



College of Health Professions
Department of Occupational Therapy

FIELDWORK EDUCATOR & STUDENT **MANUAL**

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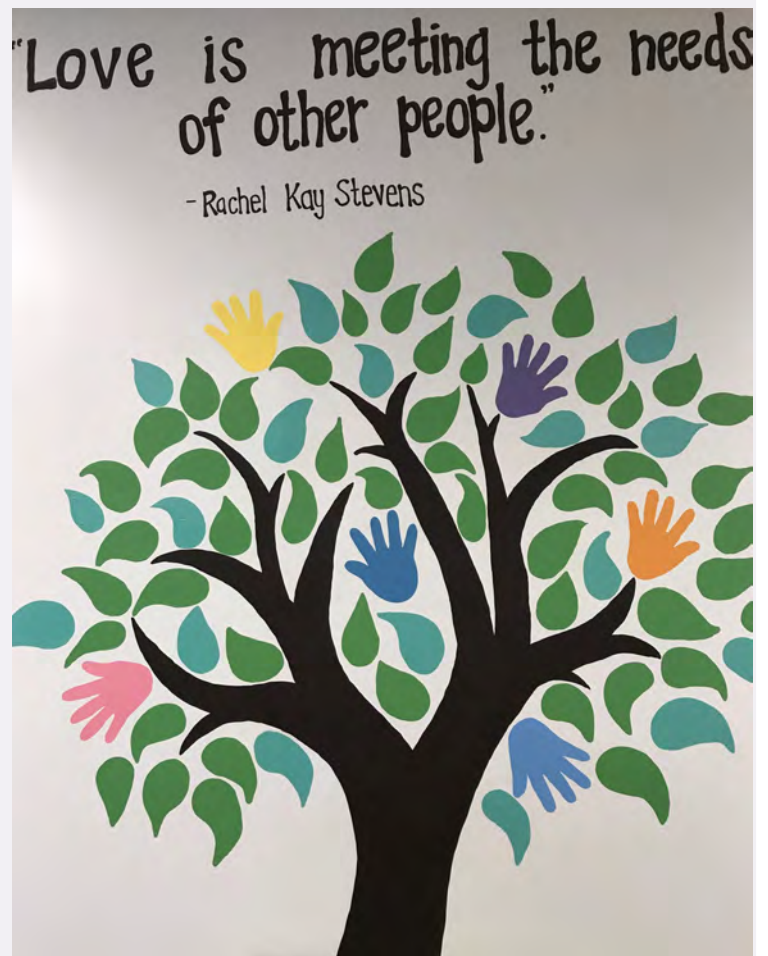
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SECTION I

GENERAL INFORMATION:

THE UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER





Training the health care scientists and caregivers of tomorrow

The mission of the University of Tennessee Health Science Center is to bring the benefits of the health sciences to the achievement and maintenance of human health, with a focus on the citizens of Tennessee and the region, by pursuing an integrated program of education, research, clinical care and public service.

(Adopted from ACOTE Standards, 2018)



STATEMENT OF VALUES

History

The College was founded as the College of Community and Allied Health Professions in 1972 and was later named the College of Allied Health Science. In 2014, the name changed to the College of Health Professions.

The College serves as an administrative base for allied health programs from a variety of departments and institutions. Initial departments included clinical laboratory sciences (which included programs in medical technology, cut-technology, histotechnology and blood banking), then within the College of Medicine's Department of Pathology; dental hygiene, then in the College of Denistry; medical record administration (now health informatics and information management), then a part of Baptist Memorial Hospital; physical therapy, then within the College of Medicine's Department of Medicine; and radiologic technology, then within the College of Medicine's Department of Radiology. Start-up funding for the College came from a Veterans Administration grant. The Departments of Occupational Therapy and Audiology and Speech Pathology (located on the University of Tennessee, Knoxville campus) were later added. The blood banking program was discontinued, and the Department of Radiologic Technology and the histotechnology program were transferred to Southwest Tennessee Community College. The Physician Assistant studies program was added in 2012, but moved to the College of Medicine in 2016.

History

The College has made a commitment towards a new direction and a renewed purpose to train students and to impact our community, state and nation. After a year of discussion and committee review, the College's faculty voted overwhelmingly Sept 14, 2018, to adopt the new Strategic Plan (2018-2025) which the College faculty believe will launch us to national prominence. The new Strategic Plan stresses research throughout the curriculum in each program and obtain national research funding for these important efforts. The College will seek resources that will recruit world class researchers, and for the first time as a college, prepare students for research investigations of clinical problems in the Health Professions. The College will strive to grow its clinical outreach efforts, expand its existing training opportunities and add new academic BS, PhD and professional training programs to provide new career choices for students who choose to come to work with world class faculty at UTHSC. The goal of the College is to strive to be the best, but to begin with, it will work hard with all of the alumni and stakeholders to elevate the national ranking of every program in the college to be in the top 20 (or higher) by 2025.

Mission Statement

The mission of the College of Health Professions is consistent with the mission of the University of Tennessee: that is, to provide the people of Tennessee with access to quality higher education, economic development and enhanced quality-of-life opportunities. The UTHSC mission is to bring the benefits of the health sciences to the achievement and maintenance of human health, with a focus on the citizens of Tennessee and the region, by pursuing an integrated program of education, research, clinical care, and public services. The College educates competent health professionals to provide services that address the health care needs of the people of Tennessee, provide leadership in the respective health professions, contribute to the knowledge bases of the respective health disciplines and promote lifelong learning through continuing education.




LOCATION AND FACILITIES

The College's administrative offices as well as those of most of the department are located on the sixth floor of the 930 Madison Building on the Memphis campus of the UT Health Science Center. The Department of Health Informatics and Information Management offices and the Occupational Therapy student classroom and laboratory are located in the 920 Madison Building. The Department of Occupational Therapy has a student pediatrics laboratory in the Boling Center for Developmental Disabilities located on the Memphis campus. The Department of Audiology and Speech Pathology is located on the campus of the University of Tennessee, Knoxville.

DEPARTMENT OF OCCUPATIONAL THERAPY

PHILOSOPHY STATEMENT



The philosophy of the Department of Occupational Therapy at the University of Tennessee Health Science Center is based on fundamental beliefs about human beings, occupational therapy, knowledge, and how human beings attain knowledge. Humans are occupational beings, with inherent value and worth. Each individual's unique values, goals, desires, interests, skills, abilities, culture, social context, and physical environment influence his or her occupational choices and the manner in which he or she adapts to constraints and challenges encountered in life. Occupations are the meaningful activities, which help sustain human beings physically, cognitively, emotionally, and spiritually as they confront the demands of daily life. A balance of occupations is important to the person's physical and mental health, and this balance is also unique to the individual.

Occupational therapists believe in the power of occupation as both a means of intervention and an end goal of intervention. The scope of occupational therapy practice is limited only by the practitioner's creativity and imagination, within legal and ethical boundaries. Occupational therapy has a distinctive lens through which to analyze and intervene when the meaningful and purposeful activities of life are disrupted or hindered. The profession's focus on meaningful and purposeful activity across the lifespan places occupational therapists in a position to facilitate participation across every aspect of society. The strongest practitioners are not bound by the traditions of the field, but rather use them as a launching point to push the field, and those who benefit from it, to a greater realization of what is possible.



The department views the educational process as one of acculturating students into the profession of occupational therapy. The curriculum seeks to develop ethically grounded professionals with strong occupational therapy identities whose practices are occupation- and client-centered. Using the evidence and acting as scholarly clinicians, graduates are prepared to serve as leaders and change agents in their practice settings and/or society. To prepare these practitioners, the department utilizes a variety of active learning experiences; for example, reflection, writing, and discussion; case-based learning; team-based learning; community service experiences; and fieldwork. Through these experiences, students are required to act as self-directed learners and construct knowledge within the community of knowers that includes their peers, instructors, clinicians, and other professionals. Student life experiences and personal narratives are valued as important contributions to learning. The faculty values learning experiences, which require students to make decisions and act on them. Feedback and evaluation based on these actions help students develop their own understanding and learn to use knowledge in problem-solving (Pelley, 2012). Thus, while adhering to principles of social constructivism, i.e., "the belief that persons actively construct their perspectives by interpreting their experience" (Baxter Magolda, 2002, p. 90), systematic instructional guidance, feedback, and scaffolding are also utilized to facilitate student growth and learning. As Mayer (2004) explained:

Guided discovery is effective because it helps students meet two important criteria for active learning—(a) activating or constructing appropriate knowledge to be used for making sense of new incoming information and (b) integrating new incoming information with an appropriate knowledge base. Students need enough freedom to become cognitively active in the process of sense making, and students need enough guidance so that their cognitive activity results in the construction of useful knowledge. Various forms of guided discovery seem to be best suited to meet these two criteria. (p. 15-16).

In this respect, the department also draws on the apprentice perspective (OT Model Curriculum Ad Hoc Committee, 2009).

The department recognizes that students enter the program with different levels and degrees of motivation, life experience, beliefs about knowledge and knowing, proficiency in critical thinking, and experience related to occupational therapy. Therefore, the faculty also draws on cognitive and developmental frameworks by promoting the connection of new knowledge with previous experience and requiring increasingly complex and creative reasoning. Providing opportunities for students to practice reasoning in situations of ambiguity and uncertainty promotes development of a belief in knowledge as fluid and contextual. As students' progress to a belief that knowledge is not authoritative, but it can be judged as more or less substantiated, they begin to incorporate the epistemic and ontological cognition that is characteristic of the profession of occupational therapy.

Further, the faculty utilize aspects of the narrative approach described by Doll (1996), providing challenge and ambiguity through writing, reflection, discussion, case-based, and team-based methods to "invite dialogue and meaning making" (OT Model Curriculum Ad Hoc Committee, p.7). Recursion is also used as theory and concepts are introduced and then revisited, integrated, analyzed, synthesized, and applied later in the curriculum to facilitate "connections across and between content and to practice" (OT Model Curriculum Ad Hoc Committee, p. 7). Finally, the faculty strives to support students as they struggle to create personal meaning from new knowledge and concepts.

The goal of the faculty is to create a demanding yet safe and fair learning environment where every person is respected as a knowledge assembler and is thereby expected to actively engage, contribute, and act responsibly and professionally. In this environment, the student can reach for and realize his or her potential and develop the skills and abilities necessary to be advocates in the wider world. As students realize their potential, they recognize the joy of learning and develop habits of lifelong learning.



References

- Baxter Magolda, M. B. (2002). Epistemological reflection: The evolution of epistemological assumptions from age 18 to 30. In B. K. Hofer, & P. R. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing* (pp. 89-102). Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- Doll, W. E. (1996). Curriculum possibilities in a "post" future. In C. F. Conrad & J. G. Haworth (Eds.), *Revisoning curriculum in higher education* (1st ed., pp. 58-69). Needham Heights, MA: Simon & Schuster. Mayer, R. (2004).
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- Pelley, J. (February 27, 2012). Deliberate practice - A primer. A resource for TTUHSCSOM expert skills program. In *Success Types Medical Education Page*. Retrieved September 20, 2012, from <http://www.ttuhs.edu/SOM/success/>.



SECTION II
**GENERAL
INFORMATION:
FIELDWORK**





General Information

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of a qualified occupational therapy practitioner serving as a role model.

The goals of Level I fieldwork are to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the clients' needs. Level I Fieldwork is integral to the UTHSC program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended to be independent performance. Qualified personnel for Level I Fieldwork supervision include, but are not limited to, certified and licensed occupational therapy practitioners, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be consistent with the UTHSC program's curriculum design and must include an in-depth experience in delivering occupational therapy services, as well as research and/or evidence-based practice, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The fieldwork experience is designed to promote clinical reasoning and reflective practice; to transmit the values and beliefs that enable ethical practice; and to develop professionalism and competence as career responsibilities.

(Adopted from ACOTE Standards, 2018)



GLOSSARY OF TERMS

STANDARDS OF ACOTE

Fieldwork experience is an integral part of the education process and professional preparation. It is intended to complement academic preparation by offering opportunities to apply knowledge and to develop and test clinical skills. The standards are defined by the Accreditation Council for Occupational Therapy Education (ACOTE) and implemented by the University of Tennessee Health Science Center.

LEVEL I FIELDWORK

Experience includes short-term experiences designed as an integral part of didactic courses for the purpose of directed observation and closely supervised participation in selected fieldwork activities.

LEVEL II FIELDWORK

Experience is intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth experience in delivery of OT services to clients. Students are expected to perform as entry-level OT practitioners by the end of each Level II Fieldwork.

ACADEMIC FIELDWORK COORDINATOR (AFWC/AFC)

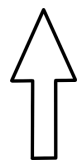
Is the designated person responsible for the fieldwork program at each site. On-Site Fieldwork Coordinators may be the facility director, manager, and/or lead therapist. Corporate Coordinators typically facilitate communication within large corporate staffing companies and will arrange contact with a site coordinator.

ON-SITE FIELDWORK COORDINATOR (SITE OR STUDENT COORDINATOR/CORPORATE COORDINATOR)

Is the designated person responsible for the fieldwork program at each site. On-Site Fieldwork Coordinators may be the facility director, manager, and/or lead therapist. Corporate Coordinators typically facilitate communication within large corporate staffing companies and will arrange contact with a site coordinator.

FIELDWORK EDUCATOR

Is the individual responsible for student education and supervision at the fieldwork site. The fieldwork educator may also be known as clinical instructor, fieldwork supervisor or student supervisor at some facilities, however fieldwork educator is the official AOTA term.



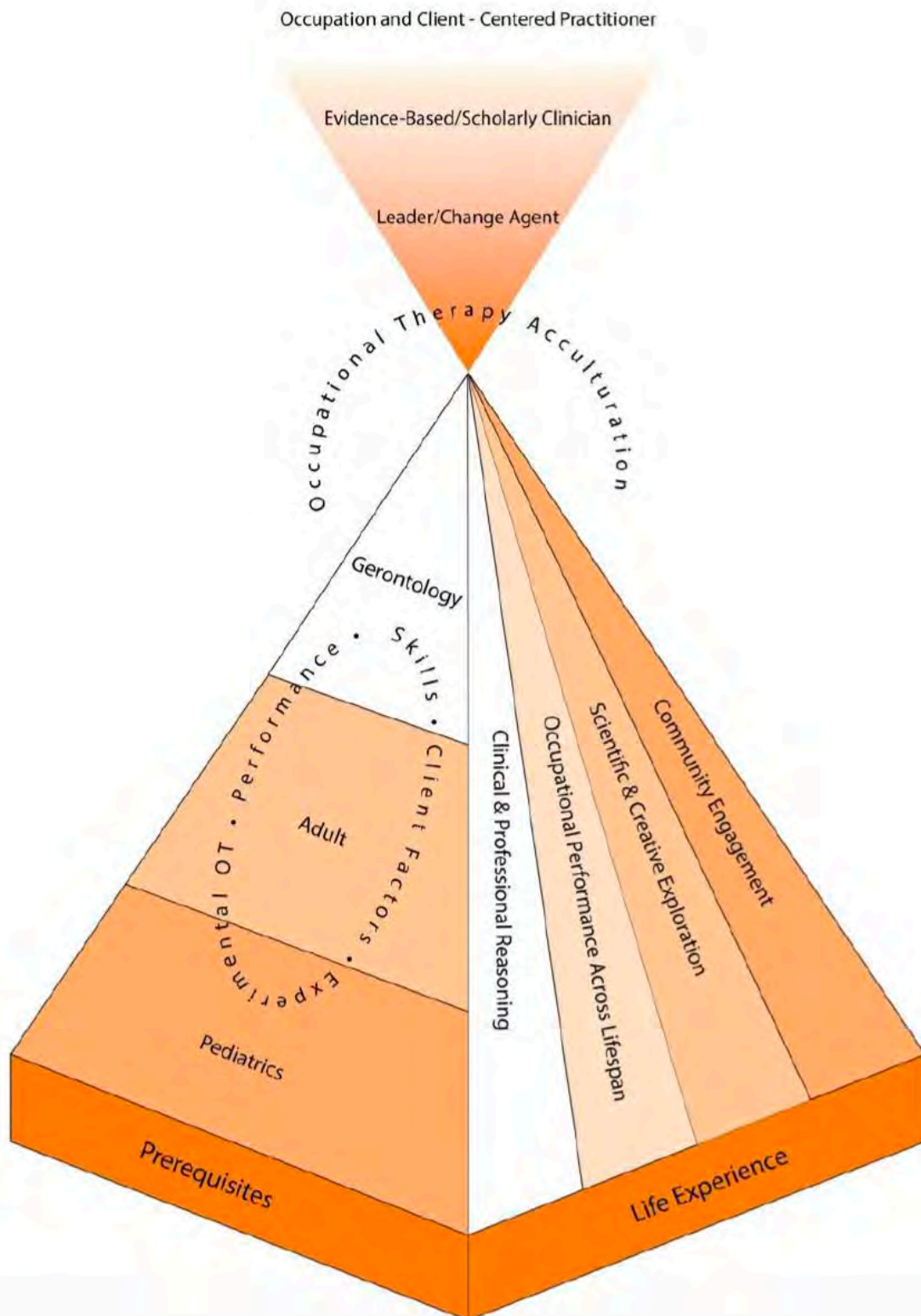
SECTION III

ACADEMIC REQUIREMENTS



CURRICULUM DESIGN

Ethically Grounded Professional with a Strong Occupational Therapy Identity



ADMISSION REQUIREMENTS

To be eligible for admission to the MOT Program, applicants must meet the following requirements:

1. A baccalaureate degree and all prerequisite courses must be completed prior to enrollment, with a minimum cumulative grade point average of 3.0 on a 4.00 scale.
2. The following prerequisite courses must be completed with a grade of “C” or better in each course by August 31st of the application year. For example, if a student is applying in the spring of 2020, all of the required prerequisites must be completed by August 31st of 2020. All prerequisite courses must be reported on official transcripts for an application for admission to be considered. If a course is repeated, an average of “C” or better is required. Prerequisite courses may include on-site or online content.

Prerequisite Requirements

General Biology (or Zoology)*	4
Anatomy and Physiology*	8
Additional Science Course*	4
Kinesiology*	3
English Composition	3
Oral Communication	3
General Psychology	3
Lifespan Psychology (or Human Growth and Development)**	3
Abnormal Psychology	3
Sociology, Social Psychology, or Anthropology	3
Statistics	3
Medical Terminology	1

***The anatomy and physiology and kinesiology courses *must be taken within five years of planned enrollment and the biology, anatomy and physiology, and additional science courses must include a laboratory component.* Higher-level science courses may be substituted if current and approved.**

****Course content **MUST** cover conception to death. Two or three psychology courses may be required to fulfill the across the lifespan requirement at some institutions. No credit is awarded for prior experiential learning to meet the prerequisite requirements.**



Prerequisite Recommendations

Humanities: foreign language (Spanish preferred), philosophy, logic, ethics, literature, and/or fine arts

Electives: computer/technology skills, education, technical or critical writing, logic, fine and performing arts, language and communication systems, philosophy, and industrial arts or activity-based courses(e.g., woodworking, ceramics, photography).

To be competitive, a GRE score of 300 and a writing score of 3.5 are recommended.

A completed application must be submitted to the Occupational Therapy Certifies Application Service (www.otcase.org) on or before January 5 for early admissions or March 5 for standard admissions of the year prior to the January start date. To be considered for early admissions, applicants must have a cumulative undergraduate GRP of a 3.2 or higher, have competitive GRE scores, and all required prerequisite coursework must be completed prior to the application submission. The student will submit all official transcripts to OTCAS. ALL application materials, including transcripts, GRE scores, and pre-professional evaluations, must be verified by OTCAS within four (4) weeks of the application close date for the Admissions Committee to consider the application.

In addition to coursework completed, the student will report the following information on OTCAS on or before the application deadline:

- Plan for completion of remaining coursework
- GRE scores
- Three professional or academic references (recommend at least one by an occupational therapist)
- Leadership and service experiences
- Essay

A personal interview (based on GPA and GRE scores) is required for admission.

All application materials should be submitted to the OTCAS website at www.OTCAS.org. Applicants seeking assistance with the application process should be made to otcasinfo@otcas.org.

For accepted students, proof of the following is required prior to January start date:

- Ability to meet published technical standards of the College of Health Professions and the Master of Occupational Therapy degree program
- Background check
- HealthInsurance
- Transcripts showing completion of bachelor's degree and all prerequisites with a "C" or better grade
- Official copy of GRE scores
- A signed copy of the UTHSC Honor Code
- A complete Eligibility of Entitlement Act Form

Students do not receive credit for work experience and coursework from another program may not be transferred to meet the requirements for admission to or graduation from the MOT program.

NOTE: If prospective students are concerned about any prior issues which might prevent them from securing a cleared background check, they may choose, to undergo a character review prior to applying for the MOT Program. This is done by requesting the National Board for Certification in Occupational Therapy to complete an Early Determination Review. For further information about the process and fees, please click on the following link:

<https://www.nbcot.org/Students/Services#character>

For questions or additional information, please contact:

The UTHSC MOT Program

uthscot@uthsc.edu

901.448.8393



First Term (Jan-June)	
OT400 - Introduction to Pathology	Cr Hrs: 2
OTAN 411- Gross Anatomy	Cr Hrs: 6
OT 425 - Foundations of Occupation-Centered Practice	Cr Hrs: 4
OT 430 - Biomechanical Aspects of Occupational Performance	Cr Hrs: 3
OT 431 - Leadership Development I	Cr Hrs: 1
OT 439 - Evidence-Based Practice I	Cr Hrs: 2
OTAN 442 - Neurobiology	Cr Hrs: 2
Total Hours for Term I: 20 Credit Hours	
Second Term (July-Dec)	
OT437 - Perspectives of Early Development	Cr Hrs: 3
OT440 - Level I Fieldwork A	Cr Hrs: 2
OT531 - Occupation-Centered Practice in Community Mental Health	Cr Hrs: 4
OT533 - Occupation-Centered Practice in Pediatrics	Cr Hrs: 4
OT537 - Neurological Aspects of Occupational Performance	Cr Hrs: 4
OT538 - Perspectives of Adult Development	Cr Hrs: 3
OT549 - Evidence-Based Practice II	Cr Hrs: 2
Total Hours for Term II: 22 Credit Hours	
Third Term (Jan-June)	
OT532 - Occupation-Centered Group Practice	Cr Hrs: 3
OT535 - Occupation-Centered Practice in Adulthood	Cr Hrs: 4
OT540 - Level I Fieldwork B	Cr Hrs: 2*
OT649 - Evidence-Based Practice III	Cr Hrs: 4
OT640 - Level I Fieldwork C	Cr Hrs: 2
OT641 - Perspectives of Aging	Cr Hrs: 3
Total Hours for Term III: 18 Credit Hours	
Fourth Term (June-Dec)	
OT630 - Leadership Development II	Cr Hrs: 2
OT633 - Occupation-Centered Practice with Older Adults	Cr Hrs: 4
OT638 - Special Topics	Cr Hrs: 2
OT642 - Healthcare Management & Policy	Cr Hrs: 3
OT731 - Level II Fieldwork A	Cr Hrs: 12**



Fourth Term (June-Dec)

Total Hours for Term I: 24 Credit Hours

TOTAL HOURS IN THE MOT CURRICULUM: 96 CREDIT HOURS



Course Descriptions

OT 400 Introduction to Pathology (2)

Offered annually spring semester, didactic. An introduction to the pathological origins of disease as they relate to the musculoskeletal respiratory and other major body systems. The course also reviews neoplasia, cell injury, immunopathology and describes its application to occupational therapy.

OTAN 411 Gross Anatomy (6)

Offered annually spring semester; didactic and laboratory course. Study of the gross structure of the human body focusing on the musculoskeletal and cardiovascular systems. Dissection of cadaver supplemented by lecture.

OT 425 Foundations of Occupation-Centered Practice (4)

Offered annually spring semester; didactic and laboratory. This course serves as the foundation for the holistic practice of occupational therapy as defined by the history of the profession and the ethical standards that guide practice. Emphasis is on the principles of the profession and the to perform as entry-level OT practitioners by the end of each Level II Fieldwork.

OT 430 Biomechanical Aspects of Occupational Performance (3)

Offered annually spring semester; didactic and laboratory. The course will integrate the study of the structure and function of muscles and joints, using concepts of biomechanics. The students will be prepared to consider occupations for therapeutic intervention based on biomechanics analysis. It will examine properties of muscles and muscle contractions, range of motion, strength and joint structure to address occupational performance dysfunction. The course will help apply posture and body mechanic principles to practice. The course will help formulate and apply determination of manual muscle range of motion normative data, goniometry measurement and functional range for clinical application, explore joint structure, function and joint categories; and analyze biomechanics principles with emphasis on human skeletal levers. The course will introduce wound care, assistive devices and wheelchair management and will also provide skilled practice of bed mobility and transfers.

OT 431 Leadership Development I (1)

Offered annually spring semester; didactic course. This course provides an introduction to professional behavior and concepts fundamental to the development of becoming a leader change agent. Through the use of **Professional Development Evaluation** tool, the



course will assist the MOT student in identifying the competencies and characteristics needed to be successful in the classroom, clinic, and community.

OT 439 Evidence-Based Practice I (2)

Offered annually spring semester, didactic course. This course is designed to develop/increase the ability to collect evidence from published research reports and one's own experience to answer practice related questions. In addition, students will discuss the ethical and practical issues that can influence the search for sound evidence.

OTAN 442 Neurobiology (2)

Offered annually spring semester; didactic and laboratory course. This course covers the basic organization of the central, peripheral and autonomic nervous system.

OT 437 Perspectives of Early Development (3)

Offered annually spring semester; didactic course. This course involves the study of the conceptual and theoretical basis of occupational therapy practice with children. The course will include selected diagnoses which are commonly used in assessment and intervention for children with these diagnoses. The course emphasizes assessment but also introduces treatment principles through the introduction and application of selected frames of references.

OT 440 Level I Fieldwork A (2)

Offered annually fall semester; clinical practice. Level I Fieldwork provides clinical experiences designed as an integral part of didactic courses for the purpose of directed observation and participation in selected settings. It does not emphasize independent performance. Students will complete fieldwork related assignments designed to stimulate critical reasoning and application of occupational therapy principles in a clinical setting. The occupational therapy concepts highlighted in this course include: the occupational profile, client factors, performance patterns, context, client performance, collaboration between client and practitioner, and health promotion. Students are financially responsible for fieldwork related expenses.

OT 531 Occupation Centered Practice in Community Mental Health (4)

Offered annually fall semester; didactic and laboratory course. This course prepares the student for their role as an occupational therapist working in a variety of emerging community-based practice settings, including working with mental health consumers and underserved populations such as the homeless. Assessments that can be utilized in a variety of community-based contexts will be explored. The student will engage in the occupational therapy process and participate in the development of treatment plans and



interventions specific to clients with a wide range of behavioral, psychosocial, and neurophysiological occupational needs.

OT 532 Occupation-Centered Group Practice (3)

Offered annually spring semester; didactic and laboratory course. This course allows the learner to examine the dynamics of group interaction and how activity/occupation may be utilized in the group experience to promote health and well-being. Through the opportunity of leading small group experiences the student will develop process skills and practice group/team work.

OT 533 Occupation-Centered Practice in Pediatrics (4)

Offered annually fall semester; didactic and laboratory course. This course provides opportunities for the application of theoretical constructs of occupational therapy practice with children, including the evidence base for client-centered assessment and intervention approaches. Students will practice critical reasoning through the use of cases taking into the account the individual, the context of his/her functioning, and his/her perception of quality of life, wellbeing, and occupation. The course includes lab, discussion and case-based approaches.

OT 535 Occupation-Centered Practice in Adulthood (4)

Offered annually fall semester; didactic and laboratory course. This course promotes the application of theoretical constructs of occupational therapy practice, including the evidence base for client-centered assessment and intervention approaches. It requires utilization of the systems approach, taking into account the individual, the context of his/her functioning, and his/her perception of quality of life, well-being, and occupation.

OT 537 Neurological Aspects of Occupational Performance (4)

Offered annually spring semester; didactic course. This course considers the function and dysfunction associated with anatomy and physiology of the nervous system. Emphasis is on clinical manifestations associated with occupational performance in the sensory, motor, cognitive, and psychosocial domains.

OT 538 Perspectives of Adult Development (3)

Offered annually fall semester; didactic course. This course promotes application of theoretical constructs of occupational therapy practice, including improvement of evaluation skills, goal writing, and the use of evidenced-based and client centered assessments. This course also focuses on the diagnoses commonly seen in the Adult population. It requires utilization of the Occupational Therapy Practice Framework, taking into account the individual, their diagnosis, the context of their functioning, and their environment that support health and participation through engagement of occupation.



OT 540 Level I Fieldwork B (2)

Offered annually spring semester; clinical practice. Level I Fieldwork provides clinical experiences designed as an integral part of didactic courses for the purpose of directed observation and participation in selected settings. It does not emphasize independent performance. Students will complete fieldwork related assignments designed to stimulate critical reasoning and application of occupational therapy principles in a clinical setting. The occupational therapy concepts highlighted in this course include: the occupational profile, client factors, performance patterns, context, client performance, collaboration between client and practitioner, and health promotion. Students are financially responsible for fieldwork related expenses

OT 630 Leadership Development II (2)

Offered annually fall semester; this course focuses on Level II Fieldwork responsibilities by preparing the student for the role of Level II Fieldwork student and then from student to clinician and fieldwork educator. Emphasis of the course is on the development of innovative leadership skills and the enhancement of interpersonal and critical reasoning skills for success as a fieldwork student and an entry-level clinician. This course will support the student in preparing for the completion of board certification and licensure processes and in transitioning into the workforce.

OT 633 Occupation-Centered Practice with Older Adults (4)

Offered annually spring semester; didactic and laboratory course. This course involves the application of theoretical constructs of occupational therapy practice with older adults, including the evidence basis for client-centered assessment and intervention approaches. It will require utilization of the systems approach, taking into account the individual, the context of his or her functioning, and his or her perception of quality of life, wellbeing, and occupation.

OT 638 Special Topics (2)

Offered annually spring semester; didactic and laboratory course. This course allows the learner to examine the dynamics of group interaction and how activity/occupation may be utilized in the group experience to promote health and well-being. Through the opportunity of leading small group experiences the student will develop process skills and practice group/team work.

OT 640 Level I Fieldwork C (2)

Offered annually spring semester; clinical practice. Level I Fieldwork provides clinical experiences designed as an integral part of didactic courses for the purpose of directed observation and participation in selected settings. It does not emphasize independent



performance. Students will complete fieldwork related assignments designed to stimulate critical reasoning and application of occupational therapy principles in a clinical setting. The occupational therapy concepts highlighted in this course include: the occupational profile, client factors, performance patterns, context, client performance, collaboration between client and practitioner, and health promotion. Students are financially responsible for fieldwork related expenses.

OT 641 Perspectives of Aging (3)

Offered annually spring semester; didactic and laboratory course. This course involves the study of the conceptual and theoretical bases of occupational therapy practice with elders. The course will include selected diagnoses, which are commonly encountered by occupational therapists working with elders. The course emphasizes the practical application of commonly used assessments and interventions for elders.

OT 649 Evidence-Based Practice III (4)

Offered annually spring semester, didactic and mentor led group independent study. This course includes further exploration of the research process, including basic qualitative and quantitative data collection, analysis, and interpretation, in order to enhance the understanding of research literature and the ability to be critical consumers of research literature. Students will implement an evidence-based practice project in collaboration with a practitioner-mentor and develop a professional presentation in poster format. Emphasis is placed on clinical and ethical reasoning, critical analysis, information reduction, and communication of significance of the project for practice.

OT 642 Healthcare Management & Policy (4)

Offered annually spring semester; didactic. The occupational therapist of the future is expected to be a leader in shaping healthcare policy, providing client advocacy, and managing occupational therapy services. This course will provide the knowledge and understanding of the various contexts, such as professional, social, cultural, political and ecological in which occupational therapy services are provided. Management of occupational therapy services will include the application of principles of the management and systems in the provision of OT services to individuals and organizations.

OT 731 Level II Fieldwork A (12)

Offered annually fall semester; clinical practice. Level II Fieldwork is designed to facilitate the student's personal and professional development. The integration and application of clinical reasoning and practical skills will be required in each fieldwork rotation. Students will experience a range of client populations and settings to include, psychosocial, physical dysfunction, and an area of special interest to the student. The fieldwork experience is provided at approved facilities with supervision from a registered occupational therapist, which meets ACOTE accreditation standards.



OT 732 Level II Fieldwork B (12)

Offered annually fall semester; clinical practice. Level II Fieldwork is designed to facilitate the student's personal and professional development. The integration and application of clinical reasoning and practical skills will be required in each fieldwork rotation. Students will experience a range of client populations and settings to include, psychosocial, physical dysfunction, and an area of special interest to the student. The fieldwork experience is provided at approved facilities with supervision from a registered occupational therapist, which meets ACOTE accreditation standards.



TECHNICAL STANDARDS FOR STUDENTS IN OCCUPATIONAL THERAPY



The goal of the University of Tennessee, Health Science Center, College of Health Professions (COHP) is to prepare students for the practice of the professions of cytotechnology, dental hygiene, health information management, medical technology, occupational therapy, and physical therapy. This includes undergraduate education and graduate education, where applicable. Modern health professions education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition and essential skills, functions and professional attitudes and behavior. The faculty of the College of Health Professions have a responsibility to graduate the best possible practitioners and graduate students; therefore, admission to educational programs in the College is offered only to those who present the highest qualifications for education and training in the art and science of the respective health professions.

Applicants to programs of the College must possess the following general qualities: critical thinking, sound judgment, emotional stability and maturity, empathy, physical and mental stamina, and the ability to learn and function in a wide variety of didactic and clinical settings. Graduates of the College must have the minimal skills, essential functions and knowledge to function in a broad variety of clinical settings, while rendering a wide spectrum of healthcare services.

The faculty of the COHP have a responsibility for the welfare of the patients treated or otherwise affected by students enrolled in the College as well as for the educational welfare of its students relative to the educational programs of the College. In order to fulfill this responsibility, the Committees on Admissions for the various professional programs of the College maintain that certain minimal technical standards must be present in applicants to the various educational programs of the College. Candidates for the bachelor of science degree, as well as those enrolled in any graduate education programs of the College, must have the following essentials: motor skills; sensory/observational skills; communication skills, intellectual-conceptual, integrative, and quantitative abilities; and behavioral/social skills and professionalism.

The Committees on Admissions, in accordance with Section 504 of the 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act (PL101-336) have established the aforementioned essential functions of the students in the educational programs offered by the COHP.

These Committees on Admissions will consider for admission applicants who demonstrate the ability to perform, or to learn to perform, the essential skills listed in this document. The College must ensure that patients are not placed in jeopardy by students with impaired intellectual, physical or emotional functions. Students will be judged not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the full requirements of the College's curricula and to graduate as skilled and effective practitioners.

The essential abilities listed in this document can be accomplished through direct student response, the use of prosthetic or orthotic devices, or through personal assistance, e.g., readers, signers, note-takers. The responsibility for the purchase of prosthetic or orthotic devices serving a student in meeting the abilities noted remains with the student and/or agency supporting the student. The College will assist with this accomplishment, as required by law and institutional policy.

Upon admission, a student who discloses a properly certified disability will receive reasonable accommodation but must be able to perform the essential functions of the curriculum and meet the standards described herein for the program in which the student is enrolled. Possible accommodations include opportunities for individual and group counseling, peer counseling, linkages with community services, faculty advisory committees whose members are aware of disabled students and their needs, career counseling, assistance with job searches and interview skills, and extended test taking time, if and when appropriate. Students seeking accommodations should initiate their request in the Office of the Dean, COHP at 930 Madison Ave., 6th Floor or the Office of Students with Disabilities, Student Academic Support Services at 8 S. Dunlap, Room BB9, General Education Building.

ADDITIONAL STANDARDS FOR OCCUPATIONAL THERAPY STUDENTS



In addition to the general standards described above, each professional program requires additional specific standards as follows:

Motor Skills

Candidates for admission to Occupational Therapy must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other standardized and non-standardized evaluative procedures. Candidates must be able to execute motor movements reasonably required to provide general occupational therapy,



including the occupational strength to perform cardiopulmonary resuscitation, lift and transfer patients, and be able to stand/sit long periods of time.

Occupational therapy procedures require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses. For this reason, candidates for admission to occupational therapy must have manual dexterity including function of wrists, hands, fingers, and arms. Candidates must have the ability to engage in procedures involving grasping, manipulating, pushing, pulling, holding, extending, and rotation.

Sensory/Observational skills

Candidates must be able to observe demonstrations and participate in laboratory experiments as required by the curriculum. Candidates must be able to observe patients and be able to obtain an appropriate past and present history directly from the patient. Such observation necessitates the functional use of the senses and other sensory modalities. Candidates must have visual perception, which includes depth and acuity.

Communication Skills

Candidates must be able to communicate in English effectively and sensitively with patients. In addition, candidates must be able to communicate in English in oral and written form with faculty, COHP personnel, and peers in the classroom, laboratory, and clinical settings. Such communication skills include not only speech, but also reading and writing. Candidates must be able to acquire information developed through classroom instruction, clinical experiences, independent learning, and consultation. Candidates must have the ability to complete reading assignments and search and evaluate the literature. Candidates must be able to complete written assignments and maintain written records. Candidates must have the ability to complete assessment exercises. Candidates must also have the ability to use therapeutic communication, such as attending, clarifying, coaching, facilitating, and touching. These skills must be performed in clinical settings, as well as the didactic and laboratory environments.

Intellectual/Conceptual, Integrative, and Qualitative Skills:

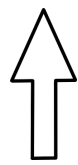
Candidates must have the ability to measure, calculate, reason, analyze, and synthesize data. Problem solving and diagnosis, including obtaining, interpreting and documenting data are critical skills demanded of occupational therapists, which require all of these intellectual abilities. These skills allow students to make proper assessments, sound judgments, appropriately prioritize therapeutic interventions and measure and record patient care outcomes. Candidates must have the ability to use keyboards and accessories and computers for searching, recording, storing, and retrieving information. In addition, candidates must be able to comprehend three-dimensional relationships and understand the spatial relationships of anatomic structures.



Behavioral/Social Skills and Professionalism:

Candidates must demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation, as such qualities are assessed not only during the admissions process but throughout occupational therapy education. Candidates must possess the emotional well-being required for use of their intellectual abilities, the exercise of care of patients, and the development of mature, sensitive, and effective relationships with patients.

Candidates must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as the clinical problems of many patients. Candidates must have the ability to be assertive when required, delegate responsibilities when desirable, and function as part of a multidisciplinary treatment team. Such abilities require organizational skills necessary to meet deadlines and manage time.



SECTION IV

LEVEL I FIELDWORK



UTHSC LEVEL I FIELDWORK EXPERIENCE

Introduction:

Level I fieldwork supervision and student involvement should gradually progress from direct observation to increased participation in selected portions of the occupational therapy process. Participation may initially be limited, but the student should progress to increased participation as determined by the supervising fieldwork educator. Level I fieldwork does not emphasize independent performance, but rather establishing foundational skills for future Level II fieldwork placements. Level I fieldwork educators must be certified and/or licensed practitioners (can include, but not limited to, OTs, COTAs, teachers, PTs, PTAs, social workers, RNs, etc.). There is no set amount of practice time required by ACOTE for Level I fieldwork educators, therefore mentorship and training for first-time fieldwork educators is encouraged.

Level I Fieldwork follows the UTHSC curriculum design with a focus on lifespan in selected fieldwork settings.

OT440: Pediatric Rotation Objectives

Students will learn about the role of occupational therapy (OT) in a variety of pediatric delivery models (including psychosocial settings). Students are expected to demonstrate professional behaviors, begin to apply the Occupational Therapy Practice Framework: Domain and Process (OTPF), understand the general OT process of screenings, evaluations, interventions, & discharge criteria, and most importantly develop an emerging occupational therapy identity for occupation-centered, client-centered, ethically grounded, and evidence-based practice.

OT540: Adult Geriatric Rotation Objective

Students will continue to develop their understanding of the role of OT in a variety of adult and older adult service delivery models (including psychosocial settings). Students are expected to demonstrate consistent professional behaviors, apply the OTPF, understand the general OT process in the setting (screenings, evaluations, interventions, & discharge criteria), and develop performance skills in occupation-centered, client-centered, ethically grounded, and evidence-based practice.

OT540: Adult Geriatric Rotation Objective

Students build upon their essential skill set for Level II Fieldwork during this rotation, including but not limited to, professional behaviors, effective communication, basic knowledge and ability to implement the OT process, and demonstrating novice performance skills in occupation-centered, client-centered, ethically grounded, and evidence-based practice.



Process:

The Academic Fieldwork Coordinator (AFWC/AFC), site coordinators, and fieldwork supervisors collaborate electronically or by telephone regarding scheduling, learning objectives, educator to student ratio, educator qualifications, and general expectations prior to the fieldwork experience. An email (or letter) to confirm arrangements and expectations is sent to the facility in advance. Objectives and evaluations can be found in the course syllabi. Students are financially responsible for all costs associated with Level I Fieldwork. Students may need to travel for fieldwork experiences and should expect to complete a minimum of one rotation out of state.

If there is no UTHSC faculty member at the site, the on-site supervisor has primary responsibility for advising the student during the fieldwork experience. However, both supervisors and students are encouraged to contact the AFWC any time during the experience if they wish to do so. Feedback is solicited from students and supervisors after each Level I fieldwork experience and the feedback is used to modify future experiences as needed.

Level I fieldwork cannot be substituted for any part of Level II fieldwork. Students cannot complete fieldwork at pre-OT observation sites where students completed at least 20 hours, past employment sites, past Level I fieldwork sites, or sites where students have a personal relationship with an employee (i.e. family members, spouses).

UTHSC LEVEL I FIELDWORK COURSE REQUIREMENTS

1. American Occupational Therapy Association (AOTA) Level I Fieldwork Competency Evaluation for OT and OTA Students – filled out by the student and supervisor
2. UTHSC Student Assessment of the Facility or Course Evaluations for virtual experiences.
3. Post Seminar Presentation/Case Study Analysis and Discussion (online discussion and in-class reflection)
4. Blackboard Discussion Forums
5. Reflection Journals
6. Professionalism & Participation
7. Students must complete a minimum of 70 hours at the Level I Fieldwork facility. Hours include, but are not limited to direct client care, formal and informal learning experiences, development of in-services, projects, case studies, and/or evidence-based literature reviews/journal club. Hours are recorded on EXXAT time sheets and sent to the AFWC for approval.



LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

Introduction

The purpose of Level I fieldwork is to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork.

The *Level I Fieldwork Competency Evaluation for OT and OTA Students* complements the *AOTA Fieldwork Performance Evaluation for the OT Student* and *for the OTA Student*. It is designed to assess performance skills that build a foundation for successful completion of Level II fieldwork.

This tool is divided into five sections:

- I. Fundamentals of Practice
- II. Foundations of Occupational Therapy
- III. Professional Behaviors
- IV. Screening and Evaluation
- V. Intervention

The first 3 sections are identified as mandatory, as they are applicable to all practice settings and assess basic skills. The last 2 sections are *optional*, allowing an OT/OTA academic program to select relevant sections for a particular Level I experience in that program. The AFWC should make this clear to the FWEd. The criterion for satisfactory performance is determined by the OT/OTA academic program.

Directions

This tool is to be completed by the identified FWEd for the Level I experience.

The rating scale ranges from

U	Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	Outstanding	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."



LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

STUDENT INFORMATION:	
Student Name: _____	Date: _____
First Middle Last	Semester: _____
Site Name: _____	Practice Setting: _____
Student ID: _____	
Student's School: _____	Course Number: _____
Hours Completed: _____	FW Sequence: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>

PRIMARY FWEd INFORMATION	
FWEd Name: _____	Past Experience: _____
First Last Credentials	(# of FWI Students) (# of FWII students)
FWEd License #: _____	FWEd Credentials: <input type="checkbox"/> OT: OTA:
Years of Experience: _____	<input type="checkbox"/> Other: _____
Have you attended the AOTA FWEd Certificate Course? <input type="checkbox"/> Yes <input type="checkbox"/> No	If other: _____

Indicate the student's level of performance using the scale below.

U	Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	Outstanding	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."

I. FUNDAMENTALS OF PRACTICE

THE STUDENT:

U B M E O

<p>1. Adheres consistently to AOTA's Occupational Therapy Code of Ethics. Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS: _____</p>	
<p>2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety. Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS: _____</p>	



II. FOUNDATIONS OF OCCUPATIONAL THERAPY

THE STUDENT:	U B M E O
<p>1. Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience. COMMENTS:</p>	
<p>2. Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients. COMMENTS:</p>	

III. PROFESSIONAL BEHAVIOR

	U B M E O
<p>1. Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time. COMMENTS:</p>	
<p>2. Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities. COMMENTS:</p>	
<p>3. Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes. COMMENTS:</p>	
<p>4. Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation. COMMENTS:</p>	
<p>5. Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process. COMMENTS:</p>	
<p>6. Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills. COMMENTS:</p>	
<p>7. Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed. COMMENTS:</p>	
<p>8. Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS:</p>	



<p>9. Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:</p>	
<p>10. Verbal communication and interpersonal skills with patients/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence. COMMENTS:</p>	
<p>11. Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:</p>	
<p>12. Use of professional terminology. Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:</p>	

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IV. SCREENING AND EVALUATION (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
<p>1. Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review. COMMENT:</p>	
<p>2. Completes an interview and drafts an occupational profile. COMMENT:</p>	
<p>3. Identifies potential goals from evaluation process. COMMENT:</p>	
<p>4. Drafts documentation consistent with practice setting. COMMENT:</p>	

V. INTERVENTION (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
<p>1. Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence. COMMENT:</p>	
<p>2. Identifies interventions consistent with client evaluation and goals. COMMENT:</p>	



3. Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified. COMMENT:	
4. Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach. COMMENT:	
5. Administers interventions that are occupation-based and client-centered within guidelines of facility. COMMENT:	
6. Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response. COMMENT:	
7. Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response. COMMENT:	
8. Drafts documentation for intervention using typical procedures used in FW practice setting. COMMENT:	

Summary:

Student Signature

Date:

FWEd Signature

Date:

Additional resources available at <https://www.aota.org/Education-Careers/Fieldwork.aspx>



UTHSC LEVEL I STUDENT ASSESSMENT OF FACILITY

The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. (2011 Accreditation Council for Occupational Therapy Education Standards and Interpretive Guide, effective July 31, 2013)

Instructions to the student: Complete this Level I Student Assessment of Facility form before your final meeting with your Fieldwork Educator. Do not leave any items blank. If a category has no comments or is not applicable, write this in the space provided. It is imperative that you review the form with your fieldwork educator and that both parties sign below. Make two copies of the form so that a copy remains at the site, you have a copy, and the original is provided to your Academic Fieldwork Coordinator at UTHSC. This information may be reviewed by future students as well. The UTHSC Level I Fieldwork Performance should be reviewed first, followed by the student's evaluation of the fieldwork experience, allowing the student to be honest and constructive.

Student Name: _____ Facility Name: _____

Course Number: *OT 440* *OT 540* *OT640* *Type of Fieldwork:* Pediatric Adult Geriatric

Dates Attended: _____ Dates Absent: _____ Hours Made up: _____ Total Hours: _____

Fieldwork Educator Name (print): _____ Credentials: OTR COTA OTS Non-OT: _____

Fieldwork Educator Years of Experience: _____ Membership: NBCOT AOTA STATE OT ASSOCIATION N/A
Other: _____

Fieldwork Educator Phone: _____ Fieldwork Educator Email: _____

Facility Coordinator: _____ Coordinator Phone: _____ Coordinator Email: _____

Facility Mailing Address: _____

Student Signature

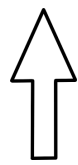
FW Educator Signature

Student Name (please print)

FW Educator Name and Credentials (please print)

Date: _____

Date: _____



FACILITY NAME: _____

Please indicate a rating on a scale from 1 to 5 for every task in each of the three columns below, with 5 indicating the highest performance.

Orientation Task	Adequate	Timely	Organized	Comments
Supervisory Process Clearly Explained				
Schedule Clearly Explained				
Staff Introductions Provided				
Role of Other Team Members Explained				
Overview of Services Provided by the Facility				
Overview of the Physical Facility Provided				
Safety and Emergency Procedures Explained				
Policies and Procedures Explained				
Documentation Procedures and Systems Explained				
Confidentiality/HIPAA Information Provided				

Describe a typical day for you in this setting:

Please rate the facility staff on a scale from 1 to 5 below, with 5 indicating the highest performance.

The Facility Staff	Rating	Comments
The Staff Used a Team Approach to Patient Care.		
Staff Members were Approachable and Offered a Different Perspective About the Client		

How would you describe the pace of this setting (slow, medium fast)? _____

Describe the role of the occupational therapist in this setting- or, if no occupational therapist was present, what role could an occupational therapist fill at this facility? Describe how you helped the supervisor incorporate the Occupational Therapy Practice Framework in the fieldwork experience.



FACILITY NAME: _____

Please rate your fieldwork educator on a scale from 1 to 5 below, with 5 indicating the highest performance.

Fieldwork educator	Rating	Comments
The Fieldwork Educator established a Pace for Learning that was conducive to learning		
Provided Constructive Feedback in a Timely Manner		
Made Specific Suggestions to Improve Your Performance		
Shared Resources and Knowledge		
Presented Clear Explanations		
Responded to Concerns and Questions You Had		
Taught You Skills that Facilitated Your Clinical Reasoning		
Provided a Professional Role Model		
Was Ethical in Practice		
Provided Services in a Culturally Sensitive and Client Centered Manner		
Enthusiastic about occupational therapy and life-long learning		
Integrated the Occupational Therapy Practice Framework into practice		
Utilized Evidence Based Practice		
Provided Opportunities to Network with Other Professionals		

Client Population:

Age of Clients	Quantity (numeral value only, no percentages)
0-3 Years Old	
3-5 Years Old	
6-12 Years Old	
13-21 Years Old	
22-65 Years Old	
65+ Years Old	

Type of Primary Diagnosis/Condition	Quantity (numeral value only, no percentages)



FACILITY NAME: _____

Please identify the specific names of the Assessments and Screens you observed on this Level I Fieldwork:

Please Identify the Theory--Frame of Reference--Model used in this Level I Fieldwork.

Theory-Frame of Reference-Model of Practice	Frequency (Never, Rarely, Occasionally, Frequently)	Theory-Frame of Reference-Model of Practice	Frequency (Never, Rarely, Occasionally, Frequently)
Model of Human Occupation		Occupational Adaptation	
Ecology of Human Performance		Person-Environment-Occupation Model	
Biomechanical Frame of Reference		Rehabilitation Frame of Reference	
Neurodevelopment Theory (NDT, PNF, etc.)		Sensory Integration	
Behaviorism		Cognitive Theory (Toglia, etc.)	
Cognitive Disability Frame of Reference (Allen Cognitive Levels)		Motor Learning Frame of Reference	
Other (list):		Other (list):	

Please identify the occupational therapy interventions you observed during this Level I Fieldwork.

Occupation Based-Interventions	Please list the Specific Activity: (Play, shopping, ADL, IADL, work, school activities, etc. within clients own context with his/her goals in mind)
Example: Dressing	Donned/doffed pants using AE during typical ADL sequence

Purposeful Activity	Please list the Specific Activity (in a therapeutic context but leads to occupation)
Example: Simulated dressing	Practiced or simulated donning and doffing pants with hip kit



FACILITY NAME: _____

Preparatory Methods	Please list the Specific Activity (Sensory, PAMS, Splinting, etc.)
Example: AE education for dressing	Educated client on hip kit items and demonstrated use

List specific textbooks that helped you prepare for this experience:

What were the strongest aspects of your occupational therapy education relative to the needs of this Level I fieldwork experience?

Give an example of how you were able to apply the academic knowledge you have to date (i.e. concepts and skills) to this fieldwork setting.

Please rate your academic preparation on a scale from 1 to 5, with 5 indicating the highest performance.

Course Content	Adequacy for THIS fieldwork	Relevance to THIS Fieldwork	Comments
Anatomy and Kinesiology			
Neurodevelopment			
Human Development			
Evaluation/Assessment			
Interventions (individual, group, activities, methods)			
Theory			
Documentation Skills			
Leadership			
Professional Behavior and Communication			
Therapeutic Use of Self			



FACILITY NAME: _____

What would you recommend as a modification in your occupational therapy education relative to the needs of this Level I fieldwork experience?

A positive fieldwork experience includes a balance between the environment, the fieldwork educator and the student. Describe two interactions that supported this statement.

What changes would you recommend in this Level I Fieldwork experience?

Why would you recommend/not recommend this facility as a Level I for students at UTHSC?



FACILITY NAME: _____

Additional Comments:



SECTION V

LEVEL II FIELDWORK



Introduction:

The UTHSC MOT students must successfully complete four terms of academic coursework and Level I Fieldwork (FW) with a cumulative 3.0 GPA, as well as pass two 12-week full-time Level II Fieldwork placements in order to graduate with a Master of Occupational Therapy degree. Students must be in good academic and professional standing as determined by the UTHSC OT Faculty through the Professional Development Evaluation (PDE) process and current GPA to participate in Level II FW.

The 2018 Accreditation Standards for a Masters-Degree-Level Educational Program for the Occupational Therapist require 24 weeks of Level II fieldwork for OT students. UTHSC MOT students are assigned to a variety of traditional settings and emerging practice areas for their fieldwork experiences. Students are scheduled for fieldwork experiences in the areas of behavioral health/mental health (psychosocial), physical rehabilitation, and/or a specialty rotation that may include, but not limited to pediatrics, gerontology, hand therapy, and work hardening. Students 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 four different settings.

Students must be supervised by a registered and/or licensed occupational therapist with at least one-year of practice experience. For emerging practice areas, the student must receive supervision from an occupational therapist with at least three years of experience and a minimum of 8 hours of direct supervision per week. Students assigned to emerging practice area sites should have documented ability to be adaptive, effective with communication, organized, proactive, self-directed, and willingness to participate at a site that may have limited structure and supervision. The students Basic Professional Development evaluation and past Level I Fieldwork evaluations will be used to determine best match or fit for emerging practice area sites.

Process:

Sequence of fieldwork placements will vary according to availability and fit for the student's learning needs. Students will have Level I and Level II Fieldwork placements both in-state and out-of-state. Students are responsible for all expenses incurred during fieldwork. For Level II placements, students are expected to complete a minimum of 480 hours by the end of each Level II fieldwork experience. A minimum of 24 weeks' full-time Level II fieldwork, which may be completed on a part-time basis as long as it is at least 50% of a full-time equivalent Page 43 (FTE) at that site is required by ACOTE. Placements should not exceed 12 weeks; however, extensions may be needed on a case-by-case basis. Students who enter the MOT program in January are expected to graduate in May of the year in which all academic and fieldwork requirements have been met. Level II fieldwork must be completed within 24 months of finalized didactic coursework.

Every effort will be made to place students during the designated fieldwork terms; however, due to the availability of sites, students are not guaranteed contiguous fieldwork placements.

UTHSC LEVEL II FIELDWORK COURSE REQUIREMENTS

1. AOTA Level II Fieldwork Performance Evaluation (FWPE) filled out at midterm and final. UTHSC pays copyright privileges to AOTA in order to provide this form through EXXAT.
2. Student Evaluation of Fieldwork Experience (SEFWE) – available on EXXAT
3. Discussion Boards for student reflection during the fieldwork experience
4. Supervision forms and questionnaires at Week 1, Week 3, Week 6 and Week 9 – available on EXXAT



Scheduling for Level I and II Fieldwork

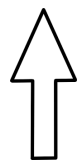
The Academic Fieldwork Coordinator (AFWC) is responsible for collaborating with on-site coordinators and fieldwork educators to develop Level I and Level II Fieldwork sites. Students have the opportunity to identify new sites following specific procedures as defined by the AFWC, but **students may not solicit their own fieldwork placements**. Site visits to the facilities are made periodically by the AFWC. In addition, feedback from students is reviewed to ensure that a high quality learning experience is provided at the facility.

The student is responsible for all expenses incurred during fieldwork education (including, but not limited to costs for travel, housing, food, transportation, onboarding requirements, etc.). The student is also responsible for making housing arrangements during out-of-town affiliations. The facility and the student coordinator may be able to provide information about housing if applicable.

The UTHSC Department of Occupational Therapy has clinical affiliate agreements (or *contracts*) with a variety of fieldwork sites nationwide. For students who wish to be placed outside of the U.S., the student must be supervised by an occupational therapist who is a graduate of a World Federation of Occupational Therapists (WFOT) approved program and who has at least one year of experience in practice. International placements are rare and carefully considered by the AFWC to ensure that it's a placement that could benefit multiple students. The student must be proficient in the native language of the destination country and/or have the means to fund an interpreter (preferably a medical interpreter with specialized training for clinical situations).

International placements are only considered for students who have demonstrated exemplary professionalism, including cultural humility, and can handle the stress and demands of the rotation.

To be considered for an international placement, students must submit a formal letter of intent outlining their desired objectives for an international placement, goals for the Level II fieldwork experience and a list of potential fieldwork sites with an occupational therapist that meets the program requirements. Students should also include the qualities that will contribute to their success and ability to acculturate to an international location.



Fieldwork sites have standards and requirements for determining whether potential fieldwork students have the appropriate qualifications to provide services to their clients. Failure to pass specific requirements imposed by fieldwork sites and the National Board for Certification in Occupational Therapy (NBCOT) may negatively affect student eligibility for fieldwork placements and eligibility for the NBCOT certification exam. Requirements include, but are not limited to, criminal background checks, drug screening and health immunization requirements.

Students are given a list of available reservations from participating Level I and Level II Fieldwork sites. These reservations are revised and updated yearly. Students are able to review fieldwork site profiles on EXXAT. For Level I Fieldwork, students are able to select their Level I fieldwork site through a lottery system. Level II Fieldwork students create a wish list of preferred fieldwork sites and are matched by the AFWC. Students may also identify special circumstances they wish to have considered during the matching process. Students receive individualized fieldwork advising sessions to create the wish list. Efforts will be made to accommodate the student's request when feasible. It is the Academic Fieldwork Coordinator who decides where the student will be placed. The AFWC uses a variety of information to determine a match, which includes but not limited to, student academic performance throughout the curriculum, students' basic professional development evaluations (PDEs), mentor feedback, and feedback received on Level I Fieldwork performance evaluations. The AFWC seeks to match students with fieldwork sites that have a work culture, workflow and pace, supervisory styles, and overall

learning experiences that will meet their needs to grow and develop for future practice. Students are encouraged to visit fieldwork sites that interest them as prospective placements and consult with the AFWC to ensure they meet the qualifications for placement. **Students may not solicit their own fieldwork placements.**

Confirmation emails are sent to the facility for Level I and II Fieldwork through EXXAT. For Level II Fieldwork, students will sign an "Agreement of Placement" to officially confirm the fieldwork placement. Even if the site is confirmed at one point in time there is no guaranteed placement secondary to the nature of the health care workforce.





The Department of Occupational Therapy uses a web-based scheduling program called EXXAT. This program allows for secure and comprehensive storage of fieldwork documents, as well as provides a three-way interface between students, fieldwork sites, and the Academic Fieldwork Coordinator.

Fieldwork educators and site coordinators do not receive a password or username, but will receive email invitations that include URL links to EXXAT scheduling and evaluation forms. This program allows coordinators to input fieldwork reservations directly into the system.

When students are placed at a facility, a notification and student profile will be sent from EXXAT. Please save noreply@EXXAT.com to email contact lists/address books to prevent EXXAT emails from going into the Spam box/Junk mail. If you reply to EXXAT emails, then the response goes to the Academic Fieldwork Coordinator (this includes student profiles).

With any technology, the system is a work in progress. Students are well versed on how to use EXXAT and are responsible for keeping up with requirements on EXXAT. If you ever experience technical difficulties, then the student can contact customer support for the fieldwork educator. EXXAT works best on the following web browsers: Chrome, Firefox, and Safari. Avoid Internet Explorer if possible.

Please utilize the UTHSC Public Profile on EXXAT to access fieldwork documents and information at <https://apps.EXXAT.com/public/steps/TNOT/Home>



FIELDWORK EDUCATOR/SUPERVISOR RESPONSIBILITIES

1. Supervisors are encouraged to provide supervision using approaches that vary from direct to less direct depending upon client needs and student abilities.
2. Supervisors, in both traditional and emerging practice areas, are responsible for assuring that the rights and safety of consumers are safeguarded at all times.
3. Level II Fieldwork students must be supervised by an occupational therapist that meets state regulations and has a minimum of one year of experience subsequent to requisite initial certification.
4. Fieldwork educators and on-site coordinators are asked to inform the AFWC if they need to cancel a student placement, place a student in more than one setting during the rotation, or change supervisors during the rotation.
5. If there is no OT on-site full-time, there must be a minimum of 8 hours of direct supervision per week by an occupational therapist with at least 3 years of practice experience. Additionally, the supervisor must be available for communication and consultation on a daily basis.
6. Supervisors are expected to evaluate student performance using the AOTA Level II FWPE on Formstack and/or the AOTA Level I Fieldwork Competency Evaluation (provided by school).
7. Fieldwork educators must be adequately prepared to supervise a student. Below are suggested activities for preparation:
 - A) Fieldwork educators can assess their own skills through the use of the Self-Assessment Tool for Fieldwork Educator Competency. This free tool is available through the AOTA website and can be found at: <http://www.aota.org/Education-Careers/Fieldwork/Supervisor.aspx>
 - B) Sharing supervisor responsibilities with an experienced fieldwork educator for mentorship.
 - C) Attending continuing education courses geared towards fieldwork supervision. Supervisors are strongly encouraged to participate in the AOTA Fieldwork Educator Certificate Program: <http://www.aota.org/Education-Careers/Fieldwork/Workshop.aspx>
 - D) Communication with the Academic Fieldwork Coordinator and using resources on the UTHSC website to prepare for fieldwork education



STUDENT RESPONSIBILITIES

1. Students are responsible for contacting each fieldwork site at least eight to twelve weeks prior to the start date to confirm the Level II fieldwork placement. Students should contact their Level I fieldwork sites at least 4 weeks in advance. Many changes can occur in the healthcare environment; therefore, placements are not guaranteed. Some sites may want to hear from students sooner concerning housing and/or interviews; therefore, students should review facility requirements on EXXAT, AOTA data forms, past student assessments of the facility, and contact the AFWC for detailed information and assistance.

2. Both supervisors and students are encouraged to contact the AFWC anytime during the experience if they wish to do so. The AFWC is available for fieldwork advising throughout the fieldwork rotation.

3. Each student is responsible for submitting the required Level II FW paperwork as listed below to the AFWC via EXXAT as specified in the course syllabi. Students must complete all paperwork requirements to receive a grade in Banner. Final grades are determined by the AFWC. Students are ultimately responsible for all assignments. A Level II FW ToDo Grid is available on EXXAT.

- a) EXXAT checklist
- b) Syllabus Attestation
- c) Site Specific Objectives
- d) Educator Details
- e) 1-Week Form
- f) 3-Week Form
- g) 6-Week Form
- h) 9-Week Form
- i) AOTA FWPE Midterm and Final
- j) Discussion Board Forums
- k) Time Sheet Week 1-6
- l) Time Sheet Week 7-12
- m) Learning Contract (as needed)

4. If the student experiences difficulties prior to, or at midterm, the student and/or the supervisor are required to contact the Academic Fieldwork Page 49 Coordinator. A visit from the AFWC can be requested by the student or supervisor at any time during the fieldwork experience should circumstances warrant. A learning contract may be implemented to set expectations for student learning and criteria for the student to pass the rotation.

5. Each student is responsible for completing the Student Evaluation of Fieldwork Experience (SEFWE) Form for each fieldwork placement. Feedback will be solicited from students and supervisors after each experience in order to plan for future fieldwork experiences and modify as needed. Feedback is used by the faculty to assess the curriculum and make changes as needed, as well as to ensure the site meets ACOTE requirements.

6. The Fieldwork Educator must review the finalized AOTA Fieldwork Performance Evaluation with the student prior to the student sharing the SEFWE form with the fieldwork educator. Forged signatures on any form are subject to a failing grade and referral to the UTHSC Honor Code Council.



STUDENT RESPONSIBILITIES CONTINUED

7. Fieldwork grades may be noted as “I” (incomplete) as some fieldwork schedules do not conform to term dates. Once grades are finalized and entered into Banner, the student may request official grades from the Office of Registrar.

8. Students should visit the One-Stop Shop at <http://www.uthsc.edu/OSS/> for financial aid questions and concerns. If the student receives a student loan or grant, then the student will need to check with the counselor(s) in the Financial Aid Office to have the check forwarded to future housing locations while on Level II Fieldwork. Fieldwork expenses may be covered by financial aid; therefore, it is very important to closely communicate with financial aid counselors throughout the program.

9. Students are required to have the Hepatitis B vaccinations series and a negative TB skin test upon entering the program unless a waiver is signed. Many fieldwork sites require proof of CPR certification, flu and/or COVID vaccination, drug testing, as well as professional liability and health insurance. It is the students' responsibility to ensure that all fieldwork requirements are updated in Verified Credentials and EXXAT, and records obtained prior to leaving campus and beginning the affiliation. Students are financially responsible for any health requirements mandated by a fieldwork facility.

10. In compliance with the Exposure Control Plan published in the Federal Register (Volume 56, No. 235, 12/6/91) and OSHA guidelines, the following procedures should be followed at the fieldwork site if a student is exposed to blood borne pathogens:

- a) Evaluation of the student should be done at the institution where the exposure took place. The expense of the evaluation is covered by student health insurance.
- b) The facility student coordinator should immediately notify the Academic Fieldwork Coordinator of the student's exposure.
- c) Prophylaxis and follow-up for the student will be provided through University Health Services.

11. Criminal background checks or other checks (i.e. child protection/abuse checks), if required, are the financial responsibility of the student and may require updates as requested. These can be performed on Qualified First/Verified Credentials or communicate with the fieldwork site for preferred provider. Contact the administrative assistant for the OT department to obtain codes for Qualified First/Verified Credentials. Maintain updated documents in both databases.

12. Students may be required to share medical, criminal, or other personal private protected information with the AFWC or the fieldwork site. The student has the option to not share this information; however, this may result in exclusion from some available fieldwork sites. Students are responsible for maintaining all protected information on EXXAT. Students must provide an electronic signature granting the AFWC permission to send this information to fieldwork sites.



Level II Fieldwork Objectives

The curriculum objectives for the Masters of Occupational Therapy Program of the University of Tennessee Health Science Center are below. These objectives are based on the official recommendations of AOTA and are consistent with the AOTA Fieldwork Performance Evaluation.

GENERAL OBJECTIVES: Upon completion of the Master's in Occupational Therapy Program at the University of Tennessee Health Science Center, students will demonstrate the knowledge, judgment, skills, and attitudes necessary to:


A. Client-Related

1. Gathers necessary information before assessing the patient/client, group, and/or population.
2. Selects relevant areas to assess.
3. Selects the correct methods to assess the relevant areas.
4. Obtains complete information from staff, family members, patients/clients, and records.
5. Administers the assessment procedures according to standardized or recommended techniques.
6. Adapts assessment method when usual procedures are not practical.
7. Assesses the psychological and social influences on occupational performance, including values, beliefs, spirituality, and social factors; and provide appropriate intervention to address psychosocial factors.
8. Interprets assessment data accurately.
9. Reports the results of assessment and reassessment(s) accurately and completely.
10. Reassesses the clients', groups', or populations' programs and progress at regular intervals.
11. Establishes relevant and attainable short-term goals, which reflect the assessment data.
12. Establishes relevant and attainable long-term goals, which reflect the assessment data.
13. Collaborates with the client in establishing goals.
14. Collaborates with other practitioners.
15. Contributes to discussions at case conferences, rounds, in-services, staff, and other pertinent meetings.



16. Establishes treatment priorities with client/groups/populations, family, and significant others.
17. Documents and reports the treatment plan.
18. Documents and reports interventions and treatment.
19. Reviews progress with client, family, and significant others at regular intervals.
20. Orients and instructs family, significant others, and staff in activities which support the treatment programs.
21. Develops and documents discharge and follow-up programs in accordance with clients' or groups' probable discharge environment.
22. Collaborates with client, family, significant others, and staff to formulate discharge and follow-up plans.
23. Terminates treatment when clients or groups have received maximum benefit from services.
24. Prepares the clients, groups, and/or populations for initial and ongoing treatment and interventions.
25. Presents assessment purposes and procedures to clients, family, and significant others in a manner consistent with their level of understanding.
26. Explains the steps of the activity at the clients or groups level of understanding.
27. Establishes and maintains a therapeutic relationship with the clients, groups, and/or populations.
28. Maintains established treatment plan.
29. Creates an environment, which maximizes clients', groups', and/or populations' responses.
30. Adheres to precautions and contraindications throughout the OT process.
31. Responds to changes in the clients' and groups' physical and emotional status during administration of assessment procedures and interventions.
32. Intervenes, when necessary, at signs of fatigue or frustration.
33. Uses praise or other reinforcers to elicit desired behavior.
34. Sets necessary limits in response to undesirable physical or social behavior.
35. Incorporates prevention related activities and programs into treatment and intervention.



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38. Selects treatment activities that demonstrate an understanding of occupational therapy theory.
 39. Modifies goals as clients', groups', or populations' condition or response to treatment changes.
 40. Uses purposeful occupation to maximize client, group, and/or population participation and performance.
 41. Uses a variety of possible strategies for achieving goals.
 42. Adapts interventions, when necessary, to reach desired goals.
 43. Demonstrates entry-level problem-solving skills throughout the OT process.

B. Client-Related

44. Manages time effectively.
45. Adjusts priorities according to the needs of the program, department, and others.
46. Complies with the institution's policies and procedures.
47. Participates responsibly in the supervisory relationship.
48. Adjusts to change and modifies own behavior according to the demands of the situation.
49. Assumes responsibility for professional behavior and growth.
50. Demonstrates an understanding of professional standards and code of ethics.
51. Maintains work area, equipment, and supplies in a manner conducive to efficient and safety.
52. Demonstrates an understanding of the implication of costs and financial support on occupational therapy services.

C. Overall Professional Knowledge

53. Knows key events in the history and development of the profession.
54. Accurately describes the profession upon inquiry.
55. Implements quality assurance.
56. Plans OT service programs for a variety of patient populations.
57. Manages appropriate personnel.
58. Participates in management of departmental operations.
59. Critiques research related to occupational therapy.
60. Applies research to practice.
61. Participates in the promotion of occupational therapy.



Level II Fieldwork Attendance Policy

Punctual attendance is **mandatory** and expected during fieldwork. Level II Fieldwork is designed to be rigorous to prepare you for your career and entrance into the healthcare workforce. The specific requirements for days/hours worked may vary by student. Students are expected to consistently document the time they invested in the fieldwork experience on their EXXAT timesheets.

Students who are going to be late or absent for any reason should immediately contact their fieldwork educator then the Academic Fieldwork Coordinator (AFWC). All late arrivals/early departures and absences must be accurately logged in EXXAT with supporting documents uploaded in a timely manner. For Level II fieldwork, the following policy will apply when the fieldwork site does not have a specific attendance policy. If the site has a policy, the student and the UTHSC program will defer to the policy of the site.

Students must attend all scheduled days of fieldwork as designated by the fieldwork educator and site. Students are allowed to miss up to three workdays per placement. This time should be used for **excused absences only** (see below for definition). Students are expected to maintain professional standards when communicating circumstances for absences. Students are not permitted "vacation days" or "days off" during the placement, other than what has been provided or determined appropriate by the fieldwork site.

Inclement Weather: Students will follow the inclement weather policy for the fieldwork site, **not the university**. To be consistent with expectations of the healthcare workforce, students should make every effort to be present at fieldwork. However, students must use sound judgment to determine if travel is safe. Students should respectfully communicate with the fieldwork educator and AFWC if weather conditions prevent the student's ability to be on-site. Students are required to make up any missed days due inclement weather.



1) Tardy/Absence Calculation

- Tardiness in the form of arriving late or departing early is considered a form of absenteeism and is regarded as disruptive and disrespectful to the fieldwork site.
- The student is required to make up missed time by working additional hours/days during the placement or the placement will be extended beyond the scheduled completion date.
- Following four or more absences (excused, unexcused, or combination), the student will meet with the AWFC and fieldwork educator to discuss the options for the remainder of the placement.
- If the AWFC and fieldwork educator deem appropriate, the student will be dismissed from the fieldwork site.

2) Excused Absences

- The student has an illness or injury; written documentation from a healthcare provider is required.
- The student's child has an illness or injury; written documentation from a healthcare provider is required.
- An immediate family member has an illness or injury that requires urgent medical attention; written documentation from a healthcare provider is required.
- Death of immediate family member.

3) Unexcused Absences

- Wedding
- Vacation
- Non-emergency doctor or dentist appointment
- Schedule conflicts not pertaining to Level II FW including any non-fieldwork work responsibilities.

4) Alternate Work Schedule and Hours

- A fieldwork educator may have an alternate work schedule of weekends and/or nontraditional hours (e.g., ten-hour day). The student will defer to the fieldwork educator's schedule.



5) Holidays

- The fieldwork site determines holiday observances and personal leave time that is granted to employees. The fieldwork educator will determine if the student is required to make up days missed for holiday observances.

1) Tardy/Absence Calculation

- To adequately prepare for the demands of the fieldwork placement, the student is expected to dedicate time outside of work hours to review assessments, research diagnoses, and plan interventions. This is consistent with the responsibilities of an entry level occupational therapist.

1) Tardy/Absence Calculation

- The student is responsible for meeting all the above requirements.
- The student is responsible for being knowledgeable of the program and site- specific guidelines.
- The student is responsible for communicating to the AWFC any challenges in meeting the standards and working diligently to address the issues.

1) Tardy/Absence Calculation

- The AFWC is responsible for communicating the attendance policy to the fieldwork site and fieldwork educator.
- The AFWC is responsible for communicating the rationale, process, and standards to the students.
- The AFWC is responsible for monitoring and enforcing the attendance policy.
- The AWFC is responsible for collaborating with students to address any challenges in meeting the standards.



FACILITY REQUIRED PAPERWORK



STANDARD CLINICAL AFFILIATION AGREEMENT

This Agreement entered in to this ___ of _____, 2023 between The University of Tennessee, hereinafter referred to as the "University" and _____ hereinafter referred to as the "Facility" will be effective as of _____ through _____ ("Initial Term", "Contract Year Term"). If neither party gives written notice of its intention to terminate this Agreement, this Agreement shall renew automatically in successive one (1) year increments, not to exceed five (5) years. Either party may terminate this Agreement at any time without cause upon giving thirty (30) days' written notice to the other party. Such termination shall have no effect on students currently receiving clinical experience for the duration of the academic year. Both parties understand and agree that the parties hereto may revise or modify this agreement by written amendments whenever the same shall be agreed upon by both parties.

The Facility and the University hereby mutually agree to the following:

1. The purpose of the agreement shall be to establish an affiliation between the University and the Facility to provide quality clinical/fieldwork education for students of the following programs:
 - Audiology and Speech Language Pathology
 - Clinical Lab Science (medical technology, histotechnology and cytotechnology students)
 - Health Informatics and Information Management
 - Occupational Therapy
 - Physical Therapy
2. The determination of the number of students, their schedules, and the availability of the Facility shall be made by mutual agreement between the University and the Facility.
3. The University maintains the privilege of visiting the Facility before, after and/or during the internship period.
4. The University and the Facility agree that it shall be the student's responsibility to provide transportation to and from the Facility for the assignment.
5. HIPAA Compliance. Either party certifies that it is familiar with requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and its accompanying regulations, and will comply with all applicable HIPAA requirements in the course of this contract. Either party warrants that it will cooperate with either party in the course of performance of the contract so that either will be in compliance with HIPAA, including cooperation and coordination with either party's privacy officials and other compliance officers required by HIPAA and its regulations.
6. In compliance with the requirements of Tennessee Code Annotated § 12-3-309, for any Agreement for goods or services purchased by the University, the Facility hereby attests that the Facility shall not knowingly utilize the services of an illegal immigrant in the United States in the performance of this Agreement and shall not knowingly utilize the services of any subcontractor who will utilize the services of an illegal immigrant in the United States in the performance of the Agreement.



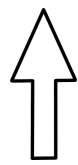
7. No person on the grounds of disability, age, race, color, religion, sex, national origin, veteran status or any other classification protected by Federal and/or Tennessee State constitutional and/or statutory laws shall be excluded from participation in, or be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement. The Facility shall, upon request, show proof of such non-discrimination, and shall post in conspicuous places, available to all employees and applicants, notice of non-discrimination.
8. Confidentiality of patients and medical records shall be maintained by all parties at all times.

Responsibilities of the Facility

1. The Facility agrees to make available first aid for illnesses or accidents occurring on the premises. Medical and dental costs are the responsibility of the student, since as students (rather than employees) there is no eligibility for workers compensation.
2. The Facility agrees to provide instruction in procedures which are considered specialty areas of Facility and in use of equipment with which the student is not familiar.
3. The Facility agrees to comply, to the extent applicable to it, with all requirements imposed by pursuant to Title IX of the Education Amendments of 1972 (P.L. 92-318), as amended, 20 U.S.C. S 1681, 1682, 1683 and 1685, and all applicable implementing regulations of the Departments of Health and Human Services and Education, as now or hereafter amended, (45, C.F.R. Part 86) to the end that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Responsibilities of the University

1. The University shall notify the Facility if students have disclosed medical problems and/or physical disabilities to appropriate University officials and requested accommodation(s) in accordance with applicable law.
2. The University shall have responsibility for the curriculum provided its students at the Facility.
3. The University shall have the responsibility for notifying the Facility of the arrival and reporting of the student to the designated staff member at the Facility.
4. The University shall make a copy of this agreement available to each student participating in the program.
5. The University is self-insured under the provisions of the Tennessee Claims Commission Act Tenn. Code Ann. §§ 9-8-301, et seq., which provides worker's compensation coverage and certain tort liability for its own employees for actual damages up to \$300,000 per claimant and \$1,000,000 per occurrence.
6. The University shall be responsible for providing written evidence of professional liability insurance coverage in a blanket certificate of liability insurance form on a per occurrence basis for students participating in the clinical experience in the amounts of \$1,000,000 per occurrence (claim) and \$5,000,000 aggregate and shall cover the entire period of each student's clinical experience.
7. The University acknowledges that all students admitted to the University are required to submit to a criminal background check prior to matriculation at the University. The criminal background check is conducted by Verified Credentials, Inc. and accessed via internet link from the Tennessee Hospital Association website at www.tha.com.



IN WITNESS WHEREOF the parties hereto have caused this instrument to be executed by their officers on the date first hereinabove mentioned.

FACILITY

UNIVERSITY OF TENNESSEE

BY _____

BY _____

Anthony A. Ferrara

Vice Chancellor / Chief Financial Officer

TITLE: _____

DATE: _____

DATE: _____

Federal Tax ID #

With Copy to:

University of Tennessee

Finance & Operations Business Contracts

62 South Dunlap Street, Suite 320

Memphis, TN 38163

Attn: Sandra Pulliam, Contracts Director





CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
05/31/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Willis Towers Watson Southeast, Inc. c/o 26 Century Blvd P.O. Box 305191 Nashville, TN 372305191 USA	CONTACT NAME: Willis Towers Watson Certificate Center PHONE (A/C. No. Ext): 1-877-945-7378 E-MAIL ADDRESS: certificates@willis.com		FAX (A/C. No.): 1-888-467-2378
	INSURER(S) AFFORDING COVERAGE INSURER A: TDC Specialty Insurance Company		NAIC # 34487
INSURED University of Tennessee Office of Risk Management 505 Summer Place - UT Tower 1098C Knoxville, TN 37902	INSURER B:		
	INSURER C:		
	INSURER D:		
	INSURER E:		
	INSURER F:		

COVERAGES

CERTIFICATE NUMBER: W29122135

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			MFP-00577-23-05	06/01/2023	06/01/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 50,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ 6,000,000 PRODUCTS - COMP/OP AGG \$ 1,000,000
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Student Professional Liability (Occurrence Basis)			MFP-00577-23-05	06/01/2023	06/01/2024	Each Occurrence Limit \$1,000,000 Aggregate Limit \$6,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

RE: UTHSC OT Students

CERTIFICATE HOLDER

CANCELLATION

Evidence of Coverage

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Jann Gregory

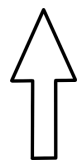
AOTA FIELDWORK DATA FORM

Introduction:

The primary purpose of the Fieldwork Data Form is to summarize information regarding the program at a fieldwork site. Occupational therapy (OT) and occupational therapy assistant (OTA) students will find valuable information describing the characteristics of the fieldwork setting; the client population; commonly used assessments; interventions; and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the *Occupational Therapy Practice Framework: Domain and Process, 3rd Edition* (American Occupational Therapy Association [AOTA], 2014) terminology and best practice in occupational therapy to promote quality fieldwork experiences. The data gathering processes used in completion of this form entails a collaborative effort that facilitates communication between OT and OTA academic programs, students, and fieldwork educators. This form may be completed by the combined efforts of the fieldwork educator, the OT or OTA student assigned to the site for fieldwork, and/or the Academic Fieldwork Coordinator (AFWC) from the program. Fieldwork sites are encouraged to update the form annually and provide a copy to the educational program(s) where they have a current memorandum of understanding (MOU).

The secondary purpose of the Fieldwork Data Form is to document the connection between the curriculum design of a given OT or OTA educational program with its fieldwork component. The AFWC will use the data entered on the form to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards (ACOTE, 2012). The standards are outlined in Section C of the 2011 ACOTE standards and are denoted on the form. Educational programs can revise the form to suit the needs of their respective fieldwork programs.

The Fieldwork Data Form was developed through the joint efforts of the Commission on Education (COE) and the Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.



AOTA FIELDWORK DATA FORM

Date:

Name of Facility:

Address: Street:

City:

State:

Zip:

FW I		FW II	
Contact Person:	Credentials:	Contact Person:	Credentials:
Phone:	Email:	Phone:	Email:

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

OT Fieldwork Practice Settings:

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

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

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:	Other	Describe level of structure for student?	Describe level of supervisory support for student?
Schedule hrs/week/day:	Room provided <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> High	<input type="checkbox"/> High
Do students work weekends? <input type="checkbox"/> yes <input type="checkbox"/> no	Meals <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Do students work evenings? <input type="checkbox"/> yes <input type="checkbox"/> no	Stipend amount:	<input type="checkbox"/> Low	<input type="checkbox"/> 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):

<p>Occupations: Client-directed occupations that match and support identified participation level goals (check all that apply): <small>ACOTE Standards C.1.8, C.1.11, C.1.12</small></p>		
<p>Activities of Daily Living (ADL)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bathing/showering <input type="checkbox"/> Toileting and toilet hygiene <input type="checkbox"/> Dressing <input type="checkbox"/> Swallowing/eating <input type="checkbox"/> Feeding <input type="checkbox"/> Functional mobility <input type="checkbox"/> Personal device care <input type="checkbox"/> Personal hygiene and grooming <input type="checkbox"/> Sexual activity <p>Rest and Sleep</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rest <input type="checkbox"/> Sleep preparation <input type="checkbox"/> Sleep participation <p>Play</p> <ul style="list-style-type: none"> <input type="checkbox"/> Play exploration <input type="checkbox"/> Play participation <p>Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practicing an activity <input type="checkbox"/> Simulation of activity <input type="checkbox"/> Role play <p>Examples:</p>	<p>Instrumental Activities of Daily Living (IADL)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Care of others/pets <input type="checkbox"/> Care of pets <input type="checkbox"/> Child rearing <input type="checkbox"/> Communication management <input type="checkbox"/> Driving and community mobility <input type="checkbox"/> Financial management <input type="checkbox"/> Health management and maintenance <input type="checkbox"/> Home establishment and management <input type="checkbox"/> Meal preparation and clean up <input type="checkbox"/> Religious / spiritual activities and expression <input type="checkbox"/> Safety and emergency maintenance <input type="checkbox"/> Shopping <p>Leisure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leisure exploration <input type="checkbox"/> Leisure participation <p>Preparatory Methods and Tasks: Methods, adaptations and techniques that prepare the client for occupational performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preparatory tasks <input type="checkbox"/> Exercises <input type="checkbox"/> Physical agent modalities <input type="checkbox"/> Splinting <input type="checkbox"/> Assistive technology <input type="checkbox"/> Wheelchair mobility <p>Examples:</p>	<p>Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formal education participation <input type="checkbox"/> Informal personal education needs or interests exploration <input type="checkbox"/> Informal personal education participation <p>Work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employment interests and pursuits <input type="checkbox"/> Employment seeking and acquisition <input type="checkbox"/> Job performance <input type="checkbox"/> Retirement preparation and adjustment <input type="checkbox"/> Volunteer exploration <input type="checkbox"/> Volunteer participation <p>Social Participation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community <input type="checkbox"/> Family <input type="checkbox"/> Peer/friend <p>Education: describe</p> <p>Training: describe</p> <p>Advocacy: describe</p> <p>Group Interventions: describe</p>
<p>Method of Intervention</p> <p>Direct Services/Caseload for entry-level OT</p> <ul style="list-style-type: none"> <input type="checkbox"/> One-to-one: <input type="checkbox"/> Small group(s): <input type="checkbox"/> Large group: <p>Discharge/Outcomes of Clients (% clients)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Home <input type="checkbox"/> Another medical facility <input type="checkbox"/> Home health 	<p>Outcomes of Intervention</p> <ul style="list-style-type: none"> <input type="checkbox"/> Occupational performance improvement and/or enhancement <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Prevention <input type="checkbox"/> Quality of life <input type="checkbox"/> Role competence <input type="checkbox"/> Participation <p>OT Intervention Approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create, promote health/habits <input type="checkbox"/> Establish, restore, remediate <input type="checkbox"/> Maintain <input type="checkbox"/> Modify, facilitate compensation, adaptation <input type="checkbox"/> Prevent disability 	<p>Theory/Frames of Reference/Models of Practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acquisitional <input type="checkbox"/> Biomechanical <input type="checkbox"/> Cognitive/Behavioral <input type="checkbox"/> Coping <input type="checkbox"/> Developmental <input type="checkbox"/> Ecology of Human Performance <input type="checkbox"/> Model of Human Occupation (MOHO) <input type="checkbox"/> Occupational Adaptation <input type="checkbox"/> Occupational Performance <input type="checkbox"/> Person-Environment-Occupation (PEO) <input type="checkbox"/> Person-Environment-Occupational Performance (PEOP) <input type="checkbox"/> Psychosocial <input type="checkbox"/> Rehabilitation frames of reference <input type="checkbox"/> Sensory Integration <input type="checkbox"/> Other (please list):
<p>Please list the most common screenings and evaluations used in your setting:</p>		



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

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

Most common services priorities (check all that apply):			
<input type="checkbox"/> Direct service <input type="checkbox"/> Discharge planning <input type="checkbox"/> Evaluation	<input type="checkbox"/> Meetings (team, department, family) <input type="checkbox"/> Client education <input type="checkbox"/> Intervention	<input type="checkbox"/> Consultation <input type="checkbox"/> In-service training	<input type="checkbox"/> Billing <input type="checkbox"/> Documentation

Target caseload/productivity for fieldwork students: Productivity (%) per 40-hour work week: Caseload expectation at end of FW: Productivity (%) per 8-hour day: Number groups per day expected at end of FW:	Documentation: Frequency/Format (briefly describe) : <input type="checkbox"/> Handwritten documentation: <input type="checkbox"/> Computerized medical records: Time frame requirements to complete documentation:
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Administrative/Management Duties or Responsibilities of the OT/OTA Student:	Student Assignments. Students will be expected to successfully complete:
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<input type="checkbox"/> Schedule own clients <input type="checkbox"/> Supervision of others (Level I students, aides, OTA, volunteers) <input type="checkbox"/> Budgeting <input type="checkbox"/> Procuring supplies (shopping for cooking groups, client/intervention-related items) <input type="checkbox"/> Participating in supply or environmental maintenance <input type="checkbox"/> Other:	<input type="checkbox"/> Research/EBP/Literature review <input type="checkbox"/> In-service <input type="checkbox"/> Case study <input type="checkbox"/> In-service participation/grand rounds <input type="checkbox"/> Fieldwork project (describe): <input type="checkbox"/> Field visits/rotations to other areas of service <input type="checkbox"/> Observation of other units/disciplines <input type="checkbox"/> Other assignments (please list):
--	--

OPTIONAL DATA COLLECTION:

The question included 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*

Supervisory Patterns–Description (respond to all that apply)

1:1 Supervision model:

Multiple students supervised by one supervisor:

Collaborative supervision model:

Multiple supervisors share supervision of one student; number of supervisors per student:

Non-OT supervisors:

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

STATUS/TRACKING INFORMATION SENT TO FACILITY:

Date:

ACOTE Standard C.1.6

Which documentation does the fieldwork site need?

Fieldwork Agreement/Contract?

OR

Memorandum of Understanding (MOU)?

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

Title of parent corporation (if different from facility name):

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

State of incorporation:

Fieldwork site agreement negotiator:

Phone:

Email:

Address (if different from facility):

Street:

City:

State:

Zip:

Name of student:

Potential start date for fieldwork:

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



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

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

Revised 7/1/2021



OCCUPATIONAL THERAPY FIELDWORK EDUCATOR & FACILITY CHECKLIST

Name of Facility: _____
 Address: _____ Facility Phone: _____ Facility Fax: _____
 Student Coordinator Name: _____ Email: _____

To assist with our data collection of meeting ACOTE objectives, could you please confirm that the following information and resources are available for students on fieldwork by checking Yes or No?:

Resource	Yes	No
Fieldwork Site Specific Learning Objectives that include how OT addresses psychosocial factors		
Up-to-date AOTA Data Form		
Operational Policies and Procedures		
Health and Safety Policies and Procedures		
Potential student learning opportunities for inter-professional collaboration, professional development, leadership, and advocacy		
Support for student		
Support for fieldwork educator		
Support for students with diverse needs		
Student orientation		
Resource file to support independent student learning		
Student access to Internet and computer		
Student access to electronic medical records or documentation system		
Plan identified if primary fieldwork educator is absent		
Fieldwork educator understands how to use Formstack to complete the AOTA Fieldwork Performance Evaluation		
Fieldwork educator has reviewed the OT programs fieldwork manual and curriculum information		
Supervising OT practitioner utilizes a client centered, evidence- and occupation-based approach to practice		
Supervising occupational therapy practitioner is adequately prepared to take a fieldwork student (examples: AOTA Fieldwork Educator certified, demonstrates effective supervisor characteristics)		
The Level II fieldwork educator has a minimum of 1 year of practice experience and licensed to practice		
The Level I fieldwork educator is licensed or otherwise regulated (ex. OTR, COTA, PT, PTA, SLP, teacher, rec. therapist, counselor, social worker, RN, etc.)		

Circle all that apply:

What is the student/supervisor ratio? 1:1 1:2 2:1 2:2 Other: _____

What is the plan for supervision? direct/ indirect /distant daily/ weekly group/ individual

Signature

Date

Thank you for your assistance with completing this form. If you should have any questions, need support and/or training, please feel free to contact the Academic Fieldwork Coordinator: Ms. April Hilsdon, MOT, OTR/L at (901) 448-2296 or otfieldwork@uthsc.edu



SITE SPECIFIC OBJECTIVES

The American Occupational Therapy Association's (AOTA) website provides several resources for developing Site Specific Objectives. Roberta Winner's presentation at the 2004 AOTA Conference *Writing Site Specific Objectives* provides valuable tools for the fieldwork site. Winner explains that each facility must identify and develop site-specific fieldwork objectives. These fieldwork objectives will define entry-level competencies unique to each site's practice setting. There are samples of fieldwork objectives found on the AOTA website using the link: <https://www.aota.org/education/fieldwork/level-ii-fieldwork>

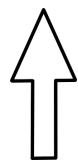
If assistance is needed in developing facility site specific objectives, please consult the AFWC, Ms. April Hilsdon at otfieldwork@uthsc.edu or (901) 448-2296. Site specific objectives must be established prior to the student starting a rotation at the facility. Per the 2018 ACOTE guidelines, all fieldwork sites should include a psychosocial learning objective. Please consider adding this objective to your site specific objectives: ***Assess the psychological and social influences on occupational performance, including values, beliefs, spirituality, and social factors; and provide appropriate intervention to address psychosocial factors.***

Once site-specific objectives are completed then please email the objectives to otfieldwork@uthsc.edu or fax to (901) 448-7545.

AOTA FIELDWORK RESOURCES

AOTA's fieldwork education webpage <http://www.aota.org/en/Education-Careers/Fieldwork.aspx> has information and resources about the fieldwork process.

General headings include topics on: Level I and Level II Fieldwork information, Site-Specific Objectives, Student Supervision, Fieldwork Educators Certificate Workshop, and Answers to Your Fieldwork Questions.



UTHSC STUDENT PAPERWORK REQUIREMENTS





Health Science Center

College of Health Professions
Department of Occupational Therapy
Level II Fieldwork Student Agreement

Date:

Name of Student:

All efforts have been made to take personal student requests into consideration. If you accept the below confirmed placements, then: 1) sign the form; 2) keep a copy for your records and 3) upload a copy into Exxat-required documents within 1 week of receipt of this form. If there are concerns or issues with your schedule, then please contact the Academic Fieldwork Coordinator.

Please use EXXAT to review facility requirements and contact information. Fieldwork dates, setting type, and fieldwork educators are subject to change at the discretion of the fieldwork site. In the event of a cancellation, the Academic Fieldwork Coordinator will place you at the next best available site.

I. *Rotation:* OT 731 Level II Fieldwork A

Dates:

Type of Fieldwork Rotation:

Name of Institution:

Location:

II. *Rotation:* OT 732 Level II Fieldwork B

Dates:

Type of Fieldwork Rotation:

Name of Institution:

Location:

I authorize disclosure of my EXXAT Profile to the fieldwork on-site coordinators and educators. I have disclosed any possible conflicts of interest with the above agencies to the Academic Fieldwork Coordinator. I attest that I have reviewed the Level II fieldwork attendance policy and will comply with the expectations and requirements.

I acknowledge that I am responsible for reviewing and satisfying all onboarding requirements of each facility by the specified deadlines and that failure to comply with the guidelines may result in the cancellation of my confirmed placement. I have attached a timeline for the submission of the facility requirements to my EXXAT Profile. I understand that I am financially responsible for all fieldwork related expenses.

Student Signature: _____

Date: _____



Timeline for submission of onboarding requirements

Requirement: Please review the facility time frame for each criterion (e.g., 1 year, 6 months, 30 days, 1 week).	Projected date for completion: <i>OT 731 Level II Fieldwork A</i> (Please note if N/A and/or insert date of completion if requirement has been previously satisfied)	Projected date for completion: <i>OT 732 Level II Fieldwork B</i> (Please note if N/A and/or insert date of completion if requirement has been previously satisfied)
Criminal Background Check: Note the facility specifications for the required components. Upload entire document.		
Immunization Record: <ul style="list-style-type: none"> • Annual Influenza vaccine • Negative TB skin test or X-ray (note if 2-step test is required) • COVID-19 vaccine and booster (per facility requirement) 		
Negative Drug Screen: Note the required panel		
Proof of FIT Testing (per facility requirement)		
Proof of physical (per facility requirement)		
American Heart Association BLS CPR card		
Proof of Student Professional Liability Insurance		
Certificates and/or proof of updated HIPAA and Bloodborne Pathogens training		
Proof of Health Insurance		
Negative COVID-19 test: Note the specifications for time frame (per facility requirement)		
Facility specific paperwork: Available on Exxat site page. <i>Students utilizing TCPS will receive an onboarding packet 6-8 weeks prior to placement.</i>		



STUDENT PREPARATION FOR FIELDWORK

TASK	DATE COMPLETED
Complete EXXAT profile	
Criminal Background Check – upload entire document	
Immunization Record: NOTE THE COMPLETION & EXPIRATION DATE DIPHTHERIA-TETANUS (DT) TB TEST or X-RAY HEPATITIS B VACCINE (or signed form declining the vaccine) MEASLES MUMPS RUBELLA (MMR) CHICKENPOX (varicella vaccine or history of the disease) INFLUENZA VACCINE (annual) COVID-19 VACCINE	
HIPAA training certificate	
Universal precautions training certificate	
American Heart Association CPR for Healthcare Providers	
Personal Professional Liability Insurance	
Proof of Health Insurance	
COVID-19 Waiver	
COVID-19 Training	
Negative COVID-19 test	
Contact your assigned facility 8-12 weeks in advance for Level II FW and 4-6 weeks in advance for Level I FW	
Potential questions to ask:	
Who will be my direct supervisor?	
What immunizations are required?	
What health forms or applications are required?	
What is the clinical dress? Lab Coat? Name tag?	
What are the working hours? Evenings, Weekends, Holidays	
First day: Date: Time to arrive: Location: Parking: Directions to the facility:	
What is the policy for meals? Provided? Purchased on site? Brought? Will I have access to a refrigerator? Microwave?	
What should I review? <ul style="list-style-type: none"> • Assessments? • Treatment/intervention approaches? • Resources? • Websites? 	
How can I organize and plan for this internship? Based on the information you have gathered, identify and write out three professional goals for each fieldwork experience.	
Write a follow up email as appropriate – utilize 3-5 business day guideline	
Confirm Housing arrangements prior to arriving	
Ensure you have all necessary forms and resources	
Post-fieldwork recommendations	
Ask for professional recommendation(s) and provide fieldwork supervisor with necessary information	
Handwrite a thank you note or card after completion of fieldwork	



EDUCATOR DETAILS ON EXXAT - SAMPLE

My Placement Educator Information

Educator Name:

Test

Educator Email(also CPI Login email):

example@test.com

Educator Phone:

333-555-4444

Working Schedule (days and times)

N/A

This Educator will be Supervising you for what % of your time at the Clinic ?

65

Educator Years of Experience

4

Highest Degree earned:

N/A

Educator Institute

Membership:

N/A

Primary Educator:

No

Site Address:

N/A

Room/Suite #

N/A

Site Phone Number:

N/A

Directions to office after entering building:

N/A

Educator Credentials

Years Licensed

10

Was an orientation provided ?

N/A

Was a manual and or/binder provided with a plan or schedule of organization ?

N/A

OK



WEEK 1 QUESTIONNAIRE
SUBMIT ON EXXAT: April Hilsdon, MOT, OTR/L, AFWC

Student Name: _____ **FW Educator Name:** _____

Facility: _____ **Dept Phone:** _____

QUESTIONS	YES	NO	N/A
1. Do you need a telephone call?			
2. Did you have any problems finding your facility? Comments:			
3. Are your housing conditions neat, clean, safe, acceptable? Comments:			
4. Has your fieldwork educator provided an orientation to the facility and the policies and procedures or is one scheduled within this first week? Comments:			
5. Does your fieldwork educator demonstrate knowledge of your level of education? Comments:			
6. Have you and your fieldwork educator reviewed/developed/revised site-specific fieldwork objectives?*			
7. Have you and your fieldwork educator established a schedule to meet and review goals and objectives, along with providing feedback on performance? Comments:			
8. Do you feel that this facility will help you meet your goals and objectives? Comments:			
9. Do you feel prepared to meet the needs of the population at this facility? If not, what is your plan to improve your readiness? Comments:			
10. Has the fieldwork educator requested anything from the University/AFWC? Comments:			
11. Does your supervisor hold some type of clinical certification? (i.e. CHT, NDT, ATP) If yes, what type of certification do they hold?			

Additional comments or problems:

** Please attach a copy of the site-specific objectives to this form. If no objectives exist, please contact the AFWC to develop the objectives.*

Adapted from the University of St. Augustine with permission of Dr. Bonnie Decker



WEEK 3 FORM

UPLOAD TO EXXAT: April Hilsdon, MOT, OTR/L, AFWC

Student Name: _____ **FW Educator Name:** _____

Facility: _____ **Dept Phone:** _____

To be completed by Student

Yes No

1. Are you making progress on your goals?		
2. Are you receiving adequate/constructive formative and summative feedback?		
3. Are you receiving daily feedback and mentorship from your fieldwork educator?		
4. Do you feel prepared for this experience?		
5. Are you seeing an adequate variety of patients/clients/groups/populations, treatment approaches and experiences?		
6. Do you need a phone call or e-mail?		

Please comment on any negative responses to questions 1 - 5:

What are you doing now that you couldn't do when you first started? _____

To be completed by Fieldwork Educator

Yes No

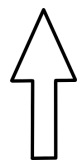
1. Is the student prepared academically to meet the demands of the patient/clientele?		
2. Is the student integrating their didactic knowledge with clinical application?		
3. Is the student making progress on meeting professional goals?		
4. Is the student receptive to your feedback and mentorship?		
5. Does the student demonstrate effective communication skills with patients, families, health care team members, and you? (Verbal, nonverbal, written, and listening)		
6. Is the student safe in their clinical application and professional conduct?		
7. Do you need a phone call or e-mail?		

Comments:

Student Signature

FWE signature

Adapted from the University of St. Augustine with permission of Dr. Bonnie Decker



WEEK 6 QUESTIONNAIRE

SUBMIT ON EXXAT: April Hilsdon, MOT, OTR/L, AFWC

Student Name: _____ Fieldwork Educator: _____

Facility: _____ Date: __/__/__

1-Needs Much Improvement; 2-Needs Minimal Improvement; 3-sufficient/adequate; or 4-above average

1. Did you receive an adequate orientation? 1 2 3 4

Do you need further or additional orientation? Yes No

COMMENTS:

2. Do you feel welcomed at the facility? 1 2 3 4

COMMENTS:

3. Has your educator provided a positive role model of professional behavior in practice? 1 2 3 4

COMMENTS:

4. Does the amount of supervision meet your needs? 1 2 3 4

COMMENTS:

5. Is the opportunity to communicate with your educator adequate? 1 2 3 4

COMMENTS:

6. Has your educator shown respect/sensitivity for your needs? 1 2 3 4

COMMENTS:

7. Do you feel comfortable asking questions/approaching your educator? 1 2 3 4

COMMENTS:

8. Is feedback adequate? 1 2 3 4

appropriate? 1 2 3 4

constructive? 1 2 3 4

tactful? 1 2 3 4

COMMENTS:

9. Do you feel comfortable seeking assistance from other professional staff? 1 2 3 4

COMMENTS:

10. Have the expectations and assignments been clearly defined? 1 2 3 4

COMMENTS:

11. Are assignments appropriate and reviewed in timely manner? 1 2 3 4

COMMENTS:

12. Do you understand the rationale for the assignments? 1 2 3 4

COMMENTS:

13. Are you completing your assignments in a timely fashion? 1 2 3 4

COMMENTS:

14. How many hours a week are you spending on related assignments outside of the scheduled work day? _____ HOURS

COMMENTS:



15. Are you comfortable with oral reports with your educator, department, and at family/client conferences? 1 2 3 4

COMMENTS:

16. Are you comfortable with written reports such as note writing, interdisciplinary reports, and funding requests? 1 2 3 4

COMMENTS:

17. Has your educator encouraged self-directed learning? 1 2 3 4

COMMENTS:

18. Has your educator taught knowledge and skills to facilitate your learning? 1 2 3 4

COMMENTS:

19. Is the amount of delegated responsibility appropriate? 1 2 3 4

COMMENTS:

20. Does the caseload provide opportunity for a meaningful learning experience? 1 2 3 4

COMMENTS:

21. Does your educator's questioning techniques promote problem-solving skills? 1 2 3 4

COMMENTS:

22. Is there adequate discussion related to client problems and goals? 1 2 3 4

COMMENTS:

23. Does your educator model occupation-centered treatment? 1 2 3 4

COMMENTS:

24. Are you working toward client-centered, meaningful, occupational outcomes? 1 2 3 4

COMMENTS:

25. Is your educator approachable and open to new ideas, allowing you to be flexible in your treatment approach? 1 2 3 4

COMMENTS:

26. Are you able to find resources and reference materials for your client needs and special interests? 1 2 3 4

COMMENTS:

27. Have you had the opportunity to supervise assistants, technicians, nursing aides, etc.? YES NO

COMMENTS:

28 Do you have any special interest areas you would like to pursue during the remainder of this fieldwork?

29. Have you encountered a situation that you felt that you were truly an "OT" and felt confident in your skills? If so, please describe the situation and your actions. _____

30. Have you encountered a situation that you felt you were not prepared to deal with? If so, please describe the situation, how you did not feel prepared, and the actions you took to become prepared. _____

Student Signature

Fieldwork Educator Signature

Date



WEEK 9 FORM

UPLOAD TO EXXAT: April Hilsdon, MOT, OTR/L, AFWC

Student Name: _____ FW Educator Name: _____

Facility: _____ Dept Phone: _____

To be completed by Student

Yes No

1. Are you making progress on your goals?		
2. Are you receiving adequate/constructive formative and summative feedback?		
3. Are you receiving daily feedback and mentorship from your fieldwork educator?		
4. Do you feel prepared for this experience?		
5. Are you seeing a good variety of patients/clients/groups/populations, treatment approaches and experiences?		
6. Do you need a phone call or e-mail?		

Please comment on any negative responses to questions 1 - 5:

What can you teach someone to do that you didn't know 9 weeks ago?

To be completed by Fieldwork Educator

Yes No

1. Is the student prepared academically to meet the demands of the patient/clientele?		
2. Is the student integrating didactic knowledge with clinical application?		
3. Is the student making progress on meeting professional goals?		
4. Is the student receptive to your feedback and mentorship?		
5. Does the student demonstrate effective communication skills with patients/clients, families, health care team members, and you? (Verbal, nonverbal, written, and listening)		
6. Is the student safe in their clinical application and professional conduct?		
7. Do you need a phone call or e-mail?		

Comments:

Student Signature

FWE Signature

Adapted from the University of St. Augustine by permission of Dr. Bonnie Decker



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 supervisor and fieldwork setting

Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs

Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design

Provide objective information to students who are selecting sites for future Level II fieldwork

Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program

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

*Students should receive their fieldwork evaluation prior to reviewing the SEFWE with the fieldwork educator to avoid bias.



STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:

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

Fieldwork Site _____ Type of Fieldwork: Physical
Address _____ Specialty
Placement Dates: from _____ to _____ Psychosocial

Order of Placement: First Second Third Fourth

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

Public transportation in the area:

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

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

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

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

FW Educator's years of experience _____

Secondary FW Educator's Signature

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

FW Educator's years of experience _____

ORIENTATION



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

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

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD

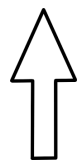
List approximate number of each age category in your caseload.

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

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

Condition/Problem	Number

OCCUPATIONAL THERAPY PROCESS



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

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

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

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				
Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				



1.				
2.				
3.				
4.				

THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

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

FIELDWORK ASSIGNMENTS

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

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

ASPECTS OF THE ENVIRONMENT

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



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

SUPERVISION

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

one supervisor : one student

one supervisor : group of students

two supervisors : one student

one supervisor : two students

distant supervision (primarily off-site)

three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

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

ACADEMIC PREPARATION



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

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

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

<input type="checkbox"/> OTAN 411 A&P	<input type="checkbox"/> OT 425 Foundations	<input type="checkbox"/> OT 437 Persp. of Early Development	<input type="checkbox"/> OT 531 OCP Mental Health	<input type="checkbox"/> Level I FW
<input type="checkbox"/> OT400 Pathology	<input type="checkbox"/> OT 538 Persp. of Adult Development	<input type="checkbox"/> OT 533 Peds OCP	<input type="checkbox"/> OT 532 Group Practice	<input type="checkbox"/> Simulation labs
<input type="checkbox"/> OT 430 Biomechanics 1	<input type="checkbox"/> OT 535 Adult OCP	<input type="checkbox"/> OT 641 Persp. of Aging	<input type="checkbox"/> OT 431 Leadership	<input type="checkbox"/> RKS Therapy Center
<input type="checkbox"/> OTAN442 Neurobiology	<input type="checkbox"/> OT436 EBP	<input type="checkbox"/> OT 633 OCP Older Adults	<input type="checkbox"/> OT 630 Leadership II	<input type="checkbox"/> Other:
<input type="checkbox"/> OT 537 Persp. of Neuro	<input type="checkbox"/> OT 536 Research Project	<input type="checkbox"/> OT 638 Special Topics	<input type="checkbox"/> OT 642 Healthcare Management & Policy	

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



SUMMARY

1 = Strongly disagree 2 = Disagree 3 = No Opinion 4 = Agree 5 = Strongly agree					
	1	2	3	4	5
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

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

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

- Study the following evaluations:

- Study the following intervention methods:

- Read up on the following in advance:

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

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



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

FIELDWORK EDUCATOR NAME: _____
FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

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

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

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

General comments on supervision: _____



Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

FUNDAMENTALS OF PRACTICE	
1	Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research
2	Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
3	Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety
BASIC TENETS	
4	Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
5	Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
6	Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
SCREENING AND EVALUATION	
7	Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.
8	Obtains sufficient and necessary information from relevant sources throughout the evaluation process. Examples: record or chart review, client, family, caregivers, service providers
9	Selects relevant screening and assessment tools based on various factors. Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance
10	Determines the client’s occupational profile and occupational performance through interview and other appropriate evaluation methods. Occupational profile: Summary of the client’s occupational history and experiences, patterns



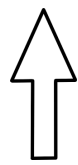
	<p>of daily living, interests, values, and needs.</p> <p>Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.</p>
11	<p>Evaluates and analyzes client factors and contexts that support or hinder occupational performance.</p> <p>Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.</p> <p>Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts.</p> <p>Includes the consideration of all client centered components including psychosocial factors</p>
12	<p>Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.</p> <p>Examples: follows assessment protocols, adheres to time guidelines</p>
13	<p>Modifies evaluation procedures based on client factors and contexts.</p> <p>Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions</p>
14	<p>Interprets evaluation results to determine the client’s occupational performance strengths and challenges.</p>
15	<p>Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client’s occupational performance.</p>
INTERVENTION	
16	<p>Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.</p>
17	<p>Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.</p> <p>Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals</p>
18	<p>Uses evidence from research and relevant resources to make informed intervention decisions.</p>
19	<p>Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.</p> <p>Includes the consideration of all client centered components including psychosocial factors</p>
20	<p>Implements client-centered and occupation-based intervention plans.</p>



	Includes the consideration of all client centered components including psychosocial factors
21	Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes. Examples: prevention, restoration, maintenance, promotion
22	Modifies task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
23	Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.
24	Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.
MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES	
25	Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. Examples: paraprofessionals, nurses' aides, volunteers
26	Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27	Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications
28	Meets productivity standards or volume of work expected of occupational therapy students.
COMMUNICATION AND PROFESSIONAL BEHAVIORS	
29	Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, service providers, administration, the public
30	Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
31	Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
32	Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
33	Responds constructively to feedback in a timely manner.
34	Demonstrates consistent and acceptable work behaviors.



	Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
35	Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected timeframe
36	Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
37	Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity



Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020)

Rating Scale

- 4- Exemplary performance
- 3- Proficient performance
- 2- Emerging performance
- 1- Unsatisfactory performance

Rating scale definitions

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

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

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

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

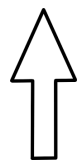
- All items included must be scored to receive a Pass on the FWPE for OTS
- A sum score of 111 or higher will be required to receive a Pass on the FWPE for OTS
- A score of 3 or higher on the items
 - # 1 (Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, 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 OTS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTS

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



FWPE Guide for Fieldwork Educators

Audience: Fieldwork educators who supervise OT/OTA students at the fieldwork sites and need to complete the Fieldwork Performance Evaluation (FWPE) for the students

Purpose: Walk through the steps to access and complete the mid-term and final FWPE forms in Formstack

How to access and complete the mid-term FWPE form

Fieldwork educators do **NOT** need a Formstack login to access the FWPE forms. You will receive an email invitation from your school's fieldwork coordinator before the mid-term FWPE is due.

- Email is from **noreply@formstack.com**, please whitelist this email address
- A link to the **mid-term FWPE** form is included in the email
- Click on **"Get Started"** to access the form



- Then click on **"Open Form"** next to the form name
- Follow the directions listed on the first page for completing the Fieldwork Performance Evaluation. **All the scores will be calculated for you automatically. You will have a chance to review the total score along with the scores for each question before you submit your evaluation. Mid-term evaluation doesn't have PASS/FAIL status.**
- Once you have completed the mid-term evaluation, you will receive an **email confirmation with an attached PDF copy of your submission** to the email address listed in the form.

Note: Only the primary fieldwork educator listed on the form will receive the email.

- **The confirmation email will include a link to complete the final evaluation.** You will also receive an email reminder with the link to the final evaluation before it is due.



noreply@formstack.com
to me

12:21 PM (0 minutes ago)

Hi Dani Montano,

Thank you for submitting your mid-term evaluation. Attached is a copy of your evaluation.

Regards,

California State University

The link for your final evaluation is listed [here](#).

You will also be receiving a reminder email before the completion of your fieldwork.



Completing the Final Evaluation

- Before the final evaluation is due, you will receive an email reminder with a link to complete the final evaluation. Some of the data from the mid-term evaluation will be pre-populated into the final evaluation, including the scores from the mid-term evaluation.



I. FUNDAMENTALS OF PRACTICE

Final

RATING SCALE FOR STUDENT PERFORMANCE

Adapted from the work of the Center for a Safe and Effective Health Care Workforce

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

1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.
Examples: Medicare, Medicaid, client privacy, social media, human subject research.

1 (Unsatisfactory Performance)

2 (Emerging Performance)

3 (Proficient Performance)

4 (Exemplary Performance)

Final

1 (Unsatisfactory Performance)

2 (Emerging Performance)

3 (Proficient Performance)

4 (Exemplary Performance)

- A warning message will be shown on the summary page if any score is 1 or the scores for the ethics and safety areas are below 3. You may edit those scores by choosing the “back” button and updating accordingly if it was a mistake.



PERFORMANCE RATING SUMMARY SHEET (FINAL)

Satisfactory Performance 111 and above
 Unsatisfactory Performance 110 and below

FINAL TOTAL:
 []

PASS/FAIL:
 []

A score under 3 on Question 1, Question 2 or Question 3 on the Final Evaluation will Fail the student.

1. (FINAL) AOTA CODE OF ETHICS
 []

2. (FINAL) SAFETY REGULATIONS
 []

3. (FINAL) SAFETY OF SELF/OTHER
 []

4. (FINAL) ARTICULATES VALUES
 []

Note: the final evaluation also includes a pass/fail status based on the scores.

PERFORMANCE RATING SUMMARY SHEET (FINAL)

Satisfactory Performance 111 and above
 Unsatisfactory Performance 110 and below

FINAL TOTAL:
 []

PASS/FAIL:
 []

- An email confirmation with an attached PDF copy of your submission will be sent to the **PRIMARY** fieldwork educator's email address listed on the form.
- A separate email with the certificate attached will also be sent to the **PRIMARY** fieldwork educator's email address listed on the form after the final evaluation is completed.

Formstack Documents <no-reply@wisdmargo.net>
 to me

1:09 PM (1 minute ago)

College of Health Professions
 Division of Occupational Therapy
 151B Rutledge Avenue, MSC 952
 Charleston, SC 29425-9620
 P: 843-792-2230 | F: 843-792-2829

Sep 01, 2020

Dear Jane Doe, (j,

I hope this message finds you well. On behalf of the California State University, I am writing to express my thanks and appreciation to you for mentoring and supervising Dani Dani at California State University from Sep 01, 2020 to Oct 15, 2020. This supervision lasted for 6 weeks.

Attached is a Verification of Occupational Therapy Level II Fieldwork Student Supervision document that can be used for your next NBCOT re-certification cycle. The NBCOT Professional Development Unit (PDU) value for Level II fieldwork is 1 unit per student supervised, up to a maximum of 18 units allowed per 3-year cycle.

You are the reason for the success of our students! Your time, energy, and commitment to educating future occupational therapists is truly appreciated. I have enjoyed collaborating with you and I look forward to working with you in the future. Best wishes!

Sincerely,

Mandie K. Sammons, DSc, OTR/L, ATC
 Assistance Professor / Academic Fieldwork Coordinator
sammonsk@msac.edu



FWPE Guide for Students

Audience: OT and OTA Students who need to complete the Fieldwork Performance Evaluation (FWPE)

Purpose: Walk through the steps to access and complete the mid-term and final FWPE forms in Formstack

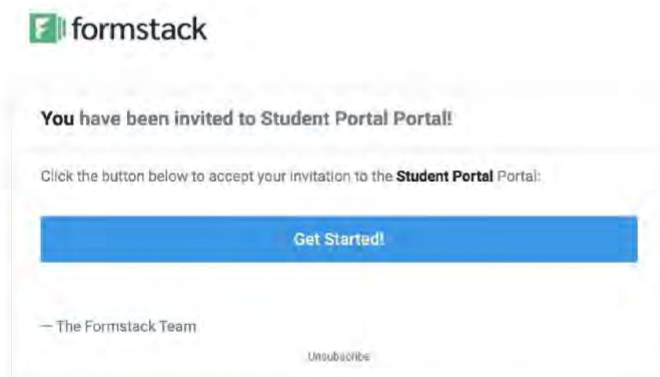
How to access and complete the mid-term FWPE form

Students do **NOT** need a Formstack login to access the FWPE forms. You will receive an email invitation from your school's fieldwork coordinator before the mid-term FWPE is due.

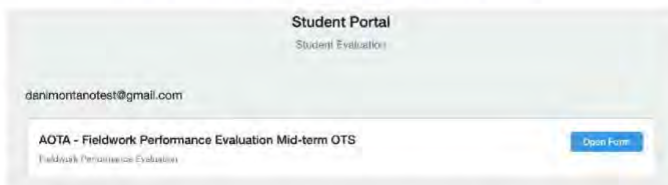
- Email is from noreply@formstack.com, please whitelist this email address
- A link to the **mid-term FWPE form** is included in the email
- Click on **"Get Started"** to access the form
- Then click on **"Open Form"** next to the form name

noreply@formstack.com [Unsubscribe](#)

12:14 PM (2 minutes ago) ☆



Copyright © 2020 Formstack, LLC. All rights reserved. This is a customer service email.



- Follow the directions listed on the first page for completing the Fieldwork Performance Evaluation. **All the scores will be calculated for you automatically. You will have a chance to review the total score along with the scores for each question before you submit your evaluation. Mid-term evaluation doesn't have PASS/FAIL status.**



- Once you have completed the mid-term evaluation, you will receive an email confirmation with an attached PDF copy of your submission to the email address listed in the form.
- The confirmation email will include a link to complete the final evaluation. You will also receive another email reminder with the link to the final evaluation before it is due.

noreply@formstack.com 12:21 PM (0 minutes ago) ☆
 to me ▾

Hi Dani Montano ,

Thank you for submitting your mid-term evaluation. Attached is a copy of your evaluation.

Regards,

California State University

The link for your final evaluation is listed [here](#).

You will also be receiving a reminder email before the completion of your fieldwork.



Completing the Final Evaluation

- Before the final evaluation is due, you will receive an email reminder with a link to complete the final evaluation. Some of the data from the mid-term evaluation will be pre-populated into the final evaluation, including the scores from the mid-term evaluation.



I. FUNDAMENTALS OF PRACTICE

Final

RATING SCALE FOR STUDENT PERFORMANCE

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

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

3 — **Proficient Performance:** Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.

2 — **Emerging Performance:** Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).

1 — **Unsatisfactory Performance:** Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills (demonstrates significant gaps and/or inaccuracies).

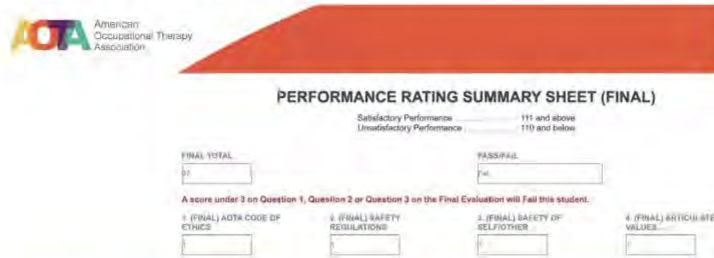
1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.
 Examples: Medicare, Medicaid, client privacy, social media, human subject research

- 1 (Unsatisfactory Performance)
- 2 (Emerging Performance)
- 3 (Proficient Performance)
- 4 (Exemplary Performance)

(Basic)



- A warning message will be shown on the summary page if **any score is 1 or the scores for the ethics and safety areas are below 3**. You may edit those scores by choosing the “back” button and updating accordingly if they were entered by mistake.



PERFORMANCE RATING SUMMARY SHEET (FINAL)

Satisfactory Performance 111 and above
 Unsatisfactory Performance 110 and below

FINAL TOTAL:

PASS/FAIL:

A score under 3 on Question 1, Question 2 or Question 3 on the Final Evaluation will Fail this student.

3 (FINAL) AOTA CODE OF ETHICS:

8 (FINAL) SAFETY REGULATIONS:

1 (FINAL) SAFETY OF SELF/OTHER:

4 (FINAL) ARTICULATION VALUES:

Note: the final evaluation also includes a pass/fail status based on the scores.



PERFORMANCE RATING SUMMARY SHEET (FINAL)

Satisfactory Performance 111 and above
 Unsatisfactory Performance 110 and below

FINAL TOTAL:

PASS/FAIL:

- An email confirmation with an attached PDF copy of your submission will be sent to the student email address listed on the form after you submit the evaluation.



TIME SHEET SAMPLE

WEEKLY TIME LOG SUMMARY

🔄 Review Not Requested
 👤 Review Requested
 ✅ Accepted
 ❌ Rejected
 📄 Review Notes

Week	Total Hours	Start Date - End Date	Submitted Date	Reviewer Name	Review Status	Review Notes	Actions
1	42 Hours 30 Minutes	1/9/2017 - 1/15/2017	01/13/2017	Jami Flick	✅		
2	37 Hours 20 Minutes	1/16/2017 - 1/22/2017	01/22/2017	Jami Flick	✅		
3	40 Hours 30 Minutes	1/23/2017 - 1/29/2017	01/29/2017	Jami Flick	✅		
4	42 Hours 0 Minutes	1/30/2017 - 2/5/2017	02/06/2017	Jami Flick	✅		
5	44 Hours 30 Minutes	2/6/2017 - 2/12/2017	02/12/2017	Jami Flick	✅		
6	42 Hours 15 Minutes	2/13/2017 - 2/19/2017	02/20/2017	Jami Flick	✅		
7	39 Hours 30 Minutes	2/20/2017 - 2/26/2017	02/26/2017	Jami Flick	✅		
8	0 Hours 0 Minutes	2/27/2017 - 3/5/2017	Not Submitted	N/A	Not Submitted		
9	0 Hours 0 Minutes	3/6/2017 - 3/12/2017	Not Submitted	N/A	Not Submitted		
10	0 Hours 0 Minutes	3/13/2017 - 3/19/2017	Not Submitted	N/A	Not Submitted		
11	0 Hours 0 Minutes	3/20/2017 - 3/24/2017	Not Submitted	N/A	Not Submitted		



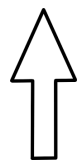
DISCUSSION BOARD QUESTIONS FOR LEVEL II FIELDWORK

Level II Midterm Fieldwork Reflection Questions posted in Blackboard

1. Describe a specific situation in which you used occupation-based practice on this fieldwork.
2. Describe a specific situation in which you used client-centered practice on this fieldwork.
3. Describe what strategies you have used to promote evidence based practice during this fieldwork.
4. Describe how you are addressing psychosocial issues through the use of occupation as an OT student on this fieldwork. <i>*Do not solely rely on statements regarding "referrals" but what occupational therapy actually does to work on this domain.</i>
5. Describe how your short-term professional development goals were met or changed by this fieldwork experience. How are you progressing toward your long-term goals for this fieldwork rotation?

Level II Final Fieldwork Reflection Questions posted in Blackboard

1. Describe specifically how evidence-based practice is being implemented at this FW site and include primary source reference information.
2. Describe a specific situation where you assumed a leadership role during this fieldwork experience.
3. Describe an ethical dilemma or situation experienced on fieldwork and how you processed and resolved it. If you did not experience an ethical conflict or dilemma then please describe ethically grounded practice at your fieldwork site.
4. Describe a specific opportunity in which you promoted or advocated for the unique values, beliefs, and role of occupational therapy at your fieldwork setting.
5. Describe how your long-term professional development goals were met or changed by this fieldwork experience. Long-term goals should be set for this particular fieldwork placement.



SECTION VI

PROGRESS AND PROMOTION PROCEDURES



Progress and Promotions Procedures

Interpretation regarding fieldwork:

Students enrolled in Level II Fieldwork are enrolled only in the fieldwork course. Fieldwork is graded on a pass/fail basis. "Pass" reflects the equivalent of a grade of "C" or better. "Fail" may result in the student being placed on academic probation or dismissed from the program, as described in the University of Tennessee Health Science Center CENTERSCOPE Student Handbook: http://catalog.uthsc.edu/preview_program.php?catoid=27&poid=1951#program-specificpolicies. It is the student's responsibility to familiarize oneself with these procedures.

Rescheduling of a failed fieldwork experience may occur if the conditions are met for "allowing a student to repeat all or part of the curriculum." The decision whether to recommend placement on probation or dismissal will be made by the Progress and Promotions committee after consulting with the on-site coordinator, fieldwork educator and the student. The decision will be based upon the nature and extent of the problems, which resulted in a grade of "Fail." As noted previously in the text, "in the event that a student is not passing the fieldwork experience at the midterm, the school must be notified immediately." Every attempt will be made by the AFWC to assist in forming a learning contract for successful completion of the fieldwork or for the consideration of an alternative solution as needed. If a student withdraws failing from a fieldwork experience, the procedures for a failed experience will be followed. If the Progress and Promotions Committee concludes that extraordinary extenuating circumstances exist, it may be recommended that a student be permitted to withdraw passing, to continue in the program, and reschedule the fieldwork experience from which the student withdrew or remediate as needed. Withdrawal dates are provided in the Level II Fieldwork syllabi.



SECTION VII

SUPERVISION RESOURCES



RECOMMENDED RESOURCES

UTHSC Fieldwork Information: <https://www.uthsc.edu/health-professions/occupational-therapy/mot/fieldwork.php> or <https://apps.exxat.com/public/steps/TN-OT/Home>

AOTA website: <http://www.aota.org/Education-Careers/Fieldwork.aspx>
-Most resources in the fieldwork education section are open to the public – no membership required

Clinical Supervision in Occupational Therapy: A Guide for Fieldwork and Practice by Donna M. Costa, DHS, OTR/L, FAOTA (2015) AOTA Press

The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Today's Educators and Practitioners (2nd ed.) by Donna M. Costa, DHS, OTR/L, FAOTA (2015) AOTA Press

AOTA Fieldwork Educator Certificate Program

-This program is great for new and experienced fieldwork educators.
-This link will take you to the list of upcoming workshops: <http://www.aota.org/Education-Careers/Fieldwork/Workshop.aspx>

The AFWC, Ms. April Hilsdon, MOT, OTR/L, can also provide additional information and resources. Do not hesitate to contact the AFWC at otfieldwork@uthsc.edu and (901) 448-2296 at any time.



SECTION VIII

CONTINGENCY POLICIES



CONTINGENCY POLICIES

Unexpected events, such as natural disasters and pandemics, may impact the fieldwork education plan outlined in the UTHSC Fieldwork Educator and Student Manual. If such events occur, then the UTHSC MOT program will utilize the ACOTE Emergencies and Disasters policies and guidelines for contingency plans (available here: <https://acoteonline.org/wp-content/uploads/2020/06/VI.J.-Emergencies-and-Disasters.pdf>). The AFWC will remain responsible for ensuring that all fieldwork education meets ACOTE standards, aligns with the curriculum design, and provides a quality experience for UTHSC MOT students.

FIELDWORK AND COVID-19

All fieldwork experiences will proceed at the discretion and under the rules of each specific fieldwork site. Fieldwork sites will have their own policies and procedures to minimize the risk of COVID-19 exposure, including personal protective equipment (PPE), attendance, etc.

Some fieldwork sites will require COVID-19 testing prior to the start of the rotation. University Health will offer free testing to students. To take advantage of this testing, students must follow University Health guidelines and scheduling procedures. Students must release test results to the Academic Fieldwork Coordinator and upload testing documents into EXXAT. COVID-19 testing may be conducted at other locations and students should follow the same process of uploading document(s) into EXXAT and releasing results to the AFWC. Fieldwork sites may also require a COVID-19 vaccination for the fieldwork rotation and documentation should be submitted to EXXAT and Verified Credentials.

If students are concerned about a potential exposure to COVID-19, they should immediately contact the site coordinator at their fieldwork site and the UTHSC Academic Fieldwork Coordinator. The following COVID-19 questionnaires and forms are available on EXXAT to document potential exposures: ***Travel Questionnaire and Attestation, Exposure Questionnaire and Attestation, Symptoms Questionnaire and Attestation, and the Temperature Log and Attestation form***. Together all parties will develop a plan with consideration of the student's health and safety being a top priority. In doing so, the

Centers for Disease Control and Prevention guidelines will be utilized: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-risk-assesment-hcp.html>.



During the pandemic, we anticipate more cancellations of fieldwork experiences than usual. Students must be aware that fieldwork sites have the right to cancel a rotation at any time. The Academic Fieldwork Coordinator will strive to find a replacement site that matches the type of setting and geographical location to the cancelled site, but this is not always a realistic option.

It is also the student's right to opt out of participating in a fieldwork experience for fear of their safety; however, opting out of a fieldwork will likely result in delayed progression in the program and a delayed graduation date. Students will be required to sign a waiver stating they understand the risks of participating in the fieldwork before beginning each rotation. The waiver must be uploaded and maintained on EXXAT. Students are required to complete the *UTHSC COVID-19 Return to Campus Training* module on Blackboard. The training certificate must be uploaded and maintained on EXXAT. The *Education Knowledge Check and Attestation* form on EXXAT is also encouraged but not required (unless otherwise stated by a fieldwork facility).

LEVEL I FIELDWORK AND COVID-19

The AFWC may use a variety of instructional methods approved by ACOTE to implement Level I Fieldwork education during a crisis, such as:

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

The AFWC will be responsible for ensuring that modifications to the Level I Fieldwork experience meet the criteria set forth in the **ACOTE Policy IV.B.1. Additions or Changes** during the COVID-19 pandemic.





WAIVER AND RELEASE
for **EXPERIENTIAL LEARNING, HOSPITAL/CLINICAL PATIENT CONTACT**

ACKNOWLEDGMENTS: I acknowledge that as a student voluntarily enrolled at the University of Tennessee Health Science Center, as part of my academic requirements, I will be participating in experiential learning and training (including clinical rotations, internship, practicum, and courses) located outside the traditional campus environment, in hospitals, clinics, physician/dental/clinical offices, pharmacies, care centers, and other locations wherein experiential learning is conducted (“clinical site”). In each of these clinical sites I will have immediate patient contact, including hands-on contact, with patients who are seeking medical attention, due to illness, trauma, or otherwise. I further acknowledge that I may be exposed to various infectious diseases or viruses, including but not limited to COVID-19, AIDS/HIV, hepatitis, bloodborne pathogens, among other diseases, known or unknown, as may be found in a healthcare setting and treating patients. I acknowledge that I have had the opportunity to be immunized against various diseases but understand that immunizations may not be effective or may not exist for these diseases. **I further acknowledge that signing this Waiver and Release is mandatory, non-waivable, and that I will be denied participation in clinical rotations if I refuse to sign which may impact program completion.**

I agree that I must always remain under the instruction, control and direction of a faculty member of UTHSC or registered preceptor, even if the clinical site is off-campus and outside of the traditional educational environment. I understand that I remain subject to the Code of Conduct of UTHSC as well as any policies of the host clinical site, if any.

WAIVER and RELEASE: I hereby waive and release UTHSC, as well as its faculty, staff and other students, from, and hold them harmless, as to any claims, causes of action, and or liability, related to my duties associated experiential learning at a clinical site. This waiver and release includes any action or claim for any personal injury, property damage, or loss, including death, arising as result of any act or action by UTHSC or the result of the actions and/or conduct of any other person, or agency, whether caused by the negligence of UTHSC or otherwise. I assume any and all risks inherent as a healthcare provider during experiential learning at a clinical site. I agree to indemnify and covenant not to sue UTHSC, as well as its faculty, staff and other students, for any damages, personal injury, death, medical expenses, disability, lost wages, loss of capacity, court costs, attorney’s fees, or other loss of any kind, arising, directly or indirectly, out of the experiential learning at a clinical site. I understand that UTHSC does not maintain an insurance policy covering any circumstance arising from my participation in experiential learning.

Nothing contained herein shall be deemed or construed to waive or abrogate in any way the sovereign immunity or statutory immunity of the State of Tennessee or UTHSC, or any official, officer, faculty, staff, or employee of the State or UTHSC. This Waiver and Release shall be construed in accordance with the laws of the State of Tennessee.

IN SIGNING THIS WAIVER AND RELEASE, I represent that I have read and agree to the foregoing acknowledgments, agreements, waiver and release of liability, and covenant not to sue, understand it and sign it voluntarily as my own free act; no oral representations, statements or inducements have been made; I am at least eighteen (18) years of age and fully competent to sign.

[Printed Name]

[Signature]

[Date]

