



Occupational Therapy Assistant Program
Fieldwork: Level II A & B

Supervised Clinical Practice I & II

Fieldwork Manual
2024-2025

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Introduction

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

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

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

Fieldwork

Fieldwork is the clinical experiences that the student will attend at a variety of settings. 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 II fieldwork is scheduled following successful completion of all academic coursework and is comprised of two full-time eight-week intervals.

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

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

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

OTA Program Mission

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

Program Goals

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

Student Learning Outcomes

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

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

9. Identify how scholarly activities can be used to evaluate professional practice, service delivery, and/or professional issues while promoting lifelong learning to meet the needs of a diverse and ever-changing healthcare environment. (FDE 1, 3, 9, 16)
10. Demonstrate professional behaviors and active involvement in professional development, leadership, and advocacy by understanding and utilizing the AOTA Code of Ethics and Standards of Practice for a consistent philosophy of ethical responsibility while working with clients, families, and other professionals. (FDE, 3, 16,)

Developed 6/2022

OTA Program Philosophy

The philosophy of the Occupational Therapy Assistant Program reflects the mission of the State College of Florida and is guided by measurable standards of institutional professional excellence by providing a dynamic engaging learning environment that facilitates the achievement of educational, professional, and personal goals. The program is also guided by the Person-Environment-Occupation (PEO) Model which illustrates how human occupational performance occurs and evolves throughout the lifespan (Law et.al, 1996). This model places a significant emphasis on the interconnectivity between the person, environment, and occupational roles. A 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 student's 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 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. 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.

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Section Two

Curriculum Design

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

Curricular Threads

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

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

Developing knowledge and understanding of the profession: Use and application of the OTPF 4th Ed. ([*Framework-IV*], AOTA, 2020) to all practice settings. Students will demonstrate knowledge of the OT process

and the history and philosophy that ground the profession, providing the students with a solid concept of, and respect for the profession they are entering.

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

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

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

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

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

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

Content Sequence:

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

classroom learning. Level II Fieldwork makes up the final semester of the program with students having the opportunity to further learn, as well as apply their knowledge and skills in clinical settings. Throughout each semester, the OTPF-4, PEO model, and curricular themes are interwoven into adult learning curricula while utilizing Bloom's Revised Taxonomy in course objectives.

Curricular Flow

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

Justification for Course Sequencing

Prerequisite courses

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

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

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

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

First Semester: What is Occupational Therapy?

As students complete sequenced coursework guided by the PEO Model, OTPF-4, Bloom's Revised Taxonomy, and Adult Learning Theory, they learn to define occupations, understand the impact of occupation on development across the lifespan, and identify how occupational opportunity, in the context of culture and

environment, influence occupational performance. Students begin to articulate and understand the purpose, techniques, and parameters of occupational therapy documentation, and recall knowledge of the history, foundational principles, and philosophies of the occupational therapy profession. Students also learn group processes and dynamics while developing presentation skills as they share knowledge of task analysis, grading, and adapting.

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

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

Second Semester

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

OTH 1520 Occupational Therapy During the Growth Years: This course provides a thorough background in prevalent disabilities occurring from birth to 20 years. Through laboratory activities, exploration of population-specific evaluations and assignments, as well as student demonstration and practicals, students will begin to use their developing clinical reasoning skills to choose and implement pediatric treatment activities based on the client's occupational performance, environmental contexts, and overall occupational needs. Concepts presented in OTH 1001 are expanded upon in relation to pediatric practice including the OTFP-4 frames of references, the treatment planning process, documentation, and the relationship of occupational therapy to other disciplines in the pediatric practice settings. This course also provides an opportunity for the student to have a fieldwork experience in a pediatric setting which provides an opportunity to link theoretical learning with real-life situations. One hour per week is dedicated to discussion of the fieldwork experiences as well as issues related to the psychosocial aspects of health care including; communication, recognizing beliefs, values,

and cultures, understanding the roles, needs and responsibilities of families, client-professional collaboration and collaborative treatment planning.

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

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

Summer Session

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

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

Third Semester

During the final didactic semester, students learn to analyze and apply knowledge learned from prior coursework to design and 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 preparatory and occupation-based interventions for course-specific conditions based on evidence-based research. Students are provided opportunities to apply skills of assessment, clinical reasoning, collaborative treatment, referral planning, and discontinuation concepts

throughout demonstrations, practicums, role-playing, and simulation. Fieldwork is embedded within this semester to promote student competence in skilled observations, communication skills, critical thinking, clinical reasoning skills, client interventions, and interprofessional collaboration skills. The integration of this fieldwork experience within the course structure provides students with opportunities to link content taught in core semesters with real-life clinical situations and to apply, analyze, and evaluate the OT process.

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

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

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

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

OTH 2933 Seminar for Clinical Practice: This course pulls together information about different practice areas learned in prior semesters and addresses practice management from a practical perspective. Content from this course assists in preparing students for their final fieldwork experiences and the transition from student to clinician through the introduction of common reimbursement guidelines, review or supervisory

responsibilities, importance of professional associations, and the development of professional development plans. Students use evidence-based practice to guide their decision-making process and understand how scholarship can be used to evaluate practice, service delivery, and professional issues. Through assignments, research, experiential learning, and discussions with panels of experts in the community, students learn the importance of program planning, advocacy, and program quality improvement.

Forth Semester

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

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

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

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Fieldwork

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

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

The opportunity to practice techniques and apply skills is upgraded throughout the coursework beginning with participation in OTH 1520. This initial fieldwork experience consists of students primarily observing clients in a pediatric setting. OTH 2802 provides students with the opportunity to observe and apply developing skills with a focus on challenges to physical and mental health. OTH 2840 and OTH 2841 fieldwork Level II experiences are the final opportunities for students to integrate and apply the knowledge acquired throughout the SCF OTA Program Curriculum.

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

ACOTE Standards related to Fieldwork

C.1.6 At least one fieldwork experience (either Level I or Level II) must address practice in mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations

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.1.7 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. 1.11 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).

C.1.12 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. 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 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 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 Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student or equivalent).

C.1.16 Relates to non-traditional settings

Level I and II Fieldwork Placement Policy

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

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

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

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

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

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

Level I (A – C) Fieldwork Placements

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

Level II Fieldwork Goal

ACOTE Standard for Fieldwork:

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

Level II A & B Fieldwork Placements

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

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

Curriculum and Fieldwork Appraisal

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

Fieldwork within the Curriculum

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

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

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

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

Fieldwork is the link between a concept and its application to practice. In order to reinforce the program's curriculum design concepts and learning approaches, students will engage in a variety of Level I and Level II Fieldwork experiences in current and emerging practice settings that will display individuals or groups in an optimum occupational performance as well as those whose occupational performance is challenged. Fieldwork placements will provide opportunities for students to utilize both the PEO approach and the Occupational Therapy Practice Framework to expand their development of professional and ethical behaviors as well as plan and implement OT services under the supervision of an occupational therapist. To ensure that fieldwork educators and sites are effectively able to carry out SCF OTA program curriculum, mission and Vision: Fieldwork site visits, frequent communication with fieldwork educators, and opportunities for consistent access will be required.

Criteria for Selection of Fieldwork Sites

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

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

Fieldwork Communication

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

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

Level I and II Fieldwork Placement Policy

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

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

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

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

Fieldwork Site communication

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

Emails:

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

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

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

Forms:

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

Telephone Calls

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

Site Visits

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

Fieldwork Performance Evaluations

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

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

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

Special Consideration Requests

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

Fieldwork Cancellations

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

Fieldwork Sites and supervisors

ACOTE Standard C.1.3 Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupation therapist or occupational therapy assistant prior to the onset of the Level II fieldwork.

This is met by completing the Fieldwork Educator Agreement Form

ACOTE Standard C.1.15 Document a mechanism for evaluation the effectiveness of supervision (e.g. student evaluation of fieldwork) and for providing resources for enhancing supervision.

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

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

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

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

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

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

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

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

Academic Fieldwork Coordinator's Role and Responsibilities (AFWC)

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

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

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

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

Student Responsibilities during Fieldwork Experiences

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

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

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

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

All students are required to have a recent physical examination.

All students are required to have a valid driver's license.

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

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

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

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

Fieldwork Educators Responsibilities

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

Fieldwork Educator Agreement Form. The student completes a self-evaluation and is required to bring it to the evaluation meetings.

Fieldwork Educator Resources

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

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

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

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

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

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

Fieldwork Policies

Dress Code

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

Professional Appearance

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

Proper personal hygiene is expected at all times:

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

- Shoes should be conservative- no spikes, sandals, or open toed or open heel shoes
- No exposed undergarments.
- Jeans, shorts, and leggings are not included as your uniform and should not be worn to the clinic.

Professional Behavior Expectations

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

- Consuming alcohol, using illegal drugs, using marijuana prior to arriving to fieldwork or while on site.
- Meeting occupational therapy clients, the client's family members, or Fieldwork site staff/educators outside of scheduled FW time for personal reasons.
- Stealing or lying at a FW site.
- Speaking inappropriately or in a derogatory manner to or about staff or clients.
- Failure to comply with HIPAA guidelines.
- Leaving a client unattended.
- Failure to comply with policies and procedures set for the SCF OTA Program and FW site.
- Failure to comply with attendance policy at FW site. (See Attendance Policy)

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

Students who are terminated from one FW placement due to unprofessional behavior will be required to successfully develop and complete a remediation plan. This plan may include (but not limited to) an identification and discussion of problematic behavior, suggestions for improvement, and supervisor feedback. A student may continue with the OTA Program based upon successful development of and completion of the remediation plan. A student who is terminated from a second FW placement site due to unprofessional behavior will automatically be dismissed from the OTA program.

Transportation

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

Name Tags

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

Fieldwork Attendance

A student hourly log is required to be completed daily with correct times, total number of hours and the FWE's signature. The same criteria for excused or unexcused absences in the classroom apply to FW both Level I and Level II experiences. Authorized absences for reasons other than illness will be considered on an individual basis. Permission must be granted by the AFWC in conjunction with the FWE for the absence to be excused.

Any absence, however, is required to be made up due to the ACOTE standards. If the FWE does not receive verification, the absence will be unexcused. In the case of inclement weather (regardless of SCF's decision to open/close, the student should make a reasonable attempt to be present at their assigned FW site. It is the student's responsibility to determine if their travel is unsafe. Both the AFWC and the FWE must be advised of this decision as soon as possible prior to beginning that business day. Students are required to make-up any missed days that occur due to weather related issues.

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

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

Attendance Consequences

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

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

Excused Absence for Fieldwork Site Visit

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

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

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

Accommodations for Students with Disabilities

The AFWC and OTA Program Director are committed to working in accordance with the provisions of the Americans with Disabilities Act (ADA) and providing reasonable accommodations for individuals with physical or mental limitations. Appropriate learning experiences are provided which are geared to maximize each

student's abilities. Students with disabilities are encouraged to work with faculty and staff to identify ways in which the essential functions and skills of an OTA can be performed in a manner that will satisfactorily fulfill the requirements of the fieldwork education program while meeting the student's needs. In order to receive accommodations, the student must provide written documentation of the disability from an appropriate qualified practitioner and meet with the Disability Resource Center (DRC). DRC notifies faculty (Condition not disclosed to faculty) of the reasonable accommodations to optimize student learning and teaching effectiveness. The notification is required to provide the accommodations before granting disability related accommodations.

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

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

Section Three

Fieldwork Dates for 2023-2024

***Dates are subject to change**

Fieldwork Type	Fieldwork Dates
Level I A Pediatrics	Monday, March 18 – Friday, March 22, 2024
Level I B Physical Rehabilitation	Monday, October 14 – Friday, October 18, 2024
Level I C Mental Health	Monday, November 11-November 15, 2024
Level II A	Wednesday, January 2 – Wednesday, February 26, 2025 Monday - Friday
Level II B	Monday, March 3 – Friday, April 25, 2025 Monday - Friday

Level II Fieldwork

State College of Florida Occupational Therapy Assistant Program

Guidelines and Goals for Occupational Therapy Assistant Program Fieldwork Level II

Purpose of Fieldwork II:

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

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

Goals for the Level II Fieldwork Experience:

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

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

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

Revised: 12/20

WHAT HAPPENS IF

- Everything is fine: Call Academic Fieldwork Coordinator (AFWC) and tell them! A mid-term phone call or email from each student is required.
- I see unethical things going on: Call the AFWC and discuss. At some point in time, you will need to discuss with the fieldwork supervisor what you have observed. If necessary and after discussion with all parties, you could possibly be removed from the site. This is handled on a case-by-case basis.
- I get hurt or have a family emergency: First, follow the program/facility guidelines. If you have time, contact the AFWC and let them know what is going on. If not, have your fieldwork site contact the AFWC and apprise them of the situation. Once the situation has stabilized, contact the AFWC again to discuss how long you need to be away from fieldwork and other pertinent information. The school and the fieldwork site will make decisions on what will happen with the fieldwork experience after discussion with the student.
- There is a natural disaster or emergency at my fieldwork site:
 - 1.) Seek shelter, following the policies and procedures of the organization.
 - 2.) Seek medical attention as needed. At some point you will need to contact SCF Security and let them know what is going on and the type of treatment you have received.
 - 3.) Contact either your family or the AFWC to let them know that you are okay. If you contact your family and you do not have time to call the AFWC, then tell them to call school and let us know what is going on. If you have limited phone access and have multiple people to contact, call the AFWC and they will contact family and friends for you.
- I don't like my fieldwork supervisor: First you need to figure out if you can still work and learn from your supervisor. Remember that you don't necessarily have to like someone to work with them. You need to figure out if the problem is you, them or a combination. Keep in mind that this fieldwork experience is not forever and if you can make it work, then do that. If you feel like you and your supervisor really cannot get along, then explore other options. If another fieldwork supervisor at that site is available, consider requesting a change. Remember though, just as you want to know what you are doing right or wrong, your supervisor needs to get that feedback as well. Don't just show up one day requesting a change in supervisors. Make sure that you have gone through the proper channels so that your supervisor is aware of your frustrations and agrees that this is the best idea in order for you to have a successful experience.
- I don't like the other students that I am working with (collaborative fieldwork): This is a working relationship. You should handle the situation just like you would if you were an employee. Try to find common areas or interests for you and the other student(s) to explore. If you find there is nothing in common, or your work styles don't mesh and you are having difficulty getting your job done, discuss it with your supervisor. Again, you don't have to personally like someone to work effectively with them.
- I don't think the fieldwork supervisor is competent in his/her practice area: This is not an easy issue to deal

with. The first thing you need to figure out is can you learn in that environment. If you can learn and contribute to the setting, then see if you can make it work for the remainder of your experience. If you don't think you can learn in your practice environment there are some options. First thing though, your fieldwork supervisor needs to know that you have concerns, don't surprise him/her with the fact that you aren't happy. You can request a change in supervisors, or you can request a withdrawal all together from the experience. Withdrawal has a lot of ramifications and is not something that a student in a fieldwork setting can decide without discussion with the fieldwork supervisor and the AFWC. Refer to your Student Manual for specifics about withdrawal timelines and readmission fees.

- My supervisor quits while I am there: Don't panic!! Most places have a backup plan for situations like this. Either there is another therapist that you can work with, or they have another location within their system that you can transfer to.
- I don't agree with the marks that I've been given on my evaluation: Tough. The fieldwork supervisor is the expert while on your fieldwork experience. Arguing with them or with the AFWC saying that you don't agree with how you've been evaluated gets you nowhere. There is a reason why they have that opinion of you and your work, figure out why that is and move on from there.
- My supervisor has concerns about my progress/performance: First, discuss with your supervisor about the concerns and ways to improve your performance. If the issue or concerns are not resolved, contact AFWC to discuss and encourage your supervisor to contact the AFWC. Each situation/concern will be handled on a case-to-case basis. The AFWC and other OTA faculty routinely contact fieldwork sites and supervisors to discuss student progress during the fieldwork experience. If necessary, a site visit will be made to discuss the concern with you and your supervisor or follow-up phone calls will be made to ensure the concerns have been resolved.
- I'm failing at mid-term: Not really an uncommon occurrence, but still serious. The first four weeks of your experience are really an orientation and exposure time. If you are having difficulty at the halfway mark, you really need to hit the books hard and do whatever it takes to pull yourself out danger. If you are in trouble at midterm, your fieldwork educator should contact the AFWC and discuss the current situation. You should contact the AFWC on your own, after discussing the issues with the fieldwork supervisor. If your fieldwork location is not within driving distance for an on-site meeting, you, your fieldwork supervisor and the AFWC will have a virtual meeting to discuss options. Any failing marks at midterm will be reviewed by the OTA Faculty.
- I am asked to leave/withdraw from an experience: This will depend upon the reasons for withdrawal. Each situation will be handled on a case-by-case basis. In cases of poor performance and/or poor professional skills, students will be reviewed by the OTA faculty. Each student will review performance with the AFWC and discuss their interpretation of why they were removed from the experience. Each student must develop a plan for remediation that is accepted by the OTA Faculty. This plan must be deemed appropriate, and all steps of the plan must be completed prior to initiation of a placement search for another affiliation. Refer to

your OTA Program Student Handbook for specifics about withdrawal timelines and readmission process.

- I failed one fieldwork experience: You must develop a plan for remediation that is accepted by the OTA Faculty. This plan must be deemed appropriate, and all steps must be completed prior to initiation of a placement search for another affiliation.
- I failed two fieldwork experiences: You failed the program and are not granted a degree. Refer to your OTA Student Handbook for specifics on the appeal process.

PERSONAL DATA SHEET

FOR STUDENT FIELDWORK EXPERIENCE

PERSONAL INFORMATION

Name _____

Home Address _____

Home Phone number: _____

Cell Phone Number: _____

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

EDUCATION INFORMATION

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

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

3. Foreign languages read _____ spoken _____

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

Date of expiration _____

HEALTH INFORMATION

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

2. If yes, name of company _____

Group # _____ Subscriber # _____

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

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

PREVIOUS WORK/VOLUNTEER EXPERIENCE

CAREER GOALS:

PERSONAL PROFILE

1. Strengths:

2. Special skills or interests:

3. Describe your preferred learning style:

4. Describe your preferred style of supervision:

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

FIELDWORK EXPERIENCE SCHEDULE

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

ADDITIONAL COMMENTS

Student Signature _____ Date: _____

Site Specific Objectives Checklist

This is a live Link to Site Specific Objectives list:
Please complete and submit in Canvas on day one.
This is an ACOTE Standard.

https://scfcloud-my.sharepoint.com/:w:/r/personal/swartl_scf_edu/_layouts/15/Doc.aspx?sourcedoc=%7B0762D1E6-A8BC-4472-B199-F0547FAC425A%7D&file=SCF_FLOTEC-OTA-Site-Specific-Objectives.doc&action=default&mobileredirect=true

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

Student Hourly Log

Student's Name: _____

Fieldwork Educator's Name: _____

Facility: _____

All scheduled dates for fieldwork should appear on this log.

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

Days	Date	Exact Time In	Exact Time Out	Total Hours	Supervisor Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					

24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					
41					
42					
43					
44					
45					
46					
47					

A copy of the time sheet must be submitted at midterm and the original time sheet is submitted at the end of the fieldwork experience.

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

Weekly Updates:

State College of Florida
Occupational Therapy Assistant Program
Level II Fieldwork

Weekly Update:

Please email to SwartL@SCF.edu

Student: _____ FW Educator Name: _____

Facility: _____ Phone Contact: _____

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

Makeup Dates: _____

Student to Complete

Yes

No

Are you making progress?

Are you receiving adequate feedback?

Are the FWEs expectations clear?

Are you seeing and experiencing a variety of patients and treatment approaches?

What skills do you feel you are competent in?

What skills do you feel need improvement?

Do you need a visit or phone call?

Fieldwork Educator to Complete

YES

NO

Is the student making progress on meeting their goals and/or expectations?

Is the student receptive to your feedback and support?

Is the student performing effective communication skills with patients, families, health care team members and you? (verbal, nonverbal, written, and listening)

Strengths:

Areas to Develop:

Student Signature :

Date:

FWE Signature:

Date:

Student Learning Objectives

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

Suggested Fieldwork II Learning Activities

Week 1: Orientation/Observation

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

Week 2: Complete Orientation/Build Caseload

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

Week 3: Continue to Build Caseload

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

Weeks 4 and 5: Continue to Build Caseload

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

MIDTERM Due:

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

<https://youtu.be/T4wnbYJtOf0>

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

Weeks 6 and 7: Maintain Caseload

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

Week 8: Closure

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

- **Final Due:**

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

EXAMPLE:
STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE
(SEFWE)

Purpose:

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

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

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

Instructions to the Student:

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

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site:

Address:

Type of Fieldwork:

Placement Dates: from _____ to _____

Order of Placement: First Second Third Fourth

Student work schedule:

Hours required: _____ per week

Weekends required Evenings required

Flex/Alternate Schedules Describe:

Identify Access to Public Transportation:

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

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

Experience report on

(date)

Student's
Signature

FW Educator's Signature

Student's Name (Please Print)

FW Educator's Name and credentials (Please Print)

FW Educator's years of experience

ORIENTATION—WEEK 1

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

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

Safety and Emergency Procedures			
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CLIENT PROFILE

Check age groups worked with performance

List most commonly seen occupational issues in this setting

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

Occupational Performance Issues

Describe the typical population:

OCCUPATIONAL THERAPY PROCESS

I. EVALUATION

List assessment tools used	Observed	Performed

II. INTERVENTION

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

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

Advocacy: promotes occupational justice and empowers clients				

Identify theory(ies) that guided intervention:

III. OUTCOMES

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

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

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

No	Yes
The current Practice Framework was integrated into practice	
Evidence-based practice was integrated into OT intervention	
There were opportunities for OT/OTA collaboration	
There were opportunities to collaborate with other professionals	
There were opportunities to assist in the supervision of others— specify:	
There were opportunities to interact with other students	
There were opportunities to expand knowledge of community resources	
Student work area/supplies/equipment were adequate	

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Additional educational opportunities provided with comments (specify):

DOCUMENTATION AND CASE LOAD

Documentation Format:

Narrative SOAP Checklist Other: _____
Hand-written documentation Electronic

If electronic, name format & program:

Time frame & frequency of documentation:

Ending student caseload expectation: _____ # of clients per week or day
Ending student productivity expectation: _____ % per day (direct care)

SUPERVISION

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

one fieldwork educator : one student

one fieldwork educator : group of students

two fieldwork educators : one student

one fieldwork educator : two students

distant supervision (primarily off-site)

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

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

General comments on supervision: _____

SUMMARY of FIELDWORK EXPERIENCE

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

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

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

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

Study the following evaluations:

Study the following intervention methods:

Read up on the following in advance:

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

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

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

Why or why not?

INSTRUCTIONS

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

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

FIELDWORK EDUCATOR NAME:

FIELDWORK EDUCATOR YEARS OF EXPERIENCE:

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

1 2 3 4 5

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

Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					
Modeled and encouraged interprofessional collaboration					
Modeled and encouraged intra-professional collaboration					

Comments:

AOTA FIELDWORK DATA FORM

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

FW I Contact Person: [] Credentials: [] Phone: [] Email: []	FW II Contact Person: [] Credentials: [] Phone: [] Email: []
--	---

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

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

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

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

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

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

Occupations: Client-directed occupations that match and support identified participation level goals (check all that apply):

ACOTE Standards C.1.8, C.1.11, C.1.12

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

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

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

Identify safety precautions important at your FW site

Medications	Swallowing/choking risks
Postsurgical (list procedures)	Behavioral system/ privilege level (locked areas, grounds)
Contact guard for ambulation	Sharps count
Fall risk	1 to 1 safety/suicide precautions
Other (describe): <input type="text"/>	

Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply): <i>ACOTE Standard C. 1.12</i>		
Performance Skills: Motor skills Process skills Social interaction skills	Client Factors: Values Beliefs Spirituality Mental functions (affective, cognitive, perceptual) Sensory functions Neuromusculoskeletal and movement-related functions Muscle functions Movement functions Cardiovascular, hematological, immunological, and respiratory system functions Voice and speech functions; digestive, metabolic, and endocrine system functions; Skin and related-structure functions	Context(s): Cultural Personal Temporal Virtual Environment: Physical Social
Performance Patterns: Person: Habits Routines Rituals Roles Group or Population: Habits Routines Rituals Roles		

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

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

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

Page Break

OPTIONAL DATA COLLECTION:

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

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

Agency for External Review: (name) []
Year of most recent review: []
Summary of outcomes of OT Department review: []

Agency for External Review: (name) []
Year of most recent review: []
Summary of outcomes of OT Department review: []

Agency for External Review: (name) []
Year of most recent review: []
Summary of outcomes of OT Department review: []

2. Describe the fieldwork site agency stated mission or purpose (can be attached). []
3. OT Curriculum Design Integrated with Fieldwork Site (insert key OT academic curricular themes here) *ACOTE Standards C.1.2, C.1.3, C.1.7, C.1.8, C.1.11, C.1.12*
 - a. How are occupation-based needs evaluated and addressed in your OT program?? []
 - b. Describe how you seek to include client-centered OT practice. How do clients participate in goal setting and intervention activities? []
 - c. Describe how psychosocial factors influence engagement in occupational therapy services. []
 - d. Describe how you address clients' community-based needs in your setting. []
4. How do you incorporate evidence-based practice into interventions and decision making? Are FW students encouraged to provide evidence for their practice? *ACOTE Standards C.1.3, C.1.11* []
5. Please describe the FW Program and how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, and monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of an entry-level job description with essential job functions to the AFWC. *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.4, C.1.8, C.1.9* []
6. Please describe the background of supervisors by attaching a list of practitioners who are FW educators including their academic program, degree, years of experience since initial certification, and years of experience supervising students) *ACOTE Standards C.1.9, C.1.14, C.1.17, C.1.19* []
7. Describe the training provided for OT staff for effective supervision of students (check all that apply). *ACOTE Standards C.1.9, C.1.15, C.1.16* []

Supervisory models []

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

Clinical reasoning []

Reflective practice []

Comments: []

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

Supervisory Patterns–Description (respond to all that apply)

1:1 Supervision model: [redacted]
Multiple students supervised by one supervisor: [redacted]
Collaborative supervision model: [redacted]
Multiple supervisors share supervision of one student; number of supervisors per student: [redacted]
Non-OT supervisors: [redacted]

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

STATUS/TRACKING INFORMATION SENT TO FACILITY:

Date: [redacted]
ACOTE Standard C.1.6

Which documentation does the fieldwork site need?

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

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

Title of Parent Corporation (if different from facility name): [redacted]
Type of business organization (Corporation, partnership, sole proprietor, etc.): [redacted]
State of incorporation: [redacted]
Fieldwork site agreement negotiator: [redacted] **Phone:** [redacted] **Email:** [redacted]
Address (if different from facility):
Street: [redacted] City: [redacted] State: [redacted] Zip: [redacted]

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

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

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

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

Fieldwork Performance Evaluation for the OTA Student Midterm and Final

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

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

Rating Scale

4- Exemplary performance

3- Proficient performance

2- Emerging performance

1- Unsatisfactory performance

Rating scale definitions

Exemplary performance	Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.
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Proficient performance	Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.
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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).
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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).
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FWPE for OTAS Scoring:

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

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

Links:

Level I: Fieldwork competency Evaluation for OT and OTA students

<https://docs.google.com/document/d/1zXLvuMoB6ewsKVkCLxd3QTAXiXdBxTbig92-NzCnNKM/edit?tab=t.0>

Level II: Formstack information for Fieldwork Performance Evaluation for OTA

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

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

CONFIDENTIALITY AND PRIVACY ACKNOWLEDGMENT

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

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

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

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

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

Student _____

(please print)

Signature _____

Date _____

Fieldwork Manual Consent

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

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

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

Name (print): _____

Signature: _____

Date: _____

Fieldwork Level II Checklist

The following are due **PRIOR to starting**. If you have not received them, you cannot start fieldwork, and it will be delayed.

- Site Specific Objectives checklist
https://scfcloud-my.sharepoint.com/:w:/r/personal/swartl_scf_edu/layouts/15/Doc.aspx?sourcedoc=%7B0762D1E6-A8BC-4472-B199-F0547FAC425A%7D&file=SCF_FLOTEC-OTA-Site-Specific-Objectives.doc&action=default&mobileredirect=true
- Fieldwork Educator Agreement Form
- Personal Data Form- Provide this to FWE and upload

Day One:

- Fieldwork Educator Information Sheet
- Fieldwork Manual Consent
- Confidentiality and Privacy Acknowledgment

Day Two:

- Reflection #1

Day Five:

- AOTA Fieldwork Data Form-do the optional portion. If the FWE has one from previous students, this may be used. This is a google drive that you may be able to retrieve and review the facility prior to starting.
<https://drive.google.com/drive/u/0/folders/1crfgntDoTchV2zq8q2O9YBp1qpcpjGnj>

Every Wednesday:

- Post discussion
- AOTA Study Tools -To be announced

Every Friday:

- Weekly update
- Student Hourly Log

Every Sunday: Reply to 2 posts

Week 2: Friday

- Confirmation of Site Visit by your assigned instructor

Week 3:

- Evidenced Based Practice Assignment

January 30, 2025

- Midterm (Formstacks link) This is done electronically
- Treatment Plan #1 due
- Reflection #2

Week 5:

- Evidenced Based Practice Assignment

Week 6:

- Treatment Plan #2

Last Day:

- Student Hourly Log
- Fieldwork Performance Evaluation for the OTA Student (Formstacks link)
This is done electronically.
- Student Evaluation of the Fieldwork Experience (SEFWE)

