork Educator Name

Fieldwork Educator Email

Fieldwork Educator Years of Experience

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

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Provided ongoing positive feedback in a timely manner	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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 intraprofessional collaboration	☐	☐	☐	☐	☐

Additional comments:

Date:

Student's signature:



Occupational Therapy Assistant Level I C Student Packet



Fieldwork Level I C Student Learning Objectives

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. 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

Fieldwork Educator Name (Print)



Fieldwork Educator Agreement Form

Please return at your earliest convenience, no later than 2 weeks prior to first day of Fieldwork

Fieldwork Educator Name:

License # and expiration date:

Fieldwork Educator Name:

License # and expiration date:

Years of Experience:

Fieldwork Educator Phone:

Fieldwork Educator Email:

Facility:

Address:

City/State/Zip:

Table 13

SCF STUDENT(S) NAME(S)

Are you supervising students from other school(s) at the same time? Yes _____ No _____

If yes, how many other students? _____ From what school(s)? _____

I, _____ (FWE name), agree to serve as a Fieldwork Educator for State College of Florida for the agreed upon dates above, that I am adequately prepared, have been informed of the curriculum and fieldwork program design ([SCF - OTA program Fieldwork Manual](#)), will provide support and supervision, and FWE/student ratio that satisfy ACOTE Standard C.1.7. below:

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.

Signature: _____

Date: _____

I, Julie Hamel, verify that the above Fieldwork Education will take place during the dates posted above.

Signature: Julie Hamel, OTR/L
Academic Fieldwork Coordinator
Hamelj@scf.edu

Completion of this form will ensure that the Fieldwork Educator and the students are covered under State College of Florida's liability insurance and follow ACOTE Standards related to fieldwork C.1.4, C.1.7, C.1.10, and C.1.13



Assignment Requirements for Level I C

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

- A.** Update all fields of Student Profile in Exxat as needed (or use form “Student Personal Data Sheet in Appendix: Additional Forms if Exxat is not available)
- B.** Submit Fieldwork Educator Agreement form
- C.** Submit Fieldwork Level I C Student Learning Objectives form
- D.** Student will identify one client with assistance from the 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 them to the corresponding assignment.
- E.** Students will complete a psychosocial assessment (COPM, MOCA, SLUMS, etc), as determined by collaboration with fieldwork educator(s) as well as site needs. Students will complete scoring if appropriate and reflect on overall engagement of client’s participation during assessment.
- F.** 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. The activity plan will be reviewed by the fieldwork educator and submitted to the AFWC for review. Students will complete a one-page summary reflection on activity preparation, performance and client response.
- G.** Students will complete one SOAP note documenting a psychosocial treatment intervention using DocuLearn. Documentation will be uploaded to Canvas and reviewed by AFWC.
- H.** 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:

- i. What type of setting are you in? (i.e. Clubhouse, outpatient, community-based, acute care, etc.)
 - ii. What type of payment source does your setting accept? (i.e. Medicare, Medicaid, VA, private pay, etc.)
 - iii. Who refers clients to this program? (i.e. self, physician, social work, department of health and welfare, etc.)
 - iv. How long are clients at your setting? (i.e. how long are sessions, how often do they come, how long do they receive treatment?)
 - v. What interdisciplinary team members/services are offered at your site?
 - vi. How does your site structure treatments/interventions? (i.e. 1:1, group, community based, etc.)
- I. Submit weekly student hourly time log
 - J. Complete student assessment of fieldwork educator and submit to Canvas
 - K. Submit Level I C Student Evaluation Form and Student's Final Assessment of Fieldwork Experience

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 Educator Information Sheet

Student Name: _____

Facility: _____

Address: _____

Facility Phone: _____

Fieldwork Educator (Name & Title): _____

Florida OT License Number _____ Years of Experience _____

Fieldwork Educator Contact Information:

When is the best time to call? _____

If unable to reach at facility phone, what is the best way to reach the fieldwork educator?

Fieldwork Educator's e-mail: _____

Fieldwork Educator's After-Hours Phone: (cell and/or home) _____

Student Fieldwork Schedule

Please identify the specific schedule the student is expected to work at your facility to complete this fieldwork experience. (Please include **days** and **time** to be at the facility, note any **weekend** days). Example: Monday – Friday, 7:30-4:00, one Saturday a month).

This form must be completed by the student and submitted in Canvas on the **first day** of the fieldwork experience.

Student Signature:

Date:



Student Hourly Time Log- to use if Exxat is not available

Student's Name: _____ Facility: _____

Fieldwork Educator's Name: _____

Scheduled Days and Hours: _____

Please note:

- STUDENTS ARE TO FOLLOW THEIR FIELDWORK EDUCATOR FULL-TIME SCHEDULE.
- Students must contact AFWC if you have less than 6 hours to account for any given day.
- All scheduled dates for fieldwork should appear on this log.
- Note the date of missed days and note the make-up date.
- Students should log in at the exact times you are in your fieldwork and not the "scheduled" times.
- Submit the signed original Student Hourly Log sheet at the end of the fieldwork experience in Canvas.

Days #	Date	Exact Time In	Exact Time Out	Total Hours	Comments	Supervisor Initials

Table 14

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

Student Signature: _____ **Date:** _____

Revised 03-2026



Level 1 C - OTA Student Performance Evaluation

Student's Name: _____ Fieldwork Dates: _____

Clinical Site: _____

Fieldwork Educator: _____ Contact Information: _____

Evaluation Completed By: _____

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

2 POINTS - "emerging" This rating shows emerging skill and is acceptable for level 1 student performance

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

If an area was **not observed or is not applicable**, write "n/a" and subtract 3 from the total possible points. For example, if 2 areas are "n/a", the possible total score is 75 (81 - 6 = 75pts)

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				

Table 15

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				

Table 16

TOTAL SCORE: _____ (passing is 72/81 or equivalent to 88%)

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

STRENGTHS:

AREAS NEEDING IMPROVEMENT:

OTHER COMMENTS:

FIELDWORK EDUCATOR SIGNATURE

DATE

STUDENT SIGNATURE

Student Evaluation of Level I Fieldwork Experience

Student:

Fieldwork Center:

Fieldwork Educator:

1. Were the objectives met?
2. Which learning experiences were most and/or least beneficial to you?
3. How did your Fieldwork educator facilitate learning? How could supervision have been improved (e.g. availability, presentation, instructions)?
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 the types of groups or treatment activities that you observed.
7. List the types of treatment equipment and supplies that you observed.
8. List the types of ADL equipment that you observed.
9. Identify your clinical strength and clinical weakness within that setting (Areas of needed growth).

Fieldwork Educator Signature/Date

Student Signature/Date

STUDENT EVALUATION OF THE FIELDWORK EDUCATOR (SEFWE)

Purpose:

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

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

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

FIELDWORK EDUCATOR

General Information

Student Name

Student Email

Placement Start Date

Placement End Date

Fieldwork Educator Name

Fieldwork Educator Email

Fieldwork Educator Years of Experience

☐ 0-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16+ years

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Provided ongoing positive feedback in a timely manner	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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 intraprofessional collaboration	☐	☐	☐	☐	☐

Additional comments:

Date:

Student's signature:

Level II A & B Student Packet



Level II Student Learning Objectives (OTH 2840 & OTH 2841)

The student learning objectives 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)

_____	_____
Student Signature	Date

_____	_____	_____
Fieldwork Educator Signature	Date	Fieldwork Educator Name (Print)



Fieldwork Educator Agreement Form

Please return at your earliest convenience, no later than 2 weeks prior to first day of Fieldwork

Fieldwork Educator Name:

License # and expiration date:

Years of Experience:

Fieldwork Educator Phone:

Fieldwork Educator Email:

Facility:

Address:

City/State/Zip:

Table 17

SCF STUDENT(S) NAME(S)

Are you supervising students from other school(s) at the same time? Yes _____ No _____

If yes, how many other students? _____ From what school(s)? _____

I, _____ (FWE name), agree to serve as a Fieldwork Educator for State College of Florida for the agreed upon dates above, that I am adequately prepared, have been informed of the curriculum and fieldwork program design ([SCF - OTA program Fieldwork Manual](#)), will provide support and supervision, and FWE/student ratio that satisfy ACOTE Standard C.1.7. below:

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.

Signature: _____

Date: _____

I, Julie Hamel, verify that the above Fieldwork Education will take place during the dates posted above.

Signature: Julie Hamel, OTR/L
Academic Fieldwork Coordinator
Hamelj@scf.edu

Completion of this form will ensure that the Fieldwork Educator and the students are covered under State College of Florida's liability insurance and follow ACOTE Standards related to fieldwork C.1.4, C.1.7, C.1.10, and C.1.13



Assignment Requirements for Level II A & B

The student will be given assignments via Canvas during your level II fieldwork to reinforce the learning objectives during this affiliation.

- A.** Update all fields of Student Profile in Exxat as needed (or use form “Student Personal Data Sheet in Appendix: Additional Forms if Exxat is not available).
- B.** Submit Fieldwork Educator Agreement form.
- C.** Submit Fieldwork Level II Student Learning Objectives form.
- D.** Student to submit Weekly Update Forms via Canvas.
- E.** Student will participate in Weekly Discussion Board in Canvas with cohort and AFWC to reinforce learning objectives for the fieldwork experience.
- F.** Student will complete weekly NBCOT practice questions as assigned by instructor.
- G.** The student will complete two EBP Assignments per Level A and B. First EBP Assignment will be due week 3 and the second due on week 5. Instructions in Canvas
- H.** Student will track time via Exxat or upload Hourly Log in Canvas at the end of each week.
- L.** Complete and submit the Student Evaluation of Fieldwork Educator.
- M.** Complete and submit Student Evaluation of Fieldwork Experience
- N.** Submit completed mid-term and final Fieldwork Performance Evaluation (FWPE-OTA)

Students may also have individual assignments, per discretion of on-site fieldwork educator, to support appropriate learning opportunities



Fieldwork Educator Information Sheet

Student Name: _____

Facility: _____

Address: _____

Facility Phone: _____

Fieldwork Educator (Name & Title): _____

Florida OT License Number _____ Years of Experience _____

Fieldwork Educator Contact Information:

When is the best time to call? _____

If unable to reach at facility phone, what is the best way to reach the fieldwork educator?

Fieldwork Educator's e-mail: _____

Fieldwork Educator's After-Hours Phone: (cell and/or home) _____

Student Fieldwork Schedule

Please identify the specific schedule the student is expected to work at your facility to complete this fieldwork experience. (Please include **days** and **time** to be at the facility, note any **weekend** days). Example: Monday – Friday, 7:30-4:00, one Saturday a month).

This form must be completed by the student and submitted in Canvas on the **first day** of the fieldwork experience.

Student Signature:

Date:

SCF OTA Program

Weekly Updates – Level II Fieldwork

Student:

FW Educator:

Facility:

Phone Contact:

of Days Absent from FW this week:

Date(s) Missed:

Makeup Dates:

Student to complete this section – add comments for any “no” answer

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 did you develop this week?

What skills do you feel need improvement?

Fieldwork Educator to complete this section

Is the student making progress towards their goals. Is their performance meeting expectations and growth by ensuring a decreased direct supervision from last week to this week (ACOTE C.1.14)? Explain as needed.

Is the student receptive to your feedback and support?

Are there any areas of concern? If yes, please explain or contact AFWC

Student Well-being is of

- ☐ No Concerns
- ☐ Mild Concerns
- ☐ Moderate/Significant concern

If well-being is a concern, actions taken/considered are:

- ☐ Supportive discussion
- ☐ Temporary adjustment in workload
- ☐ Encouraged program resources-See Fieldwork Manual for resources
- ☐ Contacted AFWC

Student Signature

Date:

FWE Signature:

Date:

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

Student Hourly Log- to use if Exxat is not available

Student's Name: _____

Fieldwork Educator's Name: _____

Facility: _____

Students should log in at the exact times you are in your fieldwork and not the "scheduled" time. All scheduled FW dates and absences for fieldwork should appear on this log.

Place the date of any days missed during the fieldwork experience and the make-up date. If you have missed a day, do not count as a day(column) but check Absent box with the date in the box. See example in FW Manual.

What is your FWE schedule: _____ **Time Log**

Days Write 1, 2, 3, etc.	Date	Exact Time In	Exact Time Out	Date planned to make up	Write the date that you missed	Total Hours	Supervisor Initials

FLOTEC Level II Fieldwork Site Specific Objectives Checklist

[Digital access here](#)

For use with: The AOTA Fieldwork Performance Evaluation (for the Occupational Therapy Assistant Student) Prepared by FLORIDA OCCUPATIONAL THERAPY EDUCATIONAL CONSORTIUM (FLOTEC)



Site: Date:

Fieldwork Educator/Contact Person:

Phone #: Fax #:

E-mail:

Please check one:

- ☐ As a fieldwork site for students from we currently utilize the goals as stated in the program fieldwork handbook and do not have additional site specific goals.
- ☐ As a fieldwork site for students from we currently utilize the goal as stated in the program's fieldwork handbook as well as the following site specific goals:

FUNDAMENTALS OF PRACTICE

FWPE item #1: Ethics: Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures.

- ☐ Demonstrates concern for well-being & safety of recipients of services (beneficence)
- ☐ Intentionally refrains from actions that cause harm (nonmaleficence)
- ☐ Respects right of individual to self rule (autonomy, confidentiality)
- ☐ Provides services in fair & equitable manner (social justice)
- ☐ Complies with institutional rules, local, state, federal, international laws & AOTA documents applicable to profession of occupational therapy (procedural justice)
- ☐ Provides comprehensive, accurate, & objective information when representing profession (veracity)
- ☐ Treats colleagues & other professionals with respect, fairness, discretion, & integrity (fidelity)
- ☐ Other:

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

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

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

- ☐ Adheres to facility policies & procedures
- ☐ Thorough chart reviews/checks MD orders/parent agreement for IEP
- ☐ Consistently analyzes space for potential hazards based on client risk factors
- ☐ Addresses anticipated safety concerns
- ☐ Provides safe supervision of client based on client status
- ☐ Accurately identifies ambulation needs/functional mobility status

- ☐ Uses safe transfer techniques/equipment according to protocols
- ☐ Determines wheelchair positioning needs (e.g. footrests, cushions, trays/supports, etc.)
- ☐ Correctly positions client (e.g. in chair/bed; at desk, for feeding, etc)
- ☐ Provides supervision of client based on client status to ensure safety
- ☐ Demonstrates proper splinting techniques such as
 - ☐ Correct selection of type
 - ☐ Correct selection of materials
 - ☐ Making adjustments as needed

FWPE item #3 (con't): Uses sound judgment in regard to safety of self & others during all fieldwork related activities:

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

BASIC TENETS

FWPE item #4 Occupational Therapy Philosophy: Clearly communicates the values and beliefs of occupational therapy, highlighting the use of occupation to clients, families, significant others, and service providers.

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

Communicates about these 3 tenets with:

- | | |
|--|---|
| ☐ Client | ☐ Nursing |
| ☐ Families/ significant others | ☐ LISCW |
| ☐ OT | ☐ Psychologist |
| ☐ OTA | ☐ CRTS |
| ☐ SLP | ☐ CRC |
| ☐ Teacher | ☐ AT |
| ☐ Aides | ☐ MT |
| ☐ MDs | ☐ 3 rd Party payers |
| ☐ Regulatory bodies | ☐ Others: <input type="text"/> |
| ☐ General public (e.g., promotional materials, in-services) | |

FWPE item #4 (con't) Occupational Therapy Philosophy: Clearly communicates the values and beliefs of occupational therapy, highlighting the use of occupation to clients, families, significant others, and service providers.

Communicates about these 3 tenets in:

- ☐ Client intervention/education
- ☐ Meetings
- ☐ Documentation/correspondence

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

☐ Other:

Communicates re: occupation using:

- ☐ Examples of occupation-based assessment tools
- ☐ Citations of literature/evidence base for use of occupation relative to person/context
- ☐ Terms & examples specific to person, organization, population (facility mission/level of care/services delivery)
- ☐ OTPF language (revised) verbally & in written work
- ☐ Current AOTA official documents/fact sheets
- ☐ Other:

FWPE item #5: Occupational Therapist/Occupational Therapy Assistant Roles: Communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, and service providers. Communicates re: OT/OTA roles using:

- ☐ Current AOTA official documents
- ☐ Federal & state laws/practice acts governing evaluation/intervention
- ☐ State laws/practice acts re: role of OT/OTA

www.aota.org/Practitioners/Licensure/StateRegs/Supervision/36455.aspx

☐ Other:

FWPE item #6: Evidence-based Practice: Makes informed practice decisions based on published research and relevant informational resources.

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

EVALUATION AND SCREENING

FWPE item #7: Gathers Data: Gathers Data: Under the supervision of and in cooperation with the occupational therapist and/or occupational therapy assistant, accurately gathers relevant information regarding a client's occupations of self care, productivity, leisure, and the factors that support and hinder occupational performance.

- ☐ Thorough record/chart review
- ☐ Client interview
- ☐ Observation of client performance in areas of occupation (ADL/IADL, education, work, play, leisure, social participation, rest/sleep)
- ☐ Assessment instruments addressing occupational performance (see assessment chart)
- ☐ Observation of client person performance skills (motor & praxis, emotional regulation, cognitive, communication/social, sensory/perceptual)
- ☐ Assessment instruments addressing client performance skills
- ☐ Observation of client performance patterns (roles, routines, rituals, habits)
- ☐ Assessment instruments addressing client performance patterns (see assessment chart)
- ☐ Assess of client factors (see assessment chart)
- ☐ Observation in current context(s) (personal, physical/environment, social, cultural, temporal, virtual)
- ☐ Gathering information re: anticipated future context(s)
- ☐ Gathering input from family/significant others/service providers (PCA, nursing, teachers, team members, referral source)
- ☐ Discussion of psychosocial factors that effect performance/disposition (e.g., motivation, adjustment, anxiety, self-concept, QoL/participation, etc.,)
- ☐ Assessment instruments that address psychosocial factors that effect performance/disposition (see assessment chart)
- ☐ Occupational profile addresses
 - ☐ Who is client?
 - ☐ Client problems
 - ☐ Client values/interests/need
 - ☐ Why seeking services
 - ☐ Occupational history
 - ☐ Client successes/ strengths
 - ☐ Priorities
 - ☐ Influence of environment/context

☐ Other (s):

FWPE item #8: Administers Assessment: Establishes service competency in assessment methods, including but not limited to interviews, observations, assessment tools, and chart reviews within the context of the service delivery setting.

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

FWPE item #9: Interprets: Assists with interpreting assessment in relation to the client's performance and goals in collaboration with the occupational therapist.

- ☐ Standardized assessment results
- ☐ Information re: client condition/dx
- ☐ Subjective/objective impressions
- ☐ Verbal reports of others (team, family/caretakers, etc.)
- ☐ Observation of client's performance
- ☐ Client's stated values, beliefs/motivations
- ☐ Identified problems/needs
- ☐ Other (s):

FWPE item #10: Reports: Reports results accurately in a clear, concise manner that reflects the client's status and goals.

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

FWPE item #11: Establishes Goals: Develops client-centered and occupation-based goals in collaboration with the occupational therapist.

- ☐ Integrates information with client priorities to create plan relative to setting/scope of practice
- ☐ Incorporates client's present and future context(s) (personal, cultural, temporal, virtual, physical, social) in clinical reasoning/intervention planning
- ☐ Utilizes summarized evidence from Critically Appraised Topics/Papers (CATs/CAPs) to guide decision-making/reasoning (<http://www.otcats.com.index.html>)
- ☐ Uses EBP approach (e.g., PICO question: Person, Intervention, Comparison, Outcome) to search for/find relevant evidence according to client priorities & frame of reference

FWPE item #11(con't): Establishes Goals: Develops client-centered and occupation-based goals in collaboration with the occupational therapist.

- ☐ Critically appraises findings (e.g., CAT: <http://www.otcats.com/template/index.html> ; or CanChild (www.canchild.ca/en/canchildresources/educationalmaterials.asp#CriticalReview)
- ☐ Uses structures method to review evidence (journals, case studies, consensus of experts)
- ☐ Creates realistic plan reflective of accurate understanding of client abilities and potential
- ☐ Sets goals consistent with client priorities, theory/frame of reference, evidence & setting
- ☐ Other (s):

INTERVENTION

FWPE items #12: Plans Intervention: In collaboration with the occupational therapist, establishes methods, duration, and frequency of interventions that are client-centered and occupation-based. Interventions plans reflect context of setting.

- ☐ Verbally in supervision sessions
- ☐ Via written assignments (journal, case study)
- ☐ Via sharing EBP article reviews
- ☐ In rounds/team meetings
- ☐ Verbally in client sessions
- ☐ In pt education materials
- ☐ In written documentation
- ☐ Via in-services
- ☐ Other:

FWPE item #13: Selects Intervention: Selects and sequences relevant interventions that promote the client's ability to engage in occupations.

- | | |
|--|--|
| ☐ Condition/Status | ☐ Psychosocial needs |
| ☐ Progress | ☐ Current context & resources |
| ☐ Stated interests | ☐ Future context & resources |
| ☐ Beliefs & values | |
| ☐ Other (s): <input type="text"/> | |

FWPE item #14: Implements Intervention: Implements occupation-based interventions effectively in collaboration with clients, families, significant others, and service providers.

- | | |
|---|--|
| ☐ Role competence | ☐ Leisure |
| ☐ ADL | ☐ Adaptation |
| ☐ Play Work | ☐ Health/wellness |
| ☐ IADL | ☐ Quality of life |
| ☐ Sleep/rest | ☐ Self advocacy |
| ☐ Social participation | ☐ Occupational (social) justice |
| ☐ Education | |
| ☐ Other (s): | <input type="text"/> |

FWPE item #15: Activity Analysis: Grades activities to motivate and challenge clients in order to facilitate progress.

- ☐ Adapting sequence of activity & objects used
- ☐ ☐ Sensory input
- ☐ ☐ Visual/verbal cues
- ☐ ☐ Amount of physical assistance provided
- ☐ ☐ Social demand (1:1 vs. group, family vs. peer(s), rules/norms)
- ☐ ☐ Amount of emotional/behavioral support provided
- ☐ Changing length/frequency/timing of sessions
- ☐ ☐ Cognitive demand
- ☐ Physical requirements
- ☐ Promoting ☐ safety (☐ awareness, education/feedback, environmental modifications, removing potential sources of injury, etc.)
- ☐ Creating adaptive device(s)
- ☐ Reviewing/revising expectations with client(s) relative to desired occupations, role(s) & context
- ☐ Other:

FWPE items #16: Therapeutic Use of Self: Effectively interacts with clients to facilitate accomplishment of established goals.

- ☐ Seeks & responds to client feedback
- ☐ Maintains client focus in sessions
- ☐ Respectfully engages in discussion when conflict arises to address concerns
- ☐ Provides written documentation of collaborative plan (e.g., home program)
- ☐ Incorporates client/family priorities & interests
- ☐ Tailors client/family education to individual needs
- ☐ Other (s):

FWPE items #17: Modifies Intervention Plan: Monitors the client's status in order to update, change, or terminate the intervention plan in collaboration with the occupational therapist.

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

COMMUNICATION

FWPE items #18: Verbal/Nonverbal (same)

- ☐ Uses language appropriate to the recipient of information, including but not limited to funding agencies & regulatory agencies
- ☐ Gauges use of terminology to level of understanding of person with whom communicating
- ☐ Utilizes examples to illustrate meaning/intent
- ☐ Uses active listening strategies (restates/paraphrases) to ensure both parties have shared understanding of information/plan
- ☐ Uses multiple modes of communication (verbal, written, nonverbal)
- ☐ Makes eye contact when appropriate
- ☐ Attends to physical boundaries/body space
- ☐ Demonstrates professional presentation/demeanor in facial expression, posture, grooming affect, & attire
- ☐ Utilizes setting's services for translators of translation of written materials when indicated/available
- ☐ Other (s):

FWPE items #19: Written Communication (same)

- ☐ Completes computerized &/or hand-written documentation per setting protocols/formats
- ☐ Uses approved institutional terminology/abbreviations
- ☐ Uses technology when available to check work (grammar, spelling)
- ☐ Uses strategies such as proof reading, reading aloud, checking against template, asking colleague/peer to proof if feasible
- ☐ Other (s):

FWPE items #20 Self-responsibility: Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisors.

- ☐ Comes to supervision w/ list of questions/concerns & possible options for how to address them
- ☐ Takes initiative to meet w/ other members of team to understand their role/perspective
- ☐ Reviews testing materials/manuals on own prior to observing or administering
- ☐ Seeks out, reviews & shares reading materials/articles on frames of reference/EBP, client conditions, public law/policy, etc.
- ☐ Pilots new program ideas/improvements (e.g., assessment tools, outcome measures, groups, new forms or procedures, etc.) when feasible/available
- ☐ Collaborates in research design or data collection with others (per IRB approval)
- ☐ Exercises good judgment when choosing to attend in-services or other continuing education opportunities (e.g., based on workload management, caseload focus, scope of practice)
- ☐ Other (s):

FWPE items #21: Responds to Feedback: Responds constructively to feedback.

- ☐ Engages in mutual feedback exchange (e.g., listen, clarify, acknowledge feedback &/or redirection, provide examples, ask "How can I improve?" discusses ways to make active changes, identifies what would be helpful, discusses options)
- ☐ Demonstrates commitment to learning by identifying specific goals/actions to improve behavior/performance in collaboration with supervisor
- ☐ Processes feedback & seeks support from supervisor appropriate to context of supervisory relationship & learning opportunity
- ☐ Utilizes tools to reflect on own performance or variables affecting performance (e.g., self-assessment on FWPE, journaling, FEAT)
- ☐ Takes initiative to contact academic program resource persons for support if needed
- ☐ Other(s):

FWPE items #22: Work Behaviors: Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.

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

FWPE item 23: Time Management: Demonstrates effective time management.

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

FWPE item #24: Interpersonal Skills: Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.

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

FWPE items #25 Cultural Competences: Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.

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

Other expectations not noted above:

Print Name

Signature

Date

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

Site:

Date:

Formal Assessment Tools	Expected to gain Proficiency	Expected to gain familiarity	Expected to gain awareness/observe
Allen Cognitive Level Screening:	☐	☐	☐
Allen Diagnostic Module	☐	☐	☐
Ashworth Scale (Tone)	☐	☐	☐
Assessment of Motor & Perceptual Skills	☐	☐	☐
Bay Area Functional Performance Evaluation	☐	☐	☐
Beery Visual Motor Integration test	☐	☐	☐
Box and Block test	☐	☐	☐
Borgs Scale: Rate of Perceive Exertion	☐	☐	☐
Bruininks-Oseretsky Test -2	☐	☐	☐
Children's Assessment of Participation & Enjoyment/Preference for Activities of Children	☐	☐	☐
Children's Occupational Self Assessment	☐	☐	☐
Canadian Occupational Performance Measure	☐	☐	☐
Cognitive Assessment of Minnesota	☐	☐	☐
Coping Inventory	☐	☐	☐
Crawford Small parts Dexterity Test	☐	☐	☐
Dynamometer	☐	☐	☐
Early Coping Inventory	☐	☐	☐
Functional Independence Measure:	☐	☐	☐
Global Deterioration Scale	☐	☐	☐
Goniometry	☐	☐	☐
Hawaii Early Learning Profile	☐	☐	☐
Jepson Hand Function Test	☐	☐	☐
Kitchen Task Assessment	☐	☐	☐
Kohlman Evaluation of Living Skills	☐	☐	☐
LOTCA	☐	☐	☐
Manual Muscle Testing	☐	☐	☐
MoCa (Montreal Cognitive Assessment)	☐	☐	☐
Mini Mental State:	☐	☐	☐
Motor-Free Visual Perception Test (MVPT-3)	☐	☐	☐

Formal Assessment Tools	Expected to gain Proficiency	Expected to gain familiarity	Expected to gain awareness/observe
Moberg Pick Up Test:	☐	☐	☐
Nine Hole Peg Test	☐	☐	☐
Occupational Performance History Interview	☐	☐	☐
Occupational Self Assessment	☐	☐	☐
Peabody Developmental Motor Scale:	☐	☐	☐
Pediatric Evaluation of Disability (PEDI)	☐	☐	☐
Piers Harris Children's Self Concept Scale	☐	☐	☐
Pinch Meter	☐	☐	☐
Purdue Pegboard	☐	☐	☐
Routine Task Inventory	☐	☐	☐
School Function Assessment (SFA)	☐	☐	☐
Sensory Integration & Praxis Tests	☐	☐	☐
Semmes-Weinstein Monofilament:	☐	☐	☐
Sensory Profile	☐	☐	☐
Volumeter:	☐	☐	☐
WeeFIM	☐	☐	☐
Others : (Please list below)	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Fieldwork Performance Evaluation for the OTA student (FWPE)

Purpose

The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student is to measure entry-level competence of the occupational therapy assistant student. The evaluation is designed to differentiate the competent student from the Incompetent student and is not designed to differentiate levels above entry level competence.

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 2023 Accreditation Council for Occupational Therapy Education Standards and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results. In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapy assistant.

Using the FWPE for OTA

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. **The midterm and final evaluation scores will reflect development of student competency and growth.** In order to effectively use this evaluation to assess student competence, site specific objectives need to be developed. Use this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using the same evaluation at midterm and final, the student will complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when:

- a student exhibits unsatisfactory behavior in a substantial number of tasks or
- a student's potential for achieving entry-level competence by the end of the affiliation is in question.
- a score of 1 or 2 on any of the "Fundamentals of Practice" (safety & ethics) items.

Directions For Rating Student Performance

- All items must be scored to receive for a Pass on the FWPE for OTAS
- A sum score of 91 or higher will be required to receive a Pass on the FWPE for OTAS
- A score of 3 or higher on the following items:
 1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
 2. Adheres to safety regulations and reports/documents incidents appropriately), and

3. Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTAS

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

Overall Score

Pass 91 points and above

No Pass 90 points and below

The Academic Fieldwork Coordinator reviews the FWPE



Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student

SIGNATURES:

I HAVE READ THIS REPORT.

STUDENT NAME: LAST FIRST MIDDLE

COLLEGE OR UNIVERSITY

SIGNATURE OF STUDENT

FIELDWORK SETTING:

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

NAME OF ORGANIZATION/FACILITY

SIGNATURE OF RATER #1

ADDRESS: (STREET OR PO BOX)

PRINT NAME/CREDENTIALS/POSITION

CITY STATE ZIP

PREFERRED EMAIL ADDRESS OF RATER #1

TYPE OF FIELDWORK

ORDER OF PLACEMENT: 1 2 3 4 OUT OF: 1 2 3 4

NUMBER OF WEEKS/DATES OF SUPERVISION FOR RATER #1

FROM: TO:

DATES OF PLACEMENT

SIGNATURE OF RATER #2 (IF APPLICABLE)

NUMBER OF HOURS COMPLETED

PRINT NAME/CREDENTIALS/POSITION

FINAL SCORE

PREFERRED EMAIL ADDRESS OF RATER #2

PASS: _____ FAIL: _____

NUMBER OF WEEKS/DATES OF SUPERVISION FOR RATER #2

SUMMARY COMMENTS:

(ADDRESSES STUDENT'S CLINICAL COMPETENCE)

Quantitative Feedback (Scoring): All items must be scored using the following scale:

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

FUNDAMENTALS OF PRACTICE

All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

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

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

2. Adheres to safety regulations and reports/documents incidents appropriately.

Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

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

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

Comments on strengths and areas of improvement:

Midterm:

Final:

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

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

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.

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

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

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

Comments on strengths and areas of improvement:

Midterm:

Final:

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

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

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 non-standardized assessments

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

9. Administers delegated assessments using appropriate procedures and protocols.

Examples: standardized and non-standardized assessments, interviews, and observations

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

10. Assists with interpreting information in relation to the client's needs, factors, and performance.

Examples: record or chart reviews, observations, interviews, standardized and non-standardized 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

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

11. Reports results clearly, accurately, and concisely, reflecting the client's occupational performance.

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

Comments on strengths and areas of improvement:

Midterm:

Final:

■ **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

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

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

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

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

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

15. Implements client-centered and occupation-based intervention plans.

Includes the consideration of all client centered components including psychosocial factors

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

16. Modifies the task and/or environment to maximize the client's performance.

Examples: upgrades/downgrades task; arranges client's workspace for optimal performance

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

17. Recommends modification or termination of intervention plan based on the client's status.

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

18. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

Comments on strengths and areas of improvement:

Midterm:

Final:

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

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

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

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

21. Demonstrates knowledge about the organization.

Examples: mission and vision, accreditation status, licensing, specialty certifications

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

22. Meets productivity standards or volume of work expected of occupational therapy assistant students.

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

Comments on strengths and areas of improvement:

Midterm:

Final:

■ COMMUNICATION AND PROFESSIONAL BEHAVIORS

23. Communicates clearly and effectively, both verbally and nonverbally.

Examples: clients, families, caregivers, colleagues, service providers, administration, the public

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

24. Produces clear and accurate documentation.

Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

25. Collaborates with fieldwork educator(s) to maximize the learning experience.

Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

26. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

27. Responds constructively to feedback in a timely manner.

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

28. Demonstrates consistent and acceptable work behaviors.

Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

29. Demonstrates effective time management.

Examples: plans ahead, adheres to schedules, completes work in expected timeframe

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

30. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

31. Demonstrates respect for diversity factors of others.

Examples: culture, socioeconomic status, beliefs, identity

Midterm: 1 ☐ 2 ☐ 3 ☐ 4 ☐ Final: 1 ☐ 2 ☐ 3 ☐ 4 ☐

Comments on strengths and areas of improvement:

Midterm:

Final:

PERFORMANCE RATING SUMMARY SHEET

Performance Items	Midterm Ratings	Final Ratings
FUNDAMENTALS OF PRACTICE		
1. Adheres to the AOTA Code of Ethics	0	0
2. Adheres to safety regulations	0	0
3. Ensures the safety of self and others	0	0
BASIC TENETS		
4. Articulates the values, beliefs, and distinct perspective	0	0
5. Articulates the value of occupation	0	0
6. Articulates the role of occupational therapy practitioners	0	0
SCREENING AND EVALUATION		
7. Obtains sufficient and necessary information	0	0
8. Establishes service competency in assessment methods	0	0
9. Administers delegated assessments	0	0
10. Assists with interpreting information	0	0
11. Reports results clearly, accurately, and concisely	0	0
INTERVENTION		
12. Articulates a clear and logical rationale	0	0
13. Uses professional literature to make informed intervention decisions	0	0
14. Selects client-centered and occupation-based interventions	0	0
15. Implements client-centered and occupation-based intervention plans	0	0
16. Modifies the task and/or environment	0	0
17. Recommends modification or termination of intervention plan	0	0
18. Documents the client's response to services	0	0
MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES		
19. Demonstrates through practice or discussion the ability to collaborate	0	0
20. Demonstrates through practice or discussion an understanding of costs	0	0
21. Demonstrates knowledge about the organization	0	0
22. Meets productivity standards or volume of work	0	0
COMMUNICATION AND PROFESSIONAL BEHAVIORS		
23. Communicates clearly and effectively	0	0
24. Produces clear and accurate documentation	0	0
25. Collaborates with fieldwork educator(s)	0	0
26. Takes responsibility for attaining professional competence	0	0
27. Responds constructively to feedback in a timely manner	0	0
28. Demonstrates consistent and acceptable work behaviors	0	0
29. Demonstrates effective time management	0	0
30. Manages relationships effectively	0	0
31. Demonstrates respect for diversity factors of others	0	0
TOTAL SCORE	0	0

FINAL:

Pass. 91 points and above

No Pass. 90 points and below

Student Evaluation of the Fieldwork Educator

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

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

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

FIELDWORK EDUCATOR

General Information

Student Name

Student Email

Placement Start Date

Placement End Date

Fieldwork Educator Name

Fieldwork Educator Email

Fieldwork Educator Years of Experience

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

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Provided ongoing positive feedback in a timely manner	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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 intraprofessional collaboration	☐	☐	☐	☐	☐

Additional comments:

Date:

Student's signature:

Student Evaluation of the Fieldwork Experience

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

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

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

FIELDWORK SITE

General Information

Practice Setting

Fieldwork Site Name & Address

Placement Start Date

Placement End Date

Hours Required per Week

Work Schedule

☐ Weekends required ☐ Evenings required ☐ Flex/Alternative schedules

☐ Other:

Can the site be accessed by public transportation?

☐ Yes ☐ No

Is Parking Available at the Site?

How much is parking per day?

☐ Yes ☐ No

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

☐ Yes ☐ No

Patient Information

Age Groups you worked with

☐ 0-5 years old ☐ 6-12 years old ☐ 13-21 years old

☐ 22-65 years old ☐ 65+ years old

Describe the typical patient population

- ☐ In-Patient Acute
☐ In-Patient Rehab
☐ SNF / Sub-Acute / Acute Long-Term Care
☐ General Rehab Outpatient
☐ Outpatient Hands
☐ Pediatric Hospital/Unit
☐ Peds Hospital Outpatient
☐ In-Patient Psych

Other:

- ☐ Behavioral Health Community
☐ Older Adult Community Living
☐ Older Adult Day Program
☐ Outpatient / Hand private practice
☐ Adult Day Program for DD Home
☐ Health
☐ Peds Outpatient Clinic
☐ Early Intervention
☐ School

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

Orientation - Week 1

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

Orientation Topics	Yes	Needs Improvement
Site-specific fieldwork objectives	☐	☐
Student supervision process	☐	☐
Requirements/assignments for students	☐	☐
Student schedule (daily/weekly/monthly)	☐	☐
Agency/Department policies and procedures	☐	☐
Documentation procedures	☐	☐
Safety and Emergency procedures	☐	☐

Comments for the Orientation:

OCCUPATIONAL THERAPY PROCESS

I. Evaluation

Formal Assessment Tools Used:

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

OCCUPATIONAL THERAPY PROCESS

II. Intervention

Types of Intervention

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

☐

Individual

☐

Group

☐

Population

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

☐

Individual

☐

Group

☐

Population

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

☐

Individual

☐

Group

☐

Population

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

☐

Individual

☐

Group

☐

Population

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

☐

Individual

☐

Group

☐

Population

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

☐

Individual

☐

Group

☐

Population

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

☐

Individual

☐

Group

☐

Population

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

☐

Individual

☐

Group

☐

Population

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

☐

Individual

☐

Group

☐

Population

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

☐ Individual

☐ Group

☐ Population

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

☐ Individual

☐ Group

☐ Population

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

☐ Individual

☐ Group

☐ Population

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

☐ Individual

☐ Group

☐ Population

Approaches to Intervention

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

☐ Individual

☐ Group

☐ Population

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

☐ Individual

☐ Group

☐ Population

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

☐ Individual

☐ Group

☐ Population

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

☐ Individual

☐ Group

☐ Population

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

☐ Individual

☐ Group

☐ Population

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

☐

Individual

☐

Group

☐

Population

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

☐

Individual

☐

Group

☐

Population

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

Individual

Group

Co-treatment

Population

Total

OCCUPATIONAL THERAPY PROCESS

III. Outcomes

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

	Yes	No
Occupational Performance	☐	☐
Improvement	☐	☐
Enhancement	☐	☐
Prevention	☐	☐
Health & Wellness	☐	☐
Quality of Life	☐	☐
Participation	☐	☐
Role Competence	☐	☐
Well Being	☐	☐
Occupational Justice	☐	☐

Overall Evaluation

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	☐	☐
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 Format

- ☐ Narrative ☐ Electronic
☐ Checklist ☐ Soap
☐ Handwritten documentation ☐ Other:

Time frame and frequency of documentation

- ☐ Daily ☐ Biweekly
☐ Weekly
☐ Other:

Caseload expectation at the end of the student experience

Productivity expectation at the end of the student experience

Frequency of meetings with fieldwork educator

- ☐ Daily ☐ Biweekly
☐ Weekly ☐ Other:

What was the primary model of supervision used?

- ☐ One fieldwork educator : one student
☐ One fieldwork educator : group of students
☐ Two fieldwork educators : one student
☐ One fieldwork educator : two students
☐ Distant supervision (primarily off-site)
☐ Three fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

Supervisory methods to promote reflective practice

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

General comments on supervision:

Summary of Fieldwork Experience

Rate your expectations	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Expectations of fieldwork experience were clearly defined	☐	☐	☐	☐	☐
Expectations were challenging but not overwhelming	☐	☐	☐	☐	☐
Experiences supported student's professional development	☐	☐	☐	☐	☐

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

	No opportunities	Limited opportunities	Some opportunities	Many opportunities (with most clients)	Consistent opportunities (for all clients)
Client-centered practice	☐	☐	☐	☐	☐
Occupation-based practice	☐	☐	☐	☐	☐
Evidence-based practice	☐	☐	☐	☐	☐
Leadership & advocacy	☐	☐	☐	☐	☐
Interprofessional education	☐	☐	☐	☐	☐
Community integration	☐	☐	☐	☐	☐

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

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

☐ PT ☐ PTA ☐ SLP ☐ Nursing ☐ Social Work ☐ Medical
☐ PA ☐ MD ☐ DO ☐ Recreational therapy ☐ Athletic trainer ☐ Other:

If other OT/OTA student present, what level?

☐ OTA Associate ☐ OTA Baccalaureate ☐ OT Master ☐ OT Doctor

Do you feel you were adequately prepared for placement?

☐ Yes ☐ No

Why do you feel that you weren't prepared for the placement?

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

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

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

0 - Unlikely 10 - Very likely

Please specify the reasons for your recommendation:

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

☐ Yes, I have discussed my fieldwork experience with my supervisor

Date:

Students signature:

Additional Forms

Student Personal Data Sheet

FOR STUDENT FIELDWORK EXPERIENCE

PERSONAL INFORMATION

Name

Home

Address

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 _____

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.			

Table 19

ADDITIONAL COMMENTS

Student Signature _____ Date: _____

No OT Services Setting - Fieldwork Educator Agreement Form

Fieldwork Site Name: _____

Fieldwork Dates: _____

Student Name: _____

Academic Program: _____

I. Purpose of the Plan

This Fieldwork Supervision Plan is developed to comply with ACOTE Standard C.1.16 and documents how occupational therapy assistant services and supervision will be provided in a setting where no occupational therapy services currently exist.

II. Occupational Therapy Professional

- Supervisor Name: _____
- Credentials (e.g., OTR/L): _____
- State Licenses: _____
- Years of OT Professional Experience: _____ (*must be ≥ 3 years full-time or equivalent prior to fieldwork*)
- Affiliation (employed by site or contracted): _____
- Contact Information:
 - Phone: _____
 - Email: _____
 - Other (e.g., messaging app, telehealth): _____

Supervisor Role:

This OT is responsible for:

1. Direct supervision of the student for a minimum of 8 hours per week.
 2. Providing oversight and guidance for all occupational therapy activities, documentation review, and teaching of clinical reasoning and intervention planning.
 3. Being available to the student throughout *all scheduled working hours* via phone, email, video conferencing, or secure messaging.
-

III. Supervision Schedule and Structure

Weekly Direct Supervision by an OT Professional (minimum 8 hrs.):

Day	Time	Type of Supervision	Location
	___ – ___	Direct supervision	On-site / Remote
	___ – ___	Direct supervision	On-site / Remote
	___ – ___	Direct supervision	On-site / Remote
<i>(Adjust days/times to total ≥ 8 hours/week of direct contact)</i>			

Table 20

Note: This can be a combination of in-person supervision at the site when possible and synchronous (live) remote supervision via secure video telehealth when appropriate.

IV. Supervisor Availability

The OT Supervisor will be reachable during *all scheduled fieldwork hours* using a combination of:

- Phone
- Email
- Secure video conferencing
- Messaging app

This ensures timely support for clinical decision-making, safety questions, and feedback.

V. On-Site Supervisor Designee (Non-OT Professional)

- Name: _____
- Profession: _____ (e.g., RN, PT, Social Worker, SLP)
- License / Credentials: _____

The on-site supervisor designee:

1. Is present at the fieldwork site when the OT supervisor is not physically on site.
 2. Assists with day-to-day oversight, safety checks, and ensures the student follows site policies.
 3. Communicates with the OT supervisor regularly and promptly reports issues requiring clinical input.
-

VI. Integration of OT Services at the Site

To ensure meaningful engagement with occupational therapy principles, the student will:

- Conduct client interviews and functional assessments under supervision.
- Develop occupation-based intervention plans with supervisory input.
- Perform documentation and treatment notes reviewed and co-signed by the OT Professional supervisor.
- Educate clients/caregivers or site staff about occupational therapy concepts adapted to the site's population.

These activities should align with the program's learning objectives and be appropriate to the setting's population and needs.

VII. Documentation & Evaluation

- Co-signing: The OT Professional Supervisor reviews and co-signs all clinical documentation.
 - Weekly Progress Notes: The student and supervisor maintain notes on learning goals, feedback, and competency development.
 - Midterm and Final Evaluations: Formal evaluations occur on predetermined weeks using standard fieldwork performance evaluation tools.
-

VIII. Communication Plan

To maintain clear, frequent communication:

- Student and OT Professional Supervisor hold at least one weekly planning meeting.
 - The OT Professional Supervisor updates the academic fieldwork coordinator weekly (via email/phone).
 - Any safety concerns or student performance issues are communicated immediately.
-

IX. Signatures

By signing below, all parties agree to the terms of this supervision plan:

Occupational Therapy Professional Supervisor: _____ Date: _____

On-Site Supervisor Designee: _____ Date: _____

Fieldwork Student: _____ Date: _____

Academic Fieldwork Coordinator: _____ Date: _____

State College Of Florida Affiliation Agreement

STUDENT EXPERIENCE AGREEMENT

This Agreement is made and entered into effective this January, 2026 by and between THE DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA, (hereinafter referred to as "College"), and (hereinafter referred to as "Health Care Facility"). Located at: _____.

I. GENERAL TERMS OF AGREEMENT

1. It is mutually agreed that the purpose of this Agreement is to provide a comprehensive learning experience for participating students in accordance with terms provided herein. To accomplish this, the faculty and students of the College may use the various departments of the HEALTH CARE FACILITY for practice and clinical experience in connection with the College's Health Professions programs (Nursing, Dental, Occupation Therapy Assistant, Physical Therapist Assistant and Radiography). In consideration of the mutual provisions contained herein, the parties agree as set forth in this Agreement

2. Unless earlier terminated as provided herein, this Agreement shall be for an annual renewal, beginning on the Effective Date.

II. SPECIFIC RESPONSIBILITIES OF THE HEALTH CARE FACILITY

1. HEALTH CARE FACILITY shall provide a suitable environment and opportunities for observation and clinical experience in patient care areas, clinics, and in selected departments of the HEALTH CARE FACILITY

2. HEALTH CARE FACILITY shall provide, as available, the use of conference room/classroom space, as well as the use of library facilities and any applicable instructional materials, to meet the needs of the program. Specific days and times needed will be arranged with the designated representative of HEALTH CARE FACILITY by the College faculty prior to each semester.

3. HEALTH CARE FACILITY shall assist in the orientation of both faculty and students of the College to the use of physical facilities, and the policies and the procedures of the HEALTH CARE FACILITY as required

4. HEALTH CARE FACILITY shall facilitate, if required, emergency treatment for students or faculty members, at the student's or faculty member's expense, in the event of accident or illness involving the student while in the HEALTH CARE FACILITY for clinical experience

5. HEALTH CARE FACILITY shall allow students and faculty of College to use available refreshment facilities located within the HEALTH CARE FACILITY at student's or faculty's own expense.

6. HEALTH CARE FACILITY shall immediately inform the College of policy and procedure changes which effect the College's clinical experience programs.

7. HEALTH CARE FACILITY shall retain overall responsibility for patient care, including any period when that care is provided by a student.

8. HEALTH CARE FACILITY shall, in cooperation with the College, designate Clinical Instructors or Preceptors (discipline specific) to supervise students in the clinical area, Said persons shall meet the requirements of the College and program-specific professional accreditation agency.

9. HEALTH CARE FACILITY agrees to maintain for itself and its employees professional and general liability insurance with limits of at least One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. Upon request, a certificate of insurance evidencing such coverage shall be provided to College prior to the arrival of any student at HEALTH CARE FACILITY. Both College and HEALTH CARE FACILITY agree to continue professional liability insurance as required hereunder at the limits required through the use of prior acts coverage in renewal policies, tail coverage or otherwise during the period of the applicable statute of limitations.

III. SPECIFIC RESPONSIBILITIES OF THE COLLEGE

- 1. College shall notify the HEALTH CARE FACILITY in writing, no less than one (1) month in advance of the commencement of training the number of students and the College's planned schedule of student assignments which shall be subject to the approval of the HEALTH CARE FACILITY.**
- 2. College shall utilize proper communication channels in planning for clinical experience and patient assignment for students.**
- 3. College shall be responsible for planning the educational program and shall maintain all records/ reports related to student clinical experiences.**
- 4. College assumes full responsibility for the education of the student. College faculty will provide general supervision of the student's academic progress to include curriculum, course objectives/requirements and grading of clinical assignments. Clinical Instructors or Preceptors (discipline specific) will supervise students in the clinical area as stated in Section II and will provide information regarding evaluation of student clinical performance. College will determine and assign the student's final grade.**
- 5. College shall contract with specifically identified Clinical Instructors (ref. Section II, Number 8 above) as adjunct faculty. This will make them eligible for coverage under the College professional liability insurance policies during their supervision of students.**
- 6. The students, faculty and other College employees shall wear appropriate name tags identifying their status with the College.**
- 7. College shall advise all students, faculty and any other personnel furnished by the College to comply with all applicable rules, regulations, policies and procedures of the HEALTH CARE FACILITY. These students, faculty and other personnel shall maintain the confidential nature of information on patients and the records and business operations of the HEALTH CARE FACILITY. (See Addendum for Specific Consent form signed by all Health Science students.)**
- 8. On an annual basis, the College shall provide the HEALTH CARE FACILITY with verification of the current licensure or certification for all faculty members working with students in the clinical program at the HEALTH CARE FACILITY.**
- 9. The College assumes any and all risks of personal injury and property damage attributable to the negligent acts or omissions of the College and its officers, employees, servants and agents while acting within the scope of their authorized powers and duties or their employment by the College. The College and the HEALTH CARE FACILITY further agree that nothing contained herein shall be construed or interpreted as (1) denying to either party any remedy or defense available to such party under the laws of the State of Florida; or (2) a waiver of sovereign immunity of the State of Florida beyond the waiver provided in Section 768.28, Florida Statutes.**
- 10. College shall at all times have in effect professional liability insurance for itself, students, instructors, employees, and other persons furnished by College pursuant to this Agreement with limits of not less than \$1,000,000.00 per occurrence or claim and shall, prior to commencement of this Agreement, furnish HEALTH CARE FACILITY with certificates from the insurance carriers evidencing such coverage and stating that the insurance carriers will not cancel the policies without giving the HEALTH CARE FACILITY at least ten (10) days advance written notice.**
- 11. College shall provide evidence of workman's compensation insurance for any employees furnished by College pursuant to this Agreement.**
- 12. College shall assure that all students shall have been screened for certain communicable diseases prior to entry into the health science program, at least once a year or as otherwise required by applicable law. Students or College designee will**

present the following health records on the first day of students' educational experience at HEALTH CARE FACILITY (Students will not be allowed to commence experiences until all records are provided):

- (i) Tuberculin skin test within the past 12 months or documentation as a previous positive reactor; and
- (ii) Proof of Rubella and Rubeola immunity by positive antibody titers or 2 doses of MMR; and
- (iii) Varicella immunity, by positive antibody titer or proof of Varicella immunization; and
- (iv) Proof of Hepatitis B immunization or declination of vaccine, if patient contact is anticipated.

13. College shall assure that all students have been screened for illegal drug use (10 panel drug screen) prior to entry into the clinical portion of the health science program and will be subject to random screening throughout the program.

14. College shall assure that all students have been screened for criminal history on an annual basis prior to entry into the clinical portion of the health science program.

(a) The background check for students shall include, at a minimum, the following:

- (i) Criminal Search (7 years or up to 5 criminal searches).
- (ii) Violent Sexual Offender and Predator Registry Search.
- (iii) HHS/OIG List of Excluded Individuals/Entities.
- (iv) GSA List of Parties Excluded from Federal Programs.
- (v) U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN).
- (vi) Applicable State Exclusion List, if one.

15. College shall assure that appropriate accreditation of all Health Science programs are maintained.

16. College shall assure that all students and faculty will have had instruction, according to OSHA standards, related to the transmission of blood borne pathogens.

17. The student's final grade will be assigned by the College for each clinical experience.

IV. REQUEST FOR WITHDRAWAL OF STUDENT OR FACULTY MEMBER

1. HEALTH CARE FACILITY shall have the right to and obligation to request the College to withdraw any student or faculty member for violation of any rule, regulation or policy of the HEALTH CARE FACILITY or breach of confidentiality or other misconduct.

2. The College may at any time withdraw a student whose progress, conduct or work does not meet the standards of the program.

3. Final action on the withdrawal of a student or faculty member is the responsibility of the College. Notwithstanding anything in this agreement to the contrary, HEALTH CARE FACILITY may limit any student or faculty member's contact with or treatment of HEALTH CARE FACILITY patients, if in the opinion of Administration of HEALTH CARE FACILITY, the student or faculty member constitutes a threat to the safety and wellbeing of HEALTH CARE FACILITY's patients.

V. REVIEW, REVISION AND/OR TERMINATION OF AGREEMENT

1. Review, modification or revision of this Agreement shall be done with the mutual consent of both parties. Any modification or revision shall be in writing, attached to this Agreement and shall include the effective date of the changes and appropriate signatures.

2. In the event either party desires to terminate this Agreement, it shall be understood that written notice by either party to the other shall be given not less than six (6) months prior to the end of the academic year. However, the parties agree that students and faculty currently participating in the clinical program will be permitted to continue until completion of the current semester to meet the requirements of the curriculum.

VI. MISCELLANEOUS

1. HEALTH CARE FACILITY shall allow public access to all documents, papers, letters, or other materials subject to the provisions of Chapter 119, Florida Statutes, and made or received in connection with this Agreement. Refusal by HEALTH CARE FACILITY to allow such public access shall be grounds for unilateral cancellation of this Agreement by College and for imposition of any remedy or penalty available under law.

2. This Agreement shall be interpreted under the laws of the State of Florida. Venue for any legal proceeding concerning this Agreement shall be set in Manatee or Sarasota County, Florida.

3. Neither party shall discriminate against any HEALTH CARE FACILITY or College employee, or against any college student in his or her course of study or training under this Agreement, because of race, color, religion, national origin, gender, sexual orientation, genetic information, disability, age, marital or veteran status in any of its educational programs, services or activities, including admission and employment.

4. The parties agree that they are not relying upon any promises, understandings, circumstances, conduct, negotiations, expectations, representations or agreements, oral or written, expressed or implied, other than those expressly set forth herein;

that this Agreement is a complete integration and constitutes the entire agreement of the parties with respect to the subject matter hereto; that this entire Agreement has been bargained for and negotiated and that the parties have read and approved this Agreement in its entirety.

5. The College will disclose information from a student's educational record, as appropriate, to personnel at HEALTH CARE FACILITY who have a legitimate need to know in accordance with the Family Educational Rights and Privacy Act of 1974, as amended, and Section 1002.225, Florida Statutes. The HEALTH CARE FACILITY hereby agrees that its personnel will use such information only in furtherance of the clinical education program for the student, and that the information will not be disclosed to any other person without the student's prior written consent.

Dated this _____ day of _____, 2025

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA

By:

Title:

Facility Name:

By:

Title:

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.

Student Name (print): _____

Signature: _____

Date: _____

Confidentiality and Privacy Acknowledgment

State College of Florida - Occupational Therapy Assistant Program

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

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

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

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

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

Name _____ (Print)

Date _____

Signature _____