

Andrews University

School of Rehabilitation Science

Occupational Therapy Doctorate Program

Entry-Level Occupational Therapy Doctorate

Academic Fieldwork Education Handbook

Class of 2025



For centuries the flame has been a symbol of truth and wisdom. For a Christian institution of higher education, the flame's meaning bears even more import. Besides embodying the prior ideals, it also represents the presence of God's Holy Spirit, without which true learning is incomplete. The tongues point to the University motto: *corpus, mens, spiritus*. The three-tiered approach toward education and patient care—body, mind, spirit—has been an institutional objective since the University's founding of our occupational therapy program.

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Welcome to Your Fieldwork Experience!

Welcome to the fieldwork portion of your Occupational Therapy Doctorate (OTD) program at Andrews University! This is a significant and exciting phase of your educational journey, where you will have the opportunity to apply the knowledge, theories, and skills you've acquired in the classroom to real-life clinical situations.

During your fieldwork experiences, you will work alongside experienced occupational therapists in various settings, such as hospitals, outpatient clinics, schools, community centers, etc. You will not only observe but also engage directly with clients, helping them overcome challenges and improve their quality of life. These experiences are designed to help you develop critical thinking skills, clinical reasoning, and professional competencies required to become a successful occupational therapist.

The purpose of your fieldwork is to provide you with hands-on learning opportunities that will bridge the gap between academic knowledge and clinical practice. Through this immersive experience, you will:

- Develop and refine clinical reasoning skills.
- Learn to implement evidence-based interventions.
- Practice ethical and professional behavior in a real-world environment.
- Engage in self-reflection to promote personal and professional growth.

By the end of your fieldwork, you will have the confidence and skills to transition into a competent entry-level occupational therapist, ready to make a meaningful impact in the lives of those you serve.

We are excited to support you as you embark on this transformative journey!

Warm regards,

Dr Lisa Royster

Academic Fieldwork Coordinator

Andrews University

Fieldwork Educators,

We are delighted to welcome you as a valued partner in the clinical education of our OTD students at Andrews University. Your role as a Fieldwork Educator is essential in shaping the next generation of Occupational Therapists. Your experience, guidance, and mentorship will play a pivotal role in helping students develop their clinical reasoning, practical skills, and professional identities.

The fieldwork experience is a cornerstone of occupational therapy education, providing students with the opportunity to apply the knowledge they've gained in the classroom to real-world practice settings. As a Fieldwork Educator, you will help students translate theory into practice, navigate the complexities of client care, and develop the confidence needed to work independently as practitioners.

As a Fieldwork Educator, you will:

- Provide mentorship and supervision to guide students through clinical experiences.
- Offer feedback and support as they develop clinical competencies.
- Encourage reflective practice and critical thinking.
- Assist in setting individualized learning goals to help students maximize their potential.

We appreciate the time and effort you invest in mentoring and supervising our students, and we are committed to supporting you throughout this process. This manual is designed to serve as a resource, offering guidance on expectations, evaluation methods, and best practices to enhance your experience as a Fieldwork Educator.

Thank you for your dedication to the profession and to the future of occupational therapy.

Warm regards,

Dr. Lisa Royster

Academic Fieldwork Coordinator

Andrews University

Accreditations and Organizations

Andrews University is a private Seventh-day Adventist University in Berrien Springs, Michigan and founded in 1874. The University provides integrated, comprehensive educational programs to prepare graduates for a changing health care environment

Andrews University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. It is also accredited by the Adventist Accrediting Association of the General Conference of Seventh-day Adventists for programs through the doctoral level.

OTD Accreditation

Andrews University entry-level Occupational Therapy Doctoral degree program has applied for accreditation and are in the process of applying for Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board of Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Professional Licensure

Upon successful completion of the program, Andrews University will confer an Occupational Therapy Doctorate degree. Graduates of Andrews University OTD Program will meet all of the educational requirements to be eligible to sit for the National Board for the Certification of Occupational Therapy Examination upon ACOTE accreditation. The NBCOT Program data results can be found at <https://www.nbcot.org/en/Educators/Home#SchoolPerformance>. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/ or attain state licensure. Professional licensing varies by state/ territory, and it is the program graduate's responsibility to thoroughly research specific licensing requirements in the state they wish to practice. To review state licensure eligibility requirements, go to <https://www.aota.org/Advocacy-Policy/State-Policy/Licensure/StateRegs.aspx>

OTD Program Mission Statement

To provide exceptional Christ-centered OT education to prepare, inspire, and commission professional agents of change who incorporate occupation and evidence-based practice, professionalism, collaboration, and a holistic service for their clients in an ever-changing healthcare environment, recognizing that humans are occupational beings and engaging in meaningful occupation promotes health and wellbeing.

OTD Program Vision

To create a serene, holistic, Christ-centered environment where graduates integrate the program's education, research, and its drive to change the world in collaboration with other healthcare programs and strive to become agents of change and OT professional leaders at various levels.

OTD Program Core Values

- Family Spirit, Servant Heart, Inquisitive Mind, all exemplify our Christian values
- Our faculty share similar Christian values with you and are committed to helping you reach your academic and professional goals
- Spiritual growth is fostered, and students are encouraged to demonstrate personal values of integrity and concern for one another
- Our Goal is to integrate science and the love of God into a highly sought service-oriented profession providing healing for a hurting society

The OTD Philosophy Statement

- Enable students to become lifelong learning professionals seeking knowledge, affirming the belief that humans are occupational beings created by God and the positive relationship between occupation and the engagement in occupations promotes individual, community, and societal well-being.
- Empower competence in various practice settings of occupation therapy incorporating professional reasoning, critical thinking, and research in the provision of the occupational therapy services.
- Enable graduates to operate autonomously as a generalist in a complex, unpredictable, and ever-changing healthcare environment and address the needs of diverse communities using skills and knowledge in the occupational therapy discipline.
- Enable students to become lifelong learning professionals seeking knowledge, affirming the belief that humans are occupational beings created by God and the positive relationship between occupation and the engagement in occupations promotes individual, community, and societal well-being.
- Empower competence in various practice settings of occupation therapy incorporating professional reasoning, critical thinking, and research in the provision of the occupational therapy services.

- Enable graduates to operate autonomously as a generalist in a complex, unpredictable, and ever-changing healthcare environment and address the needs of diverse communities using skills and knowledge in the occupational therapy discipline.

The OTD Graduate Philosophy

Graduates of the Entry-Level Doctor of Occupational Therapy program should be knowledgeable, self-assured, adaptable, reflective, and service oriented. Through critical thinking, and evidence-based practice, graduates render independent judgments concerning patient/client needs; promote the health of the client; and enhance the professional, contextual, and collaborative foundations for practice.

The graduate must master the breadth and depth of knowledge in order to address patient needs throughout the lifespan. These may be manifested as acute or chronic occupational dysfunction due to disorders of the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems. The graduate's focus should be to decrease the deleterious effects of health impairments, functional limitations, and disability.

The role of the occupational therapist is expanding within a changing healthcare system. Graduates must be prepared for all responsibilities and privileges of autonomous practice and be the practitioner of choice for clients with an occupational therapy diagnosis. Graduates will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences.

The graduate must also be adaptable and prepared to participate in a broad spectrum of activities from health promotion through comprehensive rehabilitation while being sensitive to market niches and needs that will arise in the healthcare community.

Compassion should be a driving force in the graduate's work. It is our desire that they follow the example of Christ. As He worked with those in need of physical healing, it states in Matthew 14:14: "He had compassion on them." Specifically, He felt their hurt.

Entry-level Doctor of Occupational Therapy graduates have the requisite knowledge and skills to successfully pass the National Board of Certification of Occupational Therapy (NBCOT) Examination, be prepared for autonomous practice, and provide contemporary evidenced-based service throughout the continuum of care. They will be the practitioners of choice for clients with an occupational therapy diagnosis and provide culturally sensitive care distinguished by trust, respect and an appreciation for spirituality in healthcare.

Introduction to Fieldwork

The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model (ACOTE C.1.0).

Fieldwork experiences are an invaluable component of occupational therapy programs. Students learn how to apply occupational therapy methodology and problem-solving skills developed through their coursework on populations in various settings. Fieldwork provides students with clinical opportunities to practice skills and professional reasoning, evaluate career interests, and make the important transition from learning to practice.

The Accreditation Council for Occupational Therapy Education (ACOTE) determines the requirements for fieldwork. Fieldwork is divided into two classifications: Level I and Level II experiences.

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Entry-Level Occupational Therapy Doctorate Program (OTD)

The entry-level OTD Program provides students with a holistic perspective, including an understanding of the philosophical and theoretical basis for practice in the current healthcare environment. This program is nine semesters of full-time professional coursework currently granted applicant status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652- AOTA and its web address is www.acoteonline.org.

It includes off-campus fieldwork and Capstone Experience sites in Michigan and other states (see Appendix for OTD Program Course Sequences). Upon graduating from the program, students receive a Doctor of Occupational Therapy (OTD) degree.

Please consult with the OTD Program Director or the Academic Fieldwork Coordinator if you have questions relating to this handbook or the Occupational Therapy OTD Program here at Andrews University.

OTD Program Themes/Threads

1. Occupation and Evidence-Based Practice

AU OTD program emphasizes the central role of occupation in health and well-being, encouraging students to utilize evidence-based practice to assess, design, and implement interventions that promote meaningful engagement in daily occupations. Students will integrate research, clinical guidelines, and client-centered outcomes to enhance the effectiveness of their occupational therapy practice.

2. Professionalism and Collaboration

Students will demonstrate professionalism through ethical conduct, responsibility, and effective communication across all fieldwork settings. Collaboration with multidisciplinary teams will be a core focus, fostering respectful, team-based approaches to problem-solving and client care. The development of strong professional identities will be supported through interactions with peers, mentors, and other healthcare professionals.

3. Servant Leadership

Fieldwork will provide opportunities for students to engage in service both as individuals and/or as community, reflecting a commitment to social responsibility and occupational justice. Leadership skills will be developed as students advocate for clients, the profession, and systemic changes that enhance the delivery of occupational therapy. Students will be encouraged to take initiative, mentor others, and contribute to the future of the profession through innovative and compassionate leadership.

These statements will guide students' development in key areas, ensuring alignment with the overarching goals of the OTD program.

OTD Program Learning Objectives

1. Provide exceptional Christ centered Occupational Therapy education to prepare, inspire and commission occupational therapy professionals.
2. Provide occupation and evidence-based education to prepare entry level clinicians ready to practice in an ever-changing health care environment.
3. Prepare clinicians to integrate knowledge in analyzing and conducting research to advance the profession and develop evidence informed practice.
4. Demonstrate professional reasoning based on evidence, science, theory, and process to attain therapeutic outcomes.
5. Enable students to become lifelong learning professionals seeking knowledge, affirming the belief that humans are occupational beings created by God and the positive relationship between occupation and the engagement in occupations.
6. Empower competence in various practice settings of occupation therapy incorporating professional reasoning, critical thinking, and research in the provision of the occupational therapy services.
7. Implement and advocate for health promotion and prevention services to address society's current and future occupational needs.
8. Enable graduates to operate autonomously as a generalist in a complex, unpredictable, and ever-changing healthcare environment and address the needs of diverse communities using skills and knowledge in the occupational therapy discipline.
9. Act with cultural responsiveness to address systemic and occupational injustices for individuals, communities, or populations by advocating for equitable access and inclusion.
10. Act with cultural responsiveness to address systemic and occupational injustices for individuals, communities, or populations by advocating for equitable access and inclusion.

OTD Student Roles and Responsibilities

As a student in the Occupational Therapy Doctorate (OTD) program, your fieldwork experience is an integral part of your academic journey, designed to help you transition from student to practicing professional. To ensure a successful and productive fieldwork experience, you are expected to fulfill the following roles and responsibilities:

1. Professionalism and Ethical Conduct

Your behavior during fieldwork should reflect the highest standards of professionalism, in accordance with the AOTA Code of Ethics and the guidelines of both your academic institution and the fieldwork site. This includes:

- **Adhering to Ethical Standards:** Maintain patient confidentiality (HIPAA compliance) and act with integrity in all interactions with clients, staff, and peers.
- **Punctuality and Attendance:** Arrive on time, maintain a consistent schedule, and inform your fieldwork educator promptly if you are unable to attend for any reason.
- **Appropriate Dress and Hygiene:** Follow the dress code and hygiene policies of your fieldwork site, ensuring that you always present yourself in a professional manner.

2. Active Engagement in Learning

Fieldwork is a learning environment that requires your active participation. To make the most of your experience, you are expected to:

- **Prepare for Each Day:** Review relevant materials, cases, or intervention strategies prior to your fieldwork day to engage fully in client care and discussions.
- **Demonstrate Initiative:** Show a willingness to learn by seeking out new experiences, asking questions, and requesting feedback. Take ownership of your learning goals.
- **Apply Classroom Knowledge:** Integrate theoretical knowledge into clinical practice, using evidence-based methods and research to inform your decision-making.

3. Communication and Collaboration

Effective communication is key to successful practice. As a fieldwork student, you are responsible for:

- **Maintaining Open Communication:** Foster clear and respectful communication with your fieldwork educator, clients, and the interdisciplinary team.
- **Receiving and Applying Feedback:** Be open to constructive criticism and use feedback to improve your clinical skills and professional behavior.
- **Collaborating with the Team:** Work collaboratively with occupational therapy practitioners and other healthcare professionals to ensure high-quality client care.

4. Occupation and Client-Centered Care

Your primary role during fieldwork is to support clients in reaching their goals. To do so, you must:

- **Respect Client Autonomy:** Treat clients with respect, ensuring their participation in goal setting and treatment planning.

- **Provide Safe and Effective Care:** Apply your skills in assessment, intervention, and documentation to provide high-quality care that is both ethical and safe for clients.
- **Demonstrate Cultural Competency:** Be sensitive to the cultural, social, and individual needs of each client, adapting your approach to provide personalized care.

5. Time Management and Organization

Fieldwork requires strong organizational skills to balance clinical duties, academic assignments, and personal responsibilities. You are expected to:

- **Prioritize Tasks:** Manage your time efficiently to complete client care tasks, documentation, and learning assignments.
- **Meet Deadlines:** Submit all required assignments, evaluations, and documentation on time, whether for the fieldwork site or academic program.
- **Reflect on Your Practice:** Maintain a reflective journal or engage in self-assessment to continually evaluate your strengths and areas for growth.

6. Documentation and Record Keeping

Proper documentation is a critical part of occupational therapy practice. As a student, you are responsible for:

- **Accurate and Timely Documentation:** Complete client evaluations, treatment notes, progress reports, and discharge summaries as required by the fieldwork site. Ensure all records are accurate and submitted promptly.
- **Complying with Legal and Ethical Guidelines:** Adhere to the fieldwork site's policies regarding documentation, including legal requirements for maintaining client confidentiality and record-keeping standards.

7. Problem-Solving and Critical Thinking

Fieldwork is an opportunity to refine your problem-solving skills and clinical reasoning. During your placement, you are expected to:

- **Demonstrate Professional Reasoning:** Use critical thinking to make informed decisions about client care, utilizing the knowledge, skills, and frameworks learned in the OTD program.
- **Address Challenges Constructively:** If you encounter difficulties, whether clinical or interpersonal, approach them professionally by seeking guidance from your fieldwork educator or academic supervisor.
- **Adapt to Diverse Situations:** Be flexible and open to working with a wide range of clients, conditions, and practice environments. Develop strategies to adjust interventions and approaches to meet the needs of each situation.

8. Commitment to Professional Growth

Your fieldwork experience is not only about learning current practice but also about preparing for your future career. To support your growth, you should:

- **Engage in Reflective Practice:** Regularly reflect on your experiences, documenting challenges, successes, and areas for improvement. Use these reflections to shape your professional development.

- **Seek Mentorship:** Actively engage with your fieldwork educator and other professionals as mentors, learning from their experience and advice to enhance your skills and knowledge.
- **Plan for Continuous Learning:** Recognize that learning does not stop at the end of your fieldwork placement. Develop a mindset for lifelong learning, understanding that your skills and knowledge must evolve with the profession.

By embracing these responsibilities, you will not only succeed during your fieldwork placement but also lay the foundation for a successful career as a licensed occupational therapist.

Roles and Responsibilities for the Fieldwork Educator

As a Fieldwork Educator, you play a pivotal role in shaping the next generation of occupational therapists. Your guidance, mentorship, and supervision are essential in helping students apply their academic knowledge to real-world clinical practice. The responsibilities outlined below are designed to support you in fostering a positive learning environment and ensuring students meet their educational goals.

1. Supervision and Mentorship

Your role as a supervisor is vital in creating a structured yet flexible learning environment where students can develop their clinical reasoning, technical skills, and professional identity. Your responsibilities include:

- Provide Supervision:
 - Offer direct and indirect supervision as appropriate to the student's level of competency and the demands of the clinical environment.
 - Balance hands-on guidance with opportunities for the student to independently problem-solve and develop clinical reasoning.
- Model Professional Behavior:
 - Demonstrate ethical and professional behavior in all client and team interactions.
 - Set an example for students in adhering to the AOTA Code of Ethics and the policies of your facility.
- Encourage Self-Directed Learning:
 - Encourage students to take ownership of their learning by asking questions, seeking feedback, and setting individualized learning goals.
 - Foster critical thinking by challenging students to reflect on their experiences and identify areas for growth.

2. Developing a Learning Environment

Creating an optimal learning environment is essential for student success. Your responsibilities in this area include:

- Orient the Student to the Clinical Site
 - Provide a thorough orientation that includes the facility's mission, policies, procedures, and safety guidelines.
 - Introduce the student to key staff members, the interdisciplinary team, and available resources.
- Set Clear Expectations:
 - Work with the student to establish clear, measurable learning objectives that align with their academic curriculum and the clinical opportunities available at your facility.
 - Outline expectations regarding professionalism, communication, documentation, and time management.
- Offer Varied Learning Opportunities:
 - Provide a diverse range of clinical experiences, allowing the student to work with different client populations, diagnoses, and intervention types.
 - Gradually increase the complexity of tasks as the student demonstrates competency, fostering both confidence and skill development.

3. Communication and Feedback

Effective communication is key to a successful fieldwork experience. As a fieldwork educator, you are responsible for:

- Open Communication:
 - Foster open, honest, and respectful communication with the student throughout the placement.
 - Schedule regular check-ins to discuss progress, challenges, and learning goals.
- Provide Timely and Constructive Feedback:
 - Offer frequent and specific feedback, both formally and informally, to help students develop their clinical and professional skills.
 - Use timely feedback to guide students in improving areas of weakness while recognizing and reinforcing their strengths.
 - Encourage the student to engage in self-assessment to promote reflection and growth.
- Facilitate Midterm and Final Evaluations:
 - Conduct formal evaluations at midterm and at the end of the fieldwork placement.
 - Use tools such as the Fieldwork Performance Evaluation (FWPE) to assess the student's competencies in areas such as clinical reasoning, intervention, communication, and professionalism.
 - Provide feedback in a clear and supportive manner, ensuring that the student understands areas of achievement and areas for improvement.

4. Ensuring Safe and Ethical Practice

You are responsible for ensuring that the student adheres to all safety, legal, and ethical guidelines throughout their fieldwork experience. This includes:

- Monitor Client Safety:
 - Ensure that the student provides safe, effective care, particularly when performing assessments, interventions, or documentation independently.
 - Intervene as needed to prevent harm to clients or breaches of protocol.
- Enforce Ethical Standards:
 - Ensure that students follow ethical guidelines related to client confidentiality (HIPAA compliance), informed consent, and professional behavior.
 - Discuss ethical dilemmas that arise in practice and guide students through the process of ethical decision-making.

5. Supporting Student Growth and Professional Development

As a mentor, you play a significant role in fostering the professional development of OTD students. Your responsibilities in this area include:

- Tailor Learning to Individual Needs:
 - Recognize that each student has unique strengths and areas for growth. Adjust your teaching style, supervision level, and feedback to meet the student's individual learning needs.
- Encourage Professional Development:
 - Help students develop professional behaviors, such as accountability, initiative, and effective time management.
 - Encourage involvement in professional activities, such as attending conferences, reading OT literature, and participating in interdisciplinary meetings.
- Promote Reflective Practice:

- Encourage the student to engage in reflective practice by discussing challenges, successes, and areas for improvement.
- Support the student in using these reflections to refine their clinical skills and professional behaviors.

6. Managing Student Challenges

Occasionally, students may face challenges during their fieldwork experience. Your role as a fieldwork educator includes:

- Addressing Student Performance Issues:
 - Identify and address performance issues early by providing specific feedback and outlining steps for improvement.
 - Collaborate with the Academic Fieldwork Coordinator if issues persist to ensure appropriate support and remediation plans are in place.
- Conflict Resolution:
 - If conflicts arise between the student and clients, staff, or team members, model professional conflict resolution techniques.
 - Maintain an open-door policy, encouraging students to express concerns and seek guidance when needed.
- Collaborate with Academic Fieldwork Coordinator should the conflict remain unresolved.

7. Administrative Responsibilities

In addition to your teaching and mentoring role, you have certain administrative duties, including:

- Complete Evaluations and Documentation:
 - Complete all required student evaluations, documentation, and progress reports in a timely manner.
 - Ensure that any concerns regarding the student's performance are documented clearly and shared with the Academic Fieldwork Coordinator if necessary.
- Communicate with the Academic Program:
 - Maintain regular communication with the Academic Fieldwork Coordinator (AFWC) to ensure that the student's experience aligns with the program's objectives and competencies.
 - Notify the Academic Fieldwork Coordinator immediately if any significant issues or concerns arise regarding the student's performance or conduct.

By fulfilling these responsibilities, you help create a supportive, enriching, and challenging environment for students to grow into competent, compassionate, and skilled occupational therapists. Your contribution to their education is invaluable, and we deeply appreciate your commitment to shaping the future of the profession.

OTD Faculty Goals:

Provide professional occupational therapy education consistent with the program goals, the faculty will:

1. Integrate Christian values into the occupational therapy classroom.
2. Connect to their profession through licensure and professional organization membership.
3. Hold a post professional doctoral degree.
4. Cultivate contemporary knowledge/practice expertise in assigned teaching area.
5. Develop, review, and revise the occupational therapy curriculum plan collectively in collaboration with OTD Advisory Council.
6. Admit students into the OTD program who have an appropriate balance of prerequisite courses and the ability to successfully complete the OTD program and practice in the profession.
7. Maintain current knowledge abilities in instruction and teaching methods including course content, design, and assessment methods.
8. Pursue an on-going scholarship agenda which culminates in the peer-reviewed dissemination of original contributions.
9. Serve the school, college, university, profession and/or community.
10. Model professional behavior.

OTD Student Goals

In accordance with the School of Rehabilitation Sciences mission and program goals, OTD graduates will:

1. Model behavior which reflects Christian values, including an understanding of the role of prayer and faith in the complete healing process.
2. Demonstrate in-depth knowledge of the basic and clinical sciences relevant to occupational therapy, both in their fundamental context and in its application within professional clinical practice.
3. Provide primary care to patients/clients within the scope of occupational therapy practice.
4. Demonstrate entry-level competency in clinical skills necessary to perform a comprehensive occupational therapy examination, and evaluation, establish a differential diagnosis, determine an appropriate prognosis, and establish an occupation and evidence-based intervention and/or prevention activities.
5. Understand and value the capabilities of other health care providers and determine, whenever necessary, the need for referral to those other professionals.
6. Participate in practice management including delegation and supervision of support personnel, financial management, business planning, marketing, and public relations activities.

7. Possess the critical inquiry skills necessary to evaluate professional knowledge and competencies in relation to occupation and evidence-informed occupational therapy practice.
8. Demonstrate legal and ethical behavior consistent with established professional standards.
9. Demonstrate sensitivity to individual and cultural differences when engaged in occupational therapy practice.
10. Demonstrate appropriate and professional behavior.

Fieldwork Site Information

Each fieldwork experience is designed collaboratively between the Academic Fieldwork Coordinator (AFWC) and the Fieldwork Site Coordinator. During the fall and spring semester of Year 1, fieldwork meetings will be held to:

- Introduce fieldwork settings
- Discuss the fieldwork placement process and choice selection
- Discuss fieldwork requirements
- Discuss fieldwork expectations and responsibilities of the student, Academic Fieldwork Coordinator and Fieldwork Educator.

During the spring semester of Year One, each student will have the opportunity to meet individually with the AFWC prior to making their fieldwork selection. Students are provided with multiple resources to assist them in making their selection, including information from previous students materials sent from the fieldwork sites in the site folder (located in Exxat and the online database system) and information obtained from fieldwork visits by the Academic Fieldwork Coordinator. The fieldwork file specific to each site includes but is not limited to the following information:

- (1) Fieldwork Data Form with a summary of each facility, population served, type of service available
- (2) Site Specific Objectives
- (3) Past student evaluations of the site
- (4) Additional pertinent data

Fieldwork Educators

Fieldwork Educators supervise students while they are on fieldwork rotations in various fieldwork facilities. This usually occurs using a 1:1 model with one student to one Fieldwork Educator (FWE) or a 2:1 model with two students to one FWE. Occasionally, a student will have two FWE during a rotation. This Fieldwork Education Handbook details the responsibilities of the FWE and the FW site coordinator. The final grade issued for performance during a fieldwork rotation is determined by the AFWC, in consultation with the FW coordinator, the FWE, and the student.

Level I Fieldwork

“The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients” (AOTA, 2018, p.63).

Level I Fieldwork combines classroom learning with practical experience in the field of occupational therapy. Experiential learning is important and provides students with the opportunity to translate learning into practice under the supervision of a licensed clinician. In Level I Fieldwork, students can work with individuals from an array of age groups, with a variety of physical, cognitive, and psychosocial conditions and in a variety of practice settings. Level I fieldwork is scheduled over the course of an academic semester and is completed in tandem with didactic work. These clinical and community placements provide opportunities for structured interaction with clients under the guidance of a practicing professional. The primary focus is on observation, learning about the role of the OT practitioner, and understanding the therapeutic process, rather than on developing independent clinical competence. Academic Fieldwork Coordinator or specified faculty will provide distant supervision.

Level I fieldwork supervision

Occupational therapy Level I fieldwork students are supervised by either occupational therapy or non-occupational therapy personnel that are “informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience” and are “currently licensed or otherwise regulated” [Standard C.1.10] in their area of practice and are cognizant of the goals and objectives of the learning experience in reference to occupational therapy practice.

Level I Student Learning Objectives

During Level I fieldwork, the OTD student is expected to:

- Gain an introductory understanding of occupational therapy practice across various settings (e.g., hospitals, clinics, schools, or community agencies).
- Observe and, when appropriate, participate in the delivery of occupational therapy services under the supervision of licensed professionals.
- Develop foundational professional behaviors, including effective communication, teamwork, and ethical practice.
- Understand the different roles within interdisciplinary healthcare teams and how occupational therapy contributes to patient care.

Supervision and Evaluation

Level I fieldwork students will be supervised by qualified personnel, including occupational therapists, occupational therapy assistants, or other healthcare professionals. Supervision will focus on providing guidance and feedback, helping the student understand how theory is applied in practice. Evaluation is primarily formative, with feedback provided throughout the experience to foster student development. [Standard C.1.10]

Expectations of Students

- Adhere to professional standards of behavior, including punctuality, ethical practice, and appropriate communication.
- Engage actively in observation and participation as directed by the supervisor.

- Demonstrate a willingness to learn and integrate feedback.
- Reflect on their experiences and contribute to discussions about the OT process.

Level I Fieldwork: Physical Dysfunction (Summer)

Level I fieldwork students will observe and participate in occupational therapy interventions aimed at addressing impairments related to physical conditions, such as orthopedics, neuro (stroke), traumatic injury, or chronic illness. Students will gain exposure to settings like acute care, rehabilitation hospitals, or outpatient clinics, where they observe how occupational therapists work with individuals to improve mobility, strength, coordination, and functional independence in activities of daily living (ADLs). This fieldwork helps students understand the application of therapeutic exercises, adaptive equipment, and environmental modifications in supporting client recovery and enhancing their quality of life.

Level I Fieldwork: Pediatrics (Spring)

Level I fieldwork students are introduced to occupational therapy services for infants, children, and adolescents. Fieldwork placements may include but not limited to schools, early intervention programs, or pediatric outpatient clinics. Students observe how occupational therapists assess and address developmental delays, sensory processing issues, and other childhood conditions affecting play, learning, and self-care. This experience helps students understand the role of occupational therapy in supporting children's development, promoting participation in age appropriate activities and fostering independence within school or home environments.

Level I Fieldwork: Mental Health (Spring)

In a mental health setting, Level I fieldwork students will observe and participate in occupational therapy interventions that address the psychosocial aspects of client care. They may be placed in community mental health centers, inpatient psychiatric facilities, or behavioral health programs, where they gain insight into how OTs help clients with mental health conditions manage their symptoms and engage in meaningful occupations. This experience focuses on understanding therapeutic use of self, group dynamics, and interventions that promote coping skills, emotional regulation, and social participation. Students also observe interdisciplinary teamwork, and the holistic approach occupational therapy takes to mental health care (Standard C.1.6).

Students will also complete various Simucase virtual simulations of entry-level applications where they learn to navigate the occupational profile and OT process for intervention based on a client's individual needs. Level I fieldwork may be met through one or more of the following instructional methods: Virtual environments, Simulated environments, Standardized patients, Faculty practice and Faculty-led site visits. [Standard C.1.11]

Level II Fieldwork (Summer, Year II and Fall year III)

Level II fieldwork is designed to develop competent, entry-level, generalist occupational therapists. Level II fieldwork is an integral part of the program's curriculum design and includes an in-depth experience in delivering occupational therapy services to clients in various fieldwork settings, focusing on the application of purposeful and meaningful occupation and research, administration, and

management of occupational therapy services. The OTD student will be exposed to a variety of clients across the lifespan and to a variety of fieldwork settings. (ACOTE, 2023)

OTD Level II fieldwork students have completed both the didactic portion of the entry level OTD curriculum and all Level I fieldwork experiences. The Level II fieldwork student is now transforming from the primary role of a classroom learner to that of an experiential learner.

Supervision during occupational therapy Level II fieldwork will be conducted by a qualified and prepared fieldwork educator with a minimum of 1-year practice experience. Additionally, all Level II fieldwork educators must be in compliance with state specific, federal and ACOTE (2023) standards governing occupational therapy student supervision.

AU OTD students will complete two 12-week fieldwork experience, one occurring in the summer of their second year, and one in the Fall of their third year. Students requesting an alternate Level II fieldwork schedule must follow the fieldwork hardship status policy. Given extenuating circumstances, the AU OTD program will allow completion of the Level II fieldwork experience on a part-time basis of 20 hours/week (minimum) to fulfill the 12-week requirement. [Standard C.1.12] The OTD student must complete all fieldwork and doctoral capstone experiences within 24 months of completing didactic coursework.

*To be considered for FW extenuating circumstances students must submit a written request including justification/evidence supporting their individual need and plan for part-time completion. Written plans for part-time completion should include (at minimum) the number of hours to be completed per week, the number of credit hours the student will register for per semester and attached approval from the fieldwork site. It is recommended that students review the "Completion Timeline Policy" from the OTD program handbook. The process for receiving approval for part-time completion is explicitly stated below:

1. Students send/submits written requests (including justification/supporting evidence and plans for completion) to the Academic Fieldwork Coordinator (AFWC).
2. The AFWC will presents the request to faculty Council for a vote approving or denying the request.
3. The AFWC will provide the student with a written notification of the decision and next steps.

[Fieldwork Syllabi:](#)

Please refer to appendices B for Level I and II syllabi

Fieldwork Placement Process for AU OTD Program

The fieldwork placement process is a structured approach that ensures students are assigned to high-quality clinical sites where they can apply their academic knowledge, gain hands-on experience, and meet their educational goals. Below is a detailed outline of the fieldwork placement process for students and fieldwork educators.

The 7-step fieldwork placement process is as follows.

Step 1: Pre-Placement Preparation

For the Student:

- **Academic Requirements:** Before starting the fieldwork placement process, students must successfully complete all required coursework, pass any prerequisite exams, and demonstrate readiness for clinical practice.
- **Fieldwork Interest and Preferences:** Students should reflect on their areas of interest (e.g., pediatrics, mental health, geriatrics) and communicate their preferences for fieldwork sites (location, setting, population) to the academic fieldwork coordinator (AFWC). All student preferences will be considered; however, placements will depend on educational needs and site availability.
- **Fieldwork Readiness:** Students must ensure that all pre-fieldwork requirements are completed, including medical clearance, vaccinations, background checks, liability insurance, and HIPAA training.

For the Fieldwork Educator:

- **Site Agreement:** Ensure that your facility has an active fieldwork agreement with the student's academic institution. This contract outlines the responsibilities of both parties and ensures the student is covered by institutional liability insurance.
- **Capacity and Availability:** Confirm your facility's availability and capacity to take on students for upcoming fieldwork placements. Consider the number of students your site can accommodate, available supervision, and the range of learning opportunities.

Step 2: Fieldwork Placement Matching and Assignment

For the Academic Program:

- **Fieldwork Site Selection:** The Academic Fieldwork Coordinator reviews the list of available fieldwork sites, student requests/preferences, matching students based on their academic progress, learning needs, and clinical interests. Geographic location, student preferences, and site availability are considered, but students may be placed outside of their preferred areas to ensure a diverse experience.
- **Initial Contact with Site:** Once a site is identified, the AFWC contacts the fieldwork educator to confirm placement availability and review student learning objectives. This communication ensures alignment between the academic program's goals and the site's capacity to meet the student's educational needs.

For the Fieldwork Educator:

- Student Information: Once placement is confirmed, the fieldwork educator receives relevant information about the student, including their academic background, learning goals, and any special considerations (e.g., accommodations or health concerns). This allows for appropriate preparation and planning.

Step 3: Confirmation and Communication

For the Student:

- Placement Notification: The AFWC informs the student of their fieldwork site placement, including the site's contact information, location, and fieldwork educator's name. Students are typically notified several weeks before the start date to allow time for preparation.

- Contact with Fieldwork Educator: Students must contact their fieldwork educator within a designated timeframe to introduce themselves and confirm details such as start date, orientation schedule, and any pre-placement requirements (e.g., site-specific training, on-boarding or paperwork).

- Pre-Fieldwork Checklist: Complete all required documentation, including health records, background checks, and site-specific onboarding paperwork. Review any materials provided by the site in advance.

For the Fieldwork Educator:

- Initial Communication with Student: Once the student reaches out, confirm the orientation date and discuss expectations for the placement. Provide any necessary pre-placement materials (e.g., reading materials, site handbook, or protocols).

- Learning Objectives Discussion: Review the student's learning objectives and discuss how the site can support these goals. This helps to align the student's educational needs with the opportunities available at the site.

Step 4: Orientation and Integration

For the Student:

- Orientation to the Fieldwork Site: Participate in the FW site's orientation process, which typically covers the facility's policies, client populations, safety protocols, and documentation procedures. This orientation sets the foundation for your role within the clinical team.

- Develop Learning Plan: Work with your fieldwork educator to create a detailed learning plan, outlining your specific goals for the placement. This plan should be flexible to accommodate evolving learning needs throughout the placement.

For the Fieldwork Educator:

- Structured Orientation: Provide the student with a thorough orientation to the site. This includes an introduction to the team, a tour of the facility, a review of safety protocols, and an explanation of the documentation and client care processes.

- Set Clear Expectations: Communicate your expectations regarding the student's professional behavior, communication, and workload. Discuss supervision levels and ensure the student knows how and when to seek guidance.

Step 5: Supervision and Ongoing Evaluation

For the Student:

- Active Engagement in Learning:** Take an active role in your learning by asking questions, seeking feedback, and reflecting on your experiences. Gradually increase your responsibility for client care under the guidance of your fieldwork educator.

- Ongoing Self-Assessment:** Continuously assess your progress toward learning objectives and adjust as needed. Regular self-reflection is crucial for growth and professional development.

For the Fieldwork Educator:

- Regular Supervision and Feedback:** Provide consistent supervision, adapting your level of oversight based on the student's competency and confidence. Offer both informal feedback and formal evaluations throughout the placement.

- Midterm Evaluation:** Conduct a formal midterm evaluation to assess the student's performance and identify areas for improvement. Use the Fieldwork Performance Evaluation (FWPE) tool. This is a critical opportunity to adjust learning objectives and provide constructive feedback.

Step 6: Final Evaluation and Completion

For the Student:

- Final Evaluation:** Participate in a final evaluation meeting with your fieldwork educator. Review your performance in all competency areas, discussing strengths, areas for growth, and future learning goals. Take this opportunity to reflect on your development throughout the placement.

- Documentation and Program Requirements:** Complete all required documentation, including clinical notes, reports, and any program-specific forms. Submit your Fieldwork Performance Evaluation to your academic program within the specified deadline.

For the Fieldwork Educator:

- Final Evaluation and Feedback:** Complete the student's final evaluation using the appropriate evaluation tool (e.g., FWPE). Provide a thorough assessment of the student's competencies, including clinical reasoning, communication, documentation, and professionalism.

- Submit Documentation:** Return all completed evaluation forms and necessary documentation to the student's academic program promptly. Ensure that any concerns regarding the student's performance are clearly documented.

Step 7: Post-Fieldwork Reflection and Debriefing

For the Student:

- Reflect on Experience:** After completing your fieldwork, engage in reflective practice by documenting key takeaways, challenges, and achievements. Consider how the skills and knowledge gained during the placement will inform your future practice.

- Submit Post-Fieldwork Assignments: Complete any post-fieldwork assignments required by your academic program, such as reflective journals, case studies, or self-evaluations.

For the Fieldwork Educator:

- Feedback for Future Placements: Provide feedback to the AFWC about the student's experience and the overall placement process. If necessary, suggest improvements for future fieldwork collaborations.

- Consider Future Students: If your experience with the current student was positive, consider taking on additional students in future cohorts.

Student Technical Standards of Performance/Essential Functions

The intent of the Occupational Therapy Doctorate program is to graduate individuals who are prepared for all responsibilities and privileges of autonomous occupational therapy practice. Therefore, at the request of the university, students may be required to obtain a criminal background check including fingerprinting or a drug and alcohol test while enrolled in the program, before entering a fieldwork facility or during a fieldwork experience. The results of the background check or drug and alcohol test may disqualify students from successfully completing the program, being eligible to sit for the National Board for Certification in Occupational Therapy Exam or practicing as an Occupational Therapist in certain states.

To function as an occupational therapist at entry-level, students must be able to complete, with reasonable accommodation as necessary, certain psychomotor, cognitive, communication and behavioral skills. If a student cannot demonstrate these skills, it is the responsibility of the student to request appropriate accommodation. The university will provide reasonable accommodation if it does not fundamentally alter the nature of the program and does not impose undue hardship such as would cause significant expense or be disruptive to the educational process.

The student must be able to perform at least the following skills safely and reliably while in the OTD program:

Psychomotor Skills:

Attend lecture, lab and travel to fieldwork locations, move within rooms as needed for changing groups, partners and workstations.

Physically maneuver in required fieldwork settings, to accomplish assigned tasks.

Move quickly in an emergency to protect the patient (e.g. from falling).

Maneuver another person's body parts to effectively perform evaluation techniques.

Manipulate common tools used for screening tests of the cranial nerves, sensation, range of motion, blood pressure, e.g., cotton balls, safety pins, goniometers, Q-tips, sphygmomanometer.

Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns through physical facilitation and inhibition techniques (including ability to give time urgent verbal feedback).

Move or lift another person's body in transfers, gait, positioning, exercise, and mobilization techniques (lifting weights between 10-100+ pounds)

Manipulate evaluation and treatment equipment safely, and accurately apply to clients.

Manipulate bolsters, pillows, plinths, mats, gait assistive devices, and other supports for chairs to aid in positioning, moving, or treating a patient effectively (lifting, pushing/pulling weights between 10-100 lbs).

Competently perform and supervise cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association or the American Red Cross.

Legibly record thoughts in English for written assignments and tests.

Legibly record/document evaluations, patient care notes, referrals, etc. in standard medical charts in hospital/fieldwork settings in a timely manner and consistent with the acceptable norms of fieldwork settings.

Detect changes in an individual's muscle tone, skin quality, joint play, kinesthesia, and temperature to gather accurate objective evaluative information in a timely manner and sense that individual's response to environmental changes and treatment.

Safely apply and adjust the dials or controls of therapeutic modalities.

Safely and effectively position hands and apply mobilization techniques.

Use a telephone.

Read written and illustrated material in the English language, in the form of lecture handouts, textbooks, literature and patient charts.

Observe active demonstrations in the classroom.

See training videos, projected slides/overheads, X-ray pictures, and notes written on a blackboard/whiteboard.

Receive visual information from clients, e.g., movement, posture, body mechanics, and gait necessary for comparison to normal standard for purposes of evaluation of movement dysfunctions.

Receive visual information from the treatment environment (e.g., dials on modalities and monitors, assistive devices, furniture, flooring, structures, etc.).

Receive visual clues as to the patient's tolerance of the intervention procedures. These may include facial grimaces, muscle twitching, withdrawal etc.

Hear lectures and discussion in an academic and fieldwork setting.

Distinguish between normal and abnormal lung and heart sounds using a stethoscope.

Cognitive Skills

Receive, interpret, remember, reproduce and use information in the cognitive, psychomotor, and affective domains of learning to solve problems, evaluate work, and generate new ways of processing or categorizing similar information listed in course objectives.

Perform an occupational therapy examination of a client's posture and movement including analysis of physiological, biomechanical, behavioral, and environmental factors in a timely manner, consistent with the acceptable norms of fieldwork settings.

Use examination data to formulate an occupational therapy evaluation and execute a plan of occupational therapy management in a timely manner, appropriate to the problems identified consistent with acceptable norms of fieldwork settings.

Reassess and revise plans as needed for effective and efficient management of occupational therapy problems, in a timely manner and consistent with the acceptable norms of fieldwork settings.

Communication Skills

Effectively communicate information and safety concerns with other students, teachers, clients, peers, staff and personnel by asking questions, giving information, explaining conditions and procedures, or teaching home programs. These all need to be done in a timely manner and within the acceptable norms of academic and fieldwork settings.

Receive and interpret written communication in both academic and fieldwork settings in a timely manner.

Receive and send verbal communication in life threatening situations in a timely manner within the acceptable norms of fieldwork settings.

Occupational Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the health care team.

Behavioral Skills

Maintain general good health and self-care in order to not jeopardize the health and safety of self and individuals with whom one interacts in the academic and fieldwork settings.

Arrange transportation and living accommodations to foster timely reporting to the classroom and fieldwork assignments.

Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental, and behavioral safety of clients and other individuals with whom one interacts in the academic and fieldwork settings and to be in compliance with the ethical standards of the American Occupational Therapy Association.

Sustain the mental and emotional rigors of a demanding educational program in occupational therapy which includes academic and fieldwork components that occur within set time constraints, and often concurrently.

Demonstrate professional behaviors and a commitment to learning as outlined in Section 3.

Fieldwork Objectives

Part I

A. The Pre-Fieldwork education sessions will:

Provide the student with a review of the Fieldwork Handbook including the instruction in the policies and procedures necessary for successful completion of the fieldwork experience.

Provide review of instruction in the use of the AOTA Fieldwork Performance Evaluation (FWPE) tool, the Professional Behaviors Assessment Tool and the OT Student Evaluation Form for immediate personal use and in future use as a fieldwork Educator.

Provide the student with review of available fieldwork experience sites and instructions on the process of choosing fieldwork experience sites for fieldwork level I and II

Provide the student with instruction on necessary skills to be a successful student in the fieldwork environment, including but not limited to effective communication skills, interpersonal relationships and Professional Behaviors.

B. The Post-Fieldwork individual conference session will:

Provide a forum for the student to verbally reflect, with the Academic Fieldwork Coordinator (AFWC), on the fieldwork experience and discuss future expectations for fieldwork education experiences.

Part II

The following objectives 1-19 are taken from the Fieldwork Performance Evaluation (FWPE) tool and are broadly written to cover a variety of fieldwork settings. Please refer to each specific course outline (found in the appendix) for detailed explanations

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.
3. Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.
4. Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.
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.
6. Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.
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.
9. Selects relevant screening and assessment tools based on various factors.
10. Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.
11. Evaluates and analyzes client factors and contexts that support or hinder occupational performance.
12. Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.
13. Modifies evaluation procedures based on client factors and contexts.
14. Interprets evaluation results to determine the client's occupational performance strengths and challenges.
15. Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.
16. Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.
17. Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.
18. Uses evidence from research and relevant resources to make informed intervention decisions.
19. Collaborates with fieldwork educator(s) to maximize the learning experience

See appendix for Practicum & Fieldwork Experience Forms and course outlines.

The following objectives reflect the goal of professional growth through reflection and feedback and the preparation of students to serve as future fieldwork educators.

Evaluate personal fieldwork performance using the FWPE.

Evaluate personal professional behaviors using the Professional Behaviors Assessment Tool.

Evaluate fieldwork education experience using the OT Student FWPE Form.

Please see each specific course outline for the required level on the Professional Behaviors Assessment Tool as verified by the fieldwork educator, by completion of the fieldwork education experience

Part III

Upon successful completion of the fieldwork experiences, the occupational therapy student will perform at or above the entry level of the occupational therapy professional.

“Graduating therapists are increasingly expected to take on expanded responsibilities, assume leadership roles, and be active participants not only as service providers but as decision makers as well.” (ACOTE)

The student will be able to assess client adaptive behaviors and occupational performance as they relate to the client’s life expectations. The student will implement and supervise treatment programs for improving and/or maintaining occupational performance and adaptive responses throughout the life span. The student will demonstrate entry-level ability in administration, supervision, consultation, and application of research to practice.

ACOTE Standards for Doctoral Degree level Fieldwork Education

C.1.0. FIELDWORK EDUCATION

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

C.1.1 Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education. (Reflection Assignment)

C.1.2. Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and

site data, and communicating this information to students prior to the start of the fieldwork experience
C.1.3. Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective. (Objectives assignment)
C.1.7. Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.4. Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.3.3.
C.1.5. The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the in written agreements. Document the process and criteria for: Selecting fieldwork sites. Ensuring valid written agreements are signed by both parties and in effect prior to the onset and through the duration of Level I (e.g., field trip, observation, service-learning activities) and Level II fieldwork experience for all entities outside of the academic program.
C.1.6. At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.

The Goal of Level 1 fieldwork is to introduce students to fieldwork, apply knowledge to practice, and to develop understanding of the needs of clients. The program will:

C.1.8. Ensure personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.
C.1.9. Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process and includes mechanisms for formal evaluation of student performance.

The program must have clearly documented student learning objectives expected of the Level I fieldwork.

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, 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 program will:

C.1.10 Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.

The student can complete the 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.

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

Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.

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

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

C.1.14. Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures,

to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

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

C.1.16. Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.

Rights and Privileges of Fieldwork Educators

Access to University Resources:

Fieldwork educators have the right to access educational resources provided by the university, such as libraries, research databases, and continuing education materials, to support their role in student training.

Recognition of Contributions:

Fieldwork educators will be formally acknowledged for their contributions to the clinical education of students, including certificates, awards, or recognition during university events.

Support and Guidance:

Fieldwork educators will receive ongoing support from the university's academic fieldwork coordinators, including timely communication, updates on student progress, and assistance in resolving issues that may arise during fieldwork placements.

Feedback Mechanisms:

Fieldwork educators have the right to provide feedback on the university's curriculum, fieldwork program structure, and student performance evaluation processes. This feedback will be considered in program improvements.

Autonomy in Supervisory Practices:

Fieldwork educators are granted professional autonomy in supervising students, allowing them to use their judgment in tailoring the learning experience based on the specific needs of the student and the practice setting.

Eligibility for Continuing Education Credits:

Fieldwork educators may be eligible for continuing education credits (CEUs) for their role in student supervision, depending on the regulatory guidelines of their profession and the university's arrangements.

University Affiliation:

Fieldwork educators have the privilege of being recognized as adjunct faculty or clinical instructors affiliated with the university, enhancing their professional status and credentials.

Access to Evaluative Tools:

Educators will have access to the tools and resources necessary to evaluate student performance, such as rubrics, assessment forms, and guidelines provided by the university.

Right to Student Information:

Fieldwork educators have the right to receive relevant background information about students, including their academic standing, learning objectives, and any special needs or accommodations that are required for fieldwork success.

Professional Networking:

Educators can build professional relationships and network with other fieldwork educators, faculty, and professionals in the broader academic and healthcare communities.

11. Consultation on Student Challenges:

Fieldwork educators have the right to consult with the university's academic fieldwork coordinator or faculty in case of student performance issues or other challenges faced during the fieldwork experience.

Individual Rights and Safety

Safety, the right to privacy, confidentiality and informed consent apply to any individual involved with the Occupational Therapy educational process, including, but not limited to: students, faculty, staff, and visitors to the program, human subjects for classroom demonstration or research, and clients interacting with students at fieldwork facilities.

General Complaint Procedure

Any person with a complaint or concern about the Occupational Therapy OTD Program or one of its policies, programs, faculty, staff or students will be asked to submit their concern in writing. Persons with a verbal complaint/concern should be asked to submit their issues in writing to the OTD Program chairperson or to the dean of the School of Health Professions. For the OTD program, if the nature of the concern falls into the possibility of a formal complaint to the programs accrediting body, contact the AOTA's OTD Program of Accreditation to discuss the nature of the complaint and to determine what procedures should be taken. This OTD Program can be reached by fax at 703-684-7343 or email at customerservice@aota.org.

Student Rights and Responsibilities

All Occupational Therapy students are considered to be full members of the academic community. As such, students have rights and responsibilities which are discussed in detail in the Andrews University Student Handbook, which is available online:

<https://cmspreview.andrews.edu/services/studentlife/handbook/> These rights include a right to learn; to be free from discrimination or harassment; to discuss, inquire and express; to petition; to have access to and privacy in educational records; to associate with others and to appeal/grievance.

Risk Situations

If a situation shows a potential personal risk to the student (or her unborn child, if applicable) the OTD Program Director (or AFWC if clinic-related) will review known potential risk with the student (and ci if applicable).

Dropping Out

If the student chooses to drop out of the program until the situation clears, the Academic Policies and Procedures section of this handbook will be followed for exiting and reentering the program (the School of Rehabilitation Faculty Council reviews these situations). A statement from the student's physician will be necessary to document the reasons.

Attendance Policy

There is a strict attendance policy for this course. Please see the attendance policy under course content on the course web site. ACOTE requirements clearly state that students must complete 12 full time weeks at their site. "full-time" is determined by the site. There are no allowed "days off" within the 12 weeks. The standard does not allow for sick days, vacation days or other personal days. All

missed time must be made up either through time onsite or other acceptable learning activities. Failure to follow the attendance policy or attempts to circumvent the policy by “making agreements” with the site supervisor without knowledge of the course instructor/academic fieldwork coordinator may result in failure of the experience or extension of the experience. This may delay your graduation.

Informed Consent

Having been informed of the potential risk, if the student chooses to continue in regular standing in the program they will:

Furnish a statement from the student's physician (signed by the physician). This document will indicate the physician's recommendation(s) with any noted comments or limitations.

Provide a signed Informed Consent Form (the signature of the spouse may also be required if pregnancy is involved). This may be required for each academic semester or fieldwork experience and is obtained from the administrative assistant or AFWC.

If a student is aware that they have been exposed to an infectious disease, for which they have not been immunized, they will share this information immediately with the OTD Program Director (or the AFWC if the student is in the clinic). The student may be asked to take a test at the student's expense to ascertain if they are a potential carrier of the disease. It may be necessary for the student to withdraw from the program and arrange makeup time. A fieldwork experience may require rescheduling. A rescheduled or added fieldwork experience may result in a delayed graduation.

Any change noted by a student in their physical condition which has the potential of influencing their skills or judgments or endangering the safety or well-being of themselves, their unborn child, or their clients must be reported to the AFWC or the OTD Program Director immediately.

Student Problem Resolution

Several things should be noted:

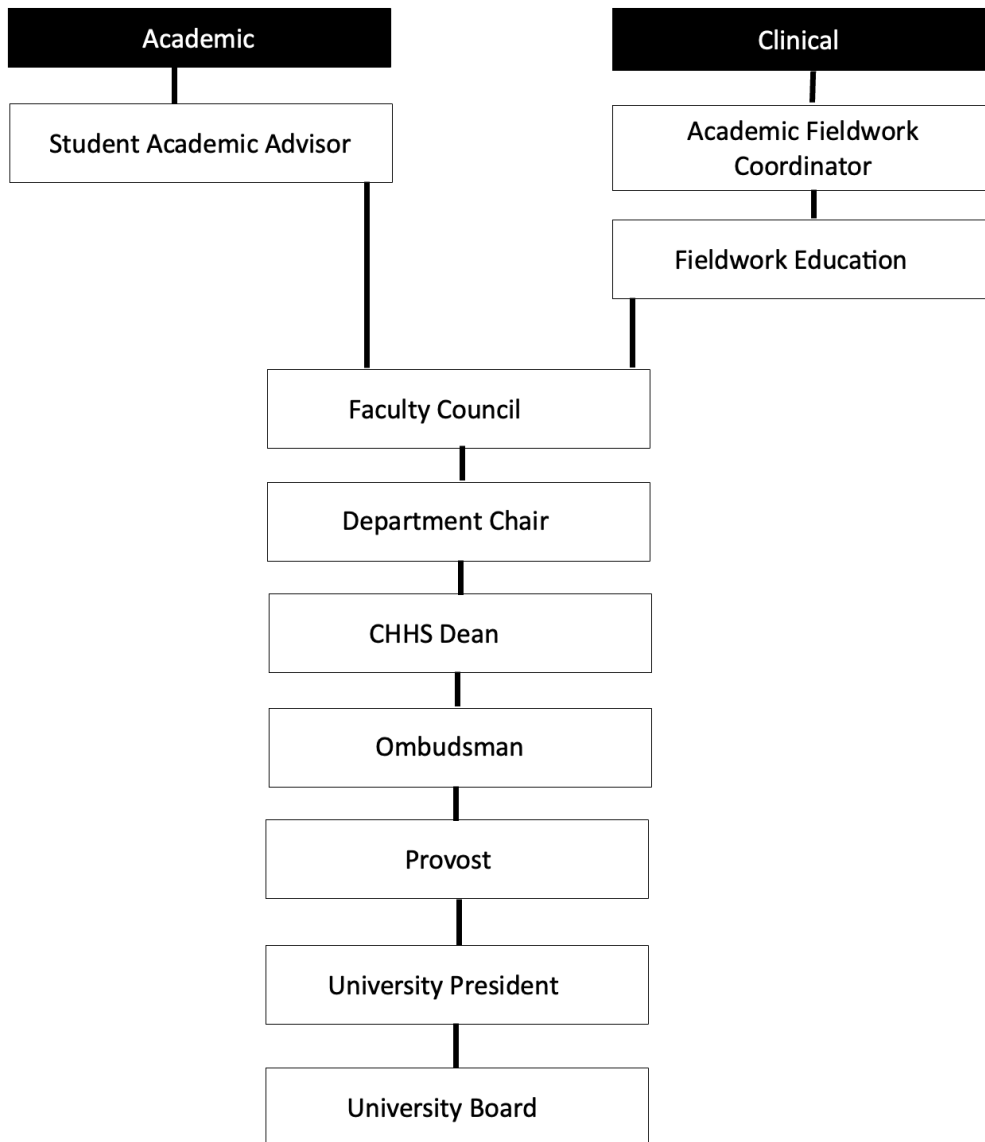
All problems should be resolved at the lowest administrative level possible. If a solution is not attained at any particular level, the next level should be sought. The first contact should be with your faculty advisor if academic or AFWC if fieldwork related. If possible, the advisor should follow through the various progressive administrative steps with the student until the solution is attained. Should the student not be comfortable with their first contact, they may go to the next higher level for assistance. This person will then follow through with the student.

If the student feels that the problem has not been dealt with fairly up to and through the vice president level, they should seek the assistance of the president designated ombudsperson prior to proceeding to the university president's office.

A petition form may be required. The petition will require approval at the various respective levels prior to the final solution.

If a student is dismissed from the OTD program and believes there were extenuating circumstances that override policy, they may appeal a dismissal decision to the CHHS dean.

Student Problem Resolution Algorithm



Student fieldwork Grievance Procedure

Students who feel they have a legitimate grievance concerning a grade or treatment in a particular setting may appeal to the Academic Fieldwork Coordinator. If a satisfactory solution to the problem cannot be reached, students then take their complaint to their academic advisor, OTD Program Director, the Chair of the School of Rehabilitation Sciences, the Dean of CHHS, the ombudsman, the vice president for academic administration, and the president in that order. The OTD Program Director may request a written confirmation of each concern before appropriate follow through is made. It is then the student's responsibility to provide the requesting party with written verification of their concern.

Fieldwork Educator Grievance Procedure

The Fieldwork Educator who may feel they have a grievance concerning a student should first attempt to address the concern with the student and if the situation remains unresolved should then consult with the AFWC. If a satisfactory solution cannot be reached the complaint should be taken to the faculty council, OTD Program Director, Dean of the School of Rehabilitation Sciences as outlined above. If the Fieldwork Educator has a grievance concerning the Occupational Therapy OTD Program they should first address the concern with the AFWC and then with the OTD Program Director.

Discrimination and Harassment (Including Sexual Harassment)

Students should contact their faculty advisor, OTD Program chair, SHP dean, or vice president for student affairs, in that order, unless one of the above is suspect in which case start with the one higher up (see University Student Handbook for more specific information).

Documented Disability

In the event a student has a documented disability, this information must be disclosed to the ci who will disclose the information to the fieldwork facility prior to assignment to the fieldwork site. Reasonable accommodations will be made for the student in the fieldwork setting.

Right to Ombudsperson

The Office of the Ombudspersons is a confidential, independent and neutral dispute resolution service for the university community. As such, it facilitates understanding, communication and resolution of conflict among students, faculty and staff. The office serves as an impartial and confidential means of facilitating dialogue between parties on campus and as a means, apart from formal grievance procedures, of resolving differences. The office was established as part of the university's Christian commitment to foster a courteous and considerate climate conducive to productivity and well-being for the university community. ¹

Use of Protected Information

Information collected from students, lab subjects, patients/clients or from research subjects is considered confidential information and protected by applicable Health and Human Services laws (available through: <http://www.os.dhhs.gov/>). As such, the information can only be used for purposes other than direct health care, upon written informed consent from the patient/client or designated official. Use of the information should still protect the right to anonymity, when possible, and be used for educational purposes, either in the classroom or to other professionals. If images are requested, a separate consent form must be obtained, prior to obtaining and using such images.

Human Subjects

Policies regarding patient/client rights within the fieldwork setting are established by that institution and should allow clients the right to refuse to participate in fieldwork education.

Policies and procedures for the use of human subjects in research are under the oversight of the Andrews University Institutional Review Board (IRB). Prior to research with human subjects, a research proposal and application must be submitted to the IRB, in keeping with federal guidelines. Subject information is confidential and must be properly protected.

Policies regarding the use of information from the fieldwork setting, such as intervention protocols and forms, are dictated by that institution. Students should ask their ci if they wish to duplicate or use any information from the clinic and follow policy and procedure established by that institution.

HIPAA

All students are instructed in the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act (HIPAA). In addition, the university provides students with training in the requirements of the privacy and security provisions of HIPAA and advises them of the importance of complying with the fieldwork site's policies and procedures relative to HIPAA. Students are required to successfully pass (85% or greater) a written test over the HIPAA information.

Drug-Free Workplace

Andrews University is committed to an environment of learning that supports the fullest possible human development. To achieve this goal, the university holds that a drug-free lifestyle is essential and maintains policies that seek an alcohol-, tobacco-, and drug-free campus environment. ²

Personal Injury Procedure

If the need arises to seek medical attention for any non-fieldwork education program illness, it is the student's responsibility to arrange for all medical costs. The university provides professional liability coverage for injuries occurring during a fieldwork education program required activity.

If you are injured while practicing at an Andrews University fieldwork assignment, please use the following procedure:

Seek medical treatment if:

You have had contact with blood or body fluids to an open wound, to mucous membranes, or during an invasive exposure,

Your on-site supervisor or campus Educator/coordinator asks you to seek medical evaluation/treatment,

You feel that medical evaluation/treatment is needed,

You have been injured, i.e. fall, sprain, over-stretch, fracture, etc.

Report the incident to your on-site supervisor. Use the incident report form required by your fieldwork site AND the Andrews University incident report.

Report the incident to the FWE

Follow any instructions given by your on-site supervisor and by the FWE

Each student is responsible to take the university's incident report form to the fieldwork site. One is provided in the appendix.

Dress Code Policy:

The dress code policy is available in the student handbook. For fieldwork rotations or any scheduled educational activity in a clinical setting or simulation experience, students are required to conform to the dress codes of the setting. If no dress code is presented the attire is AU OT polo shirt and khaki or tan dress slacks (no jeans), nametag, clean closed toe and closed heel shoes. In general, clothes worn in clinical settings should follow the guidelines listed in the student handbook. Keep in mind, fashion trends may not be appropriate clinical wear. Clinical sites may send a student home if dressed unprofessionally. If the site requires a particular uniform or scrub color, the student is responsible for purchasing these items.

Universal Precautions

Universal precautions, as defined by Centers for Disease Control (CDC), are a set of precautions designed to prevent transmission of human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other blood-borne pathogens when providing first aid or health care. Under universal precautions, blood and certain body fluids of all clients are considered potentially infectious for HIV, HBV and other blood-borne pathogens. All faculty, staff and students are expected to follow universal precautions, as identified by the CDC.

All health care workers should routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure during contact with any client's blood or body fluids that require universal precautions.

Gloves should be worn:

For touching blood and body fluids requiring universal precautions, mucous membranes, or non-intact skin of all clients, and for handling items or surfaces soiled with blood or body fluids to which universal precautions apply.

Gloves should be changed after contact with each patient. Hands and other skin surfaces should be washed immediately or as soon as patient safety permits if contaminated with blood or body fluids requiring universal precautions. Hands should be washed immediately after gloves are removed. Gloves should reduce the incidence of blood contamination of hands during phlebotomy, but they cannot prevent penetrating injuries caused by needles or other sharp instruments. Institutions that judge routine gloving for all phlebotomies is not necessary should periodically reevaluate their policy. Gloves should always be available to health care workers who wish to use them for phlebotomy. In addition, the following general guidelines apply:

Use gloves for performing phlebotomy when the health care worker has cuts, scratches, or other breaks in his/her skin. Use gloves in situations where the health care worker judges that hand contamination with blood may occur, e.g., when performing phlebotomy on an uncooperative patient.

Use gloves for performing finger and/or heel sticks on infants and children.

Use gloves when persons are receiving training in phlebotomy.

The Center for Devices and Radiological Health, Food and Drug Administration (FDA), has responsibility for regulating the medical glove industry. For more information about selection of gloves, call FDA at 301-443-8913.

Masks and protective eyewear or face shields should be worn by health care workers to prevent exposure of mucous membranes of the mouth, nose, and eyes during procedures that are likely to generate droplets of blood or body fluids requiring universal precautions. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or body fluids requiring universal precautions.

All healthcare workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needle-stick injuries, needles should not be recapped by hand, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal. The puncture-resistant containers should be located as close as practical to the use area. All reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.

General infection control practices should further minimize the already minute risk for salivary transmission of HIV. These infection control practices include the use of gloves for digital examination of mucous membranes and endotracheal suctioning, hand washing after exposure to saliva, and minimizing the need for emergency mouth-to-mouth resuscitation by making mouthpieces and other ventilation devices available for use in areas where the need for resuscitation is predictable.

2. ACADEMICS

Policies and Procedures Review

Policies and procedures, as presented in the OTD Program Policies and Procedures Manual, the student handbooks, the Associated Faculty Handbook or the fieldwork Education Handbook will be reviewed on an annual basis.

Accreditation Standards

The OTD program will be administered in a manner consistent with accreditation policies and procedures, including reports of graduation rates, performance on state licensing examinations, and employment rates; and submission of reports or materials required by ACOTE. The chair or his/her designee is responsible for writing and submitting such reports or materials within the required timeframe.

OTD Course Description Outline

The course description outline provides an abbreviated course description for each of the required courses in the OTD program. This description is meant to provide a better understanding of each course offered in the program. A copy is included in the back of this handbook.

Registration Procedures

Before the close of each semester the **operations assistant** will inform and orient each student to the specific registration procedures and time schedules to follow for registration for the successive semester.

Professional Expectations

All Occupational Therapy program faculty are committed to the concept of adult learning where Educators serve as facilitators of the process of learning. Within this environment the student holds the ultimate responsibility to determine the quality of his/her educational experience.

To assist students' growth in these behaviors, all are regularly assessed, generally at program entry, at the end of each semester, and at program completion. In addition, behaviors may be assessed and reported on when students have engaged in specific instances of unprofessional behavior.

Professional Behavior

The Professional Behaviors document and assessment is to provide feedback to the student regarding his/her professional development towards becoming an Occupational Therapist. The Professional Behaviors reflect the intent of assessing professional behaviors which are deemed critical for professional growth and development in OT education and practice. These behaviors with their criteria are as follows:

1. **Critical Thinking** – The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
2. **Communication** – The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
6. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Occupational Therapy profession.
7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. **Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Students will be oriented to the Professional Behaviors during OTD program orientation and OTD 502 and will be made aware that they will be assessed on these behaviors' multiple times throughout the program.

Each student is expected to demonstrate professional behavior and a commitment to learning. This will include, but not be limited to, punctuality and preparedness for each class session, and timely completion of assignments. Students are expected to participate in class discussions in a manner that demonstrates respect for their Educator, fellow classmates, and the OTD Program. Students also represent the OTD program, Andrews University and Christ outside the OT building and therefore are still held to the professional expectations policy, particularly #2 and #4-6. This also applies to social media communications like Facebook, Twitter, Snapchat, Tik Tok, Instagram, etc.

Students who do not meet these standards are notified in writing. If this behavior continues, the student will be required to meet with their advisor to submit a corrective plan of remediation which must be approved by the Occupational Therapy Faculty Council to continue in the occupational therapy program. If the remediation plan is not followed, the student will disqualify themselves from continuing in the OTD program. Under certain circumstances, the Occupational Therapy Faculty Council may deem certain student infractions as serious enough to warrant immediate dismissal from the program. Please see Appendix for Professional Behavior Contact Policy sample form

Students are responsible for reviewing (Policies) on academic integrity, academic standards, accessibility, adverse weather, campus safety, inclusivity, incompletes, sale of course material, sexual misconduct, as well as student evaluation of instruction and days of special concerns/religious holiday statements

Mental Health:

Your mental health is important. School, family, work, and everything included in trying to maintain a life balance can be overwhelming. The School of Rehabilitation Services Occupational Therapy Program is dedicated to serving the “whole student” and we want you to come to a trusted adviser, faculty member, staff member, or friend for help. Please seek help early – we want to help make your educational journey successful, and we know that getting help before problems seem unmanageable is key to thriving. It is also recommended that you view your mental health as something to be proactive about- so take advantage of wellness activities that could keep your mind and spirit in optimal function ahead of any problems. Andrews University offers an array of services to support your mental health, whether its peer support, professional therapeutic services, professional administrative student support, or mental wellness campus activities. Below are some resources for you to have on hand:

Glossary of Terms

Academic Fieldwork Coordinator (AFWC)

Individual who is responsible for managing and coordinating the fieldwork education program at the academic institution, including facilitating fieldwork site and fieldwork faculty development. This person also is responsible for coordinating student placements, communicating with fieldwork educators about the academic program and student performance, and maintaining current information on fieldwork sites.

Fieldwork Site Coordinator

Individual who administers, manages, and coordinates ci assignments and learning activities for students during their fieldwork education experiences. In addition, this person determines the readiness of persons to serve as fieldwork Educators for students, supervises fieldwork Educators in the delivery of fieldwork education experiences, communicates with the academic program regarding student performance, and provides essential information about the fieldwork education program to occupational therapy programs.

Fieldwork Education

That portion of an occupational therapy program that is conducted in the healthcare environment rather than in the academic environment.

Fieldwork Education Agreement

A legal contract that is negotiated between academic institutions and fieldwork sites that specifies each party's roles, responsibilities, and liabilities relative to student fieldwork education.

Fieldwork Experiences

That aspect of the curriculum in which students' learning occurs directly as a function of being immersed within occupational therapy practice. These experiences comprise all of the formal and practical "real-life" learning experiences provided for students to apply classroom knowledge, skills, and professional behaviors in the fieldwork environment. These experiences would be further described by those of short and long duration (e.g., part-time and full-time experiences, fieldwork experiences that are most often a full-time, post-graduation experience for a period of one year), and those that vary how learning experiences are provided (e.g., rotations on different units within the same practice setting, rotations between different practice settings within the same health care system) to include comprehensive care of patients/clients across the lifespan and related activities.

Fieldwork Education Site

The occupational therapy practice environment in which fieldwork education occurs; that aspect of the fieldwork education experience that is managed and delivered exclusively within the occupational therapy practice environment.

Fieldwork Educator (FWE)

Individual(s) at the fieldwork site who directly instructs and supervises students during their fieldwork learning experiences. These individuals are responsible for facilitating fieldwork learning experiences and assessing students' performance in cognitive, psychomotor, and affective domains as related to entry-level fieldwork practice and academic and fieldwork performance expectations. An effective FWE can build an appropriate relationship with the student and is able to accurately assess and document student performance.

Entry Level

The initial point of entry into the practice of occupational therapy, characterized by successful completion of an accredited professional education program and the acquisition of a license to practice occupational therapy. Also, a level of practice characterized by little or no experience as a licensed, practicing occupational therapist.

The publication, fieldwork Education Guidelines and Self-Assessments may be obtained from the AOTA, Division of Education by telephoning (800) 999 2782 ext. 3203. The Guidelines for fieldwork Education Sites are available online at: [https://www.aota.org/-/media/corporate/files/educationcareers/educators/fieldwork/supervisor/forms/self-assessment-tool-fw-ed-competency-\(2009\).pdf](https://www.aota.org/-/media/corporate/files/educationcareers/educators/fieldwork/supervisor/forms/self-assessment-tool-fw-ed-competency-(2009).pdf)

The intent of these voluntary guidelines is to provide academic and fieldwork educators with direction and guidance in the development and enhancement of fieldwork education sites, and occupational therapist and occupational therapist

assistant cis and cis. The documents reflect the nature of current practice and also represent the future ideals of occupational therapy fieldwork education. The guidelines were designed to encourage and direct fieldwork education in a diversity of settings ranging from single to multiple clinicians, public or private fieldwork education sites, and fieldwork education sites housed within a building or a patients' home.

It is an expectation of the OTD program that each fieldwork Educator be familiar with the OTD fieldwork course objectives as they apply to their particular fieldwork setting and that each has the fieldwork knowledge and teaching skill necessary to be an effective teacher. An effective fieldwork Educator can build an appropriate relationship with the student and is able to accurately assess and document student performance. The program expects that the fieldwork Educators will have a minimum of one year of fieldwork experience and will demonstrate fieldwork competence in the area of practice in which they are providing fieldwork instruction. The responsibilities of the fieldwork faculty include the provision of fieldwork education learning experiences which are planned, organized and administered by qualified staff in accordance with mutually agreed upon educational objectives and guidelines.

Fieldwork Facility Requirements

All students are expected to meet certain requirements prior to attending any fieldwork assignment. These requirements include completion of previous coursework, a standard physical, CPR, OSHA and HIPAA certification, TB tests, Hepatitis B vaccination (or a signed waiver), influenza vaccine, and proof of personal health insurance. Students are also expected to meet any additional "special requirements" specifically requested by their fieldwork experience facility. These may include further health services such as additional TB tests, immunizations, titers, x-rays, HIV testing, hepatitis B vaccinations (if waiver not accepted), or other medical screenings and treatments, criminal background checks, drug testing (urine or blood), finger printing, character references, etc. It is the responsibility of the student to obtain and pay for requirements while in the OTD program prior to the first day of the fieldwork experience.

Health Examinations

Students will have a current Medical Evaluation Form and documentation of Hepatitis B vaccination. The Medical Evaluation Form will include a physical examination, appropriate vaccinations, and clearance from TB (TB skin test or chest x-ray). The Health Form is to be updated on a yearly basis. The student will retain the original for use during fieldwork rotations and a copy is kept on file in the students' EXXAT Profile. Some fieldwork sites will require additional health-related testing (e.g. COVID-19, HIV or drug). If such testing is positive the student may not be able to complete the fieldwork experience.

It is the student's responsibility to schedule and pay for the standard yearly physical and TB skin test provided by University Medical Specialties, Inc. If the student misses the scheduled appointment or chooses to have it done by another physician, the student will use the form provided by the OTD Program and is responsible for the cost.

If a student is known to have a positive TB skin test they may omit the skin test and proceed with a chest x-ray. The OTD Program will cover the cost of one chest x-ray only.

Payment for further tests, immunizations, titers, x-rays, Hepatitis B vaccinations, or other medical treatments is the responsibility of the student.

It is the student's responsibility to search out information on facility health test requirements from the ci, fieldwork education assistant, or from information provided, prior to the selection of the fieldwork site for a practicum or fieldwork experiences. Payment for any additional health tests, etc. required by a fieldwork site is the responsibility of the student.

Cardiopulmonary Resuscitation

Current professional CPR certification is required prior to each fieldwork experience, and a copy of the certificate is to be kept on file in the OTD Program of Occupational Therapy office.

An opportunity for certification is scheduled and paid for by the OTD Program of Occupational Therapy. Students may make their own arrangements at their own expense. The student must then provide the OTD Program of Occupational Therapy a current certificate at least one week prior to any fieldwork experience so that a copy may be kept on file. In the event the student loses his/her CPR card, it is the student's responsibility to replace the CPR card at the student's expense.

Background Checks, Fingerprinting and Drug Testing

Students may be required to have a background check, drug test and or finger printing check prior to fieldwork experiences at the request of the facility. It is the responsibility of the student to obtain the appropriate background check, drug test and or finger printing check as required by the facility. This information is available on the special requirements list on EXXAT, fieldwork Site Information Form (CSIF) and or by contacting the facility FWE.

Name Tags

Nametags are to be worn during all fieldwork education experiences. One nametag is supplied free of cost to each student. Nametags for replacement or name changes are at the student's expense. It is the responsibility of the student to contact Academic Records at Ext. 6229 for a replacement name tag. There is a \$34 charge for replacement name tags.

Student Photographs

Photos uploaded into EXXAT are emailed to the fieldwork facilities prior to each fieldwork experience. An opportunity for having a professional photo taken is scheduled and funded by the OTD Program of Occupational Therapy.

Fieldwork Site Selection

All fieldwork assignments will be made by the AFWC or a designee. Because of the limited number of facilities available, assignments may not be made on the basis of the student's family/marital status or personal preference. Although the OTD Program makes an effort to accommodate the student's preference, the student agrees to accept the fieldwork assignments made by the OTD Program at any of the affiliated facilities, whether local or out of state.

Fieldwork experiences (fieldwork slots) are arranged for each student from 6 to 12 months prior to the scheduled assignment. Once the arrangements become finalized, they are considered the same as a firm contract, and no changes

will be allowed. If the assigned fieldwork site should become unable to provide the fieldwork experience the AFWC will obtain an alternate placement for the student.

Student Input

Andrews University maintains fieldwork Experience Agreements with a variety of fieldwork facilities. Files with information about these fieldwork sites are available for student review. These files are the Fieldwork Site Information Forms, or “blue files” located in the resource library.

A student who knows of a fieldwork site that he or she is interested in establishing a fieldwork experience should give the information to the AFWC by the assigned deadline, which will be at least 6 months in advance of the selection of the fieldwork experience sites. The information should be provided by the student to the AFWC using the Fieldwork Experience Special Request form. A deadline for special requests will be given and noted in the class schedule.

Under no circumstance is a student, parent, family member or friend of a student to contact the facility director, Fieldwork site coordinator, fieldwork Educator (FWE) or other staff in any facility on behalf of Andrews University for any reason without specific permission of the AFWC. All communication to request placement for a fieldwork experience must be done by the AFWC. A student will not be placed in a facility if there is evidence that any person other than the AFWC has contacted the facility to request fieldwork placement.

Choosing the Site for Fieldwork Experiences

1. In March of each year the AFWC mails out the following year’s fieldwork request letters called the “Slot Request Form.” Offered slots are returned to the university and compiled into the EXXAT database to track placements.
2. A list of possible sites will be available for students prior to each selection period.
3. The Fieldwork Site Information Form (FWSI) is also available in the resource room for student review, as well as in the computers in the file titled “FWSI,” which is located in the “Student Lab” folder.
4. Students should use the following guidelines when selecting fieldwork sites
 - a. Each student should seek a variety of fieldwork experiences and should complete only one rotation at any one site.
 - b. Each student is required to complete a Fieldwork Level II Experience in two of the three following settings: Physical dysfunction, Mental health, or Pediatrics.
 - c. Unless unusual circumstances exist, students will not be assigned to a fieldwork experience site where they are actively employed or be assigned to a fieldwork Educator who has supervised them in a

previous employment situation. A student should not have their final fieldwork experience at a facility where they have a commitment of employment.

- d. Students will not be assigned to more than one rotation at a new fieldwork experience site (that is, a site recently established that has not had an affiliating Andrews University student previously).
 - e. Students are not to contact a fieldwork experience site until they have been assigned to that site, have been given specific permission by the AFWC, or the fieldwork site has contacted them.
5. By the set deadline, students will enter their preferred fieldwork sites into the computer.
- a. The computer program randomly assigns the sites according to the student's preferences.
 - b. The AFWC will hold a fieldwork education meeting to instruct students in the process of entering preferences and to review the available fieldwork slots.
6. When a student has recommended a site as described above (Section 3.14.1 Student Input) that student may receive priority for assignment to that site.
7. Special Requests: A student may submit a special request for a specific facility on the Special Request form, found in the Appendix, by the deadline which is set by the ci. A special request is for a new facility, an inactive facility or an active facility which only accepts special requests and does not give fieldwork slots annually. Only one special request per student during their time in the OTD program will be accepted. To make a Special Request, the student must not be on academic probation or have any documented professional behavior issues. If a student's GPA is below 3.0 the Special Request must be approved by the fieldwork Education Committee. The ci reserves the right to override this policy. All special requests for fieldwork experiences I - II will be submitted on a date established by the AFWC

Fieldwork Site Information Form (FWSI)

Students should familiarize themselves with the contents of the fieldwork Site Information Form (FWSI). The FWSI (aka blue files) are forms completed by the FWE of the facility. They include, but are not limited to, information about the site including type of setting, OT load, staffing, special requirements and housing. The FWE are now able to complete the FWSI online, but this is a new option. So the FWSI may be found online, in the G: drive and/or the blue files in the resource room.

After assignment to a fieldwork site, but at least four weeks prior to beginning the rotation, students must contact the Site Coordinator of Fieldwork Education (FWE) to finalize details of the rotation. The ci contact information can be found in the fieldwork Site Information Form (FWSI) or from the fieldwork education assistant or FWE. If assistance with housing is offered, arrangements should be made with the ci soon after the fieldwork sites are assigned.

Fieldwork Education Goals and Experience Form

At least two weeks prior to beginning a fieldwork experience, students will complete the fieldwork Education Student Goals and Experience Form and email, fax, or mail it to the AFWC and/or AFWC at the fieldwork site.

Fieldwork Conferences

Individual pre- and post-fieldwork conferences are to be scheduled with the AFWC. A sign-up sheet will be made available prior to conferences. Grades are normally assigned following post-fieldwork conferences. It may be necessary to assign a (DG) deferred grade until post-fieldwork conferences are complete and fieldwork paperwork is reviewed.

Pre-fieldwork Education Exam

The ci will review the fieldwork Education Handbook with the class as part of orientation to fieldwork Education. It is the students' responsibility to know the content of the handbook. A Fieldwork Education Exam covering the handbook and any other items designated by the AFWC will be given prior to the Practicum and fieldwork Experience I. Each student must score at least a 95% on the exam prior to beginning the fieldwork experience. A student scoring less than 95% on the exam must retake the exam until a 95% is achieved. The content of the re-take is at the discretion of the AFWC.

Confidential Student Information

Students will take a health information form to each fieldwork facility which documents their medical history and current health findings. Information regarding academic performance or previous fieldwork experiences is not shared with the facility by the program without consent from the student.

INSTRUCTIONS

Fieldwork Absences

Fieldwork education is an integral component of Occupational Therapy education and students are expected to attend all fieldwork experiences as arranged. It is at the discretion of the fieldwork Educator to decide when excused absences may be permitted, not to exceed 5% of total fieldwork time, and it is the responsibility of the student to abide by this decision. If there is a question regarding this, the Academic Fieldwork Coordinator . If it is necessary to be absent it is the student's responsibility to notify the AFWC. For an absence of more than one day per rotation, the student must also notify the AFWC. Excused absences should be attempted to be made-up, if possible, at the fieldwork site.

Excused Fieldwork Absences

1. Illnesses or injury (up to 5% of total fieldwork time) provided the student notifies the fieldwork supervisor and the AFWC.
2. Any illness or injury requiring an absence of more than two days must be in written order by a physician.
3. When participating in fieldwork experiences, students must consider the health of those with whom they come in contact. If the student has an illness that may be a threat to the health of the patients or staff, he/she should not participate in the fieldwork experience for that day.
4. A student who has to wear a cast or has another condition which does not allow participation in occupational therapy will consult with the ci, who will attempt to reschedule the experience. Observation does not replace practice.
5. Emergencies. If there is a death or other serious problem in the immediate family, the situation should be discussed with the Fieldwork Educator. The AFWC can then determine if time off is excused.
6. While attendance at professional meetings is encouraged as part of the professionalization process, students should be performing satisfactorily in the clinic before being excused for conferences.
7. There will be NO "allowed" absences or "days off" in the fieldwork program.
8. In the event that a student finds it necessary to be absent for reasons other than illness, injury, or an emergency situation, and the ci and ci approve of this absence, he/she will make arrangements for make-up time with the Fieldwork Educator and AFWC.

Unexcused fieldwork Absences

Unexcused absences are absences of which the fieldwork supervisor or AFWC have not been notified, do not meet the "excused absences" criteria, or absences which result in incomplete or unacceptable performance at a fieldwork facility. All unexcused absences require make-up time, which may extend beyond the original fieldwork dates, and in some cases course failure may result.

Evaluation of Student Performance

Students are evaluated formally at the midterm and final using the Fieldwork Performance Evaluation Tool (FWPE), Professional Behaviors, and the Occupational Therapy Student Evaluation (SEFWE). The FWE will complete a midterm and final FWPE, and the student will complete a self-assessment on the FWPE and Professional Behaviors. The SEFWE gives the student the opportunity to evaluate their FWE and the experience. Prior to the beginning of fieldwork experiences, the FWE will teach students the evaluation procedures. The course syllabi contain the requirements for successful completion of each experience.

In the event that a student is experiencing problems during his/her fieldwork experience, the student should first discuss the problem with his/her FWE. If an agreement cannot be reached regarding a resolution to the problem the matter should be discussed with the ci and the AFWC.

Site Visits:

During each fieldwork experience the AFWC or another faculty member or the OTD Program fieldwork Education Committee will contact the fieldwork setting at least once by telephone and/or in person.

An attempt will be made by the AFWC to visit each student during at least one of his or her fieldwork experiences.

Fieldwork Performance Instrument (FWPE)

The FWPE is designed by the AOTA and is utilized by the FWE and students at midterm and final to evaluate the student's fieldwork performance. The student will also fill out their self-assessment at midterm and final using the online version. Students must pass the FWE training post-assessment with at least 70% prior to using the FWPE.

Student Evaluation of Fieldwork Education (SEFWE)

The student will assess the fieldwork experience and the fieldwork instruction prior to the completion of the fieldwork experience. Informal meetings with the AFWC should be used to voice any student concern regarding the fieldwork experience to allow for appropriate changes to be made if necessary.

The assessment is to be reviewed with the FWE at midterm and prior to or on the last day of the fieldwork experience during the final conference. The Student Evaluation of the Fieldwork Education is a paper document not online and should be returned to the AFWC along with the other required evaluation forms.

The report will be filed and will be available to future students. It is important to be honest and a objective as possible when completing the facility evaluation. One student's input may enhance another's experience (note hard copy to return and also review with the FWE).

Professional Behaviors Self-Assessment

This is utilized by the student as a form of self-assessment of professional behaviors while in the fieldwork setting (note hard copy to return and also review with the AFWC). Forms may be completed on EXXAT or uploaded

Return of the Evaluation Forms

All evaluation forms (SEFWE, Professional Behaviors) are to be returned to the AFWC within one week of completion of each fieldwork experience. If students are returning directly to the university, they may hand deliver the forms in a sealed envelope.

Students are responsible for returning appropriate forms to the AFWC. Be aware of the forms that are to be returned and remind your FWE. Failure to complete the appropriate forms will result in an unsatisfactory (U) grade.

Satisfactory Fieldwork Performance

To satisfy the OTD Fieldwork requirement, the student must complete fieldwork level I and II Fieldwork Level I requires 3 clinical rotations once/week for 10 weeks and Fieldwork Level II requires 2 clinical rotations of 12 weeks each. The Fieldwork Level I student to complete 3 clinical rotations in 3 different clinical settings (Physical dysfunction, Pediatrics, and Mental health/psychosocial/behavioral) and Fieldwork Level II requires student to complete 2 rotations in 2 different clinical settings (Physical dysfunction, Pediatrics, or Mental health/psychosocial/behavioral). The student must satisfactorily complete each fieldwork experience prior to rotating to the subsequent fieldwork assignment.

Final grades for the fieldwork experiences are satisfactory (S) or unsatisfactory (U). Grades are assigned by the Academic Fieldwork Coordinator (AFWC) after reviewing the recommendation of the Fieldwork Educator. For the Fieldwork Experiences I and II, students will receive a deferred grade (DG) which will be changed to (S) or (U) as appropriate after the AFWC has received all completed records/documentations for Fieldwork Educators and satisfactory grade is required prior to graduation. In the event all required coursework is not completed the (DG) will default to (U) which may result in "points" equal to the semester credit for the course.

For satisfactory completion of each fieldwork experience:

1. The evaluation and reports of the Fieldwork Educator reflect an acceptable level of fieldwork performance. See course outline.
2. The student completes assignments at the facility to which he/she has been assigned.
3. All required records are completed and received by the AFWC, OTD Program of Occupational Therapy, and Andrews University.

Unsatisfactory fieldwork Performance

The following may result in dismissal from and/or unsatisfactory completion of a fieldwork experience:

1. Unexcused absences
2. Excused absences more than 10% of the total fieldwork time
3. Unethical and/or unprofessional conduct
4. Misconduct resulting in possible danger to a patient
5. Failure to meet course objectives

If a student fails to complete a fieldwork experience the AFWC will consult with the Fieldwork Educator and evaluate the student's progress. Any or all of the following may be required as determined by the AFWC and/or the OT Fieldwork Education Committee and may result in a delay of graduation.

6. Make-up time for absences or tardiness.
7. Additional fieldwork time in the same or a different facility (at the discretion of the AFWC) to improve skills to meet course objectives and/or enhance professional and ethical standards. Rescheduling of fieldwork experiences is dependent on the availability of an appropriate fieldwork facility.
8. Additional didactic work to be completed prior to a further fieldwork experience.
9. Dismissal from the Occupational Therapy Doctoral Program.

If a student has not performed satisfactorily during fieldwork Experiences I or II, it may be possible to attempt remediation of the problem areas. Unsatisfactory performance on the final fieldwork experience will require remediation beyond the scheduled completion time and will result in a delay of graduation.

The Occupational Therapy Fieldwork Education Committee will meet to decide actions to be taken. Options may include but not limited to:

10. Advising the student to seek additional help to deal with specific problems that may be interfering with performance.
11. Arrange for more didactic work to be completed prior to additional fieldwork experience. Satisfactory completion of this specific assignment will be necessary to complete fieldwork experience as may be assigned.
12. Arrangements by the Academic Fieldwork Coordinator (AFWC) to repeat problem fieldwork experience.
13. Dismissal from the Occupational Therapy Doctoral program.

If a student does not achieve entry level in all areas of fieldwork experience the student will be dismissed from the Occupational Therapy Doctoral program.

Interruption of fieldwork Experiences

If a student is unable to complete fieldwork experiences in a sequential order due to illness, injury, pregnancy, personal problems, etc., the following steps will be taken:

The student (or representative) will notify the FEW and the AFWC. If the student or representative is unable to notify the AFWC, the AFWC will do so.

In case of illness, injury, or pregnancy, the student's physician should notify the AFWC in writing of the student's ability/inability to complete the fieldwork experience.

In case of personal problems, the student should document, in writing, the extent of the problem. If the student is receiving counseling, a letter from the counselor may also be necessary.

With Occupational Therapy Fieldwork Education Committee and OTD program approval, the student may continue to take classroom courses even though he/she is unable to participate in fieldwork experiences.

It is the student's responsibility to meet with the AFWC to discuss a schedule for future completion of the fieldwork education experience as soon as possible.

The AFWC will arrange for the completion of the fieldwork education experience. If this is not possible, the Occupational Therapy fieldwork Education Committee will meet to discuss the situation and make alternate plans for completing the fieldwork experience.

If there is an interruption of more than eight months between the time the student finishes his/her classroom course work and the start of the fieldwork education experiences, the student will be required to demonstrate competency of didactic work and/or retake courses. This decision shall be made by the Occupational Therapy Fieldwork Education Committee of the OTD program.

Before resuming his/her fieldwork experiences, the student will provide the university with a written statement from the physician, counselor, etc., indicating the student's ability to resume the fieldwork experience. If the reason for interruption of the fieldwork experience is personal, the student will submit the written statement on his/her own behalf.

STUDENT EXPERIENCE

OTD Student Dress Policy

Student attire for lectures and general school activities is expected to follow the conservative standard as outlined in the Andrews University Student Handbook <https://www.andrews.edu/services/studentlife/handbook>.

As representatives of Andrews University and members of the occupational therapy profession, students within fieldwork facilities are required to be well-groomed and to dress in a professional manner. The following guidelines should be observed in the clinic unless the facility has provided students with a dress code more suitable for that particular setting.

The standard fieldwork uniform is a white lab jacket worn over slacks or khakis (not jeans) unless otherwise stipulated in the fieldwork facility dress code. In most clinics the Andrews University Occupational Therapy polo shirt is acceptable (NO OTHER LOGOS).

No shorts, capris, gauchos, T-shirts, sweatshirts, or sheer tops should be worn at any time.

At no time should the midriff or bust/waistline be exposed.

Andrews University student name tags must be worn during fieldwork education. Some facilities also provide a name tag which students are expected to use.

Shoes are to be sturdy with non-skid soles and heels. For safety, sandals and open-toed shoes are not to be worn.

Athletic shoes are not acceptable unless specifically allowed by the facility.

Hairstyles must meet fieldwork standards. Hair must be neat, clean, well-groomed and socially acceptable in a professional occupational therapy setting. Long hair should be fastened with hair fasteners. Men should keep facial hair neatly trimmed (able to be covered with a face mask).

Personal cleanliness and hygiene are to be maintained at all times. Perfume, colognes or aftershave lotions should be used with caution as they may be an irritant to patients.

Nails need to be trimmed, not extending past the end of fingertips. Colored fingernail polish is not permitted.

Accessories, including jewelry should reflect professional fieldwork standards in harmony with the conservative standard of dress outlined in the Andrews University student handbook. "Examples of jewelry and Accessories that are not appropriate at Andrews University are ornamental rings and bracelets; necklaces and chains; ear, tongue, nose and eyebrow rings. Modest symbols of marital commitment, such as wedding and engagement rings, are acceptable." Also broaches, if worn, should be small and unobtrusive.

To reflect professional fieldwork standards in harmony with the conservative standard of dress outlined in the Andrews University student handbook, tattoos, of any nature and size, should be covered with clothing or tattoo cover-up while students are in the fieldwork setting.

Cell phones are not to be carried or used in patient care areas and should remain in a silenced mode in all other areas of a facility.

Fieldwork facilities reserve the right to send the student home if their attire or appearance are deemed inappropriate.

Conduct in the fieldwork Setting

At all times the student is expected to:

Be aware of, and follow, the rules and regulations of the OTD Program, occupational therapy, and/or the fieldwork setting (e.g. working hours, billing procedures, dress code, preparation of treatment area, etc.).

Comply with the ethical standards of the AOTA, Andrews University, and the fieldwork facility.

Conduct himself/herself in a professional manner in regard to both patients and staff.

Respect the integrity and rights of all persons.

Noncompliance with any of the above will be taken into account in the student's evaluation. Noncompliance can result in dismissal from the fieldwork experience, an unsatisfactory grade and/or dismissal from the occupational therapy program.

While at the fieldwork facility, it is the student's responsibility to complete all assignments as requested by the AFWC and/or the AFWC including, but not limited to, readings, in-service presentations, notes, home programs, etc. Failure to do so may result in an unsatisfactory grade for the fieldwork experience.

Students will familiarize themselves with all policies and procedures of the fieldwork site or facility. This includes but not limited to those policies and procedures dealing with scheduling, billing, note-writing, transportation of patients, discharge of patients, use of abbreviations and medical terminology, referrals to other disciplines within and outside of the facility, evaluation and treatment protocol. Students have been educated in universal precautions and OSHA guidelines and are expected to comply with each specific fieldwork setting's policy.

Tardiness is NOT an acceptable practice in fieldwork education; make-up time will be required; in extreme cases failure may result. It is the student's responsibility to call the Fieldwork Educator (FWE) if they will be arriving more than five minutes late.

Health Insurance

Students are required to have proof of personal health insurance prior to fieldwork education. The documentation must provide proof of continual coverage for at least one year at a time. This insurance is available through Andrews University at the student's expense.

Student Expenses

Room and board, and transportation to and from fieldwork experiences are the student's responsibility, and fieldwork rotations will not be arranged to accommodate these needs. While some facilities offer incentives to students this cannot be expected. It is the student's responsibility to find alternative housing if, in their opinion, the facility-provided housing is not acceptable.

Registration and Financial Clearance

Students must be registered and financially cleared prior to starting any fieldwork rotation. Registration for classes is completed by the operations assistant as part of the block registration process and therefore students may be registered for classes prior to financial clearance. All students must financially clear themselves for classes through Registration

Central by the financial clearance deadline (usually the first or second day of classes/fieldwork) to remain registered for classes. Due to the nature of the fieldwork schedule and geographic location of some fieldwork experiences, students may be required to complete financial clearance via the Andrews University website. It is highly recommended that students complete financial clearance as soon as registration for the following semester is open. Note: Students not financially cleared by the university deadline will be dropped from classes and asked to leave the clinic until the student is financially cleared and re-registered.

APPENDIX:

OTD Curriculum Overview

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1														
2		FALL 2025				SPRING 2026				SUMMER 2026				Total
3		August 25, 2025 - December 11, 2025				January 12, 2025 - April 30, 2026				May 4, 2026 - July 31, 2026				
4	OTH505	Anatomy	4	Orrison	OTH500	Introduction to Occupational Science	3	Kereri	OTH616	Scholarly Inquiry and Dissemination I	1	Katuli		18 DPT
5	OTH515	Anatomy Lab	3	Orrison	OTH 565	Neuroscience and Motor Control	3	Orrison	OTH600	Conditions in Physical Dysfunction	2	Kereri/Royster		6 Adjunct
6	OTH516	Movement and Occupational Performance	3	Kereri	OTH575	Neuroscience and Motor Control Lab	1	Orrison	OTH601	OT Process in Physical Dysfunction	3	Kereri/Royster		15 OTD Core
7	OTH520	Human Development and Occupation	3	Royster	OTH530	Pathophysiology I	2	Allyn	OTH602	OT in physical dysfunction Lab	2	Royster/adjunct		39
8	OTH553	Professional Reasoning	1	Kereri	OTH501	Foundations of OT Practice	3	Royster	OTH603	Fieldwork Level I: Physical Dysfunction	1	Royster		
9	OTH5##	OTD Orientation	0	Kereri	OTH562	Topics on Comparative Religion	2	Tompkins	OTH604	Comprehensive I	0	Kereri	Crosslisted courses	21
10					OTH420	For UG students Topics in Comparative Religion			OTH540	Pathophysiology II	2	Orrison		
11			14								14			39
12														
13		FALL 2026				SPRING 2027				SUMMER 2027				
14		August 24, 2026 - December 10, 2026				January ##, 2027 - April ##, 2027				May 3, 2027 - July 30, 2027				
15	OTH617	Scholarly inquiry and Dissemination II	1	Katuli	OTH626	Prosthetics and Orthotics	2	Schopmeyer	OTH780	Fieldwork Level IIa (12 weeks)	6	Royster		
16	OTH610	Conditions in Pediatrics	2	Adjunct	OTH620	Conditions in Mental Health	1							1 DPT
17	OTH611	OT process in Pediatrics	3	Adjunct	OTH621	OT Process in Mental Health	3							4 DPT Adjunct
18	OTH612	OT in Pediatrics Lab	2	Adjunct	OTH622	OT in Mental Health Lab	2							26 Adjunct
19	OTH613	Fieldwork I: Pediatrics	1	Royster	OTH623	Fieldwork Level I: Mental Health	1	Royster						8 OTD Core
20	OTH614	Advanced topics: Physical Agent Modalities	2		OTH646	Integration of Spirituality in Health Care	2	Dent						39
21	OTH605	Pharmacology I	1		OTH624	Pharmacology II	1							
22	OTH618	Research Statistics and Lab	3		OTH625	Leadership and Management I	2							
23	OTH619	Splinting	1	Kereri	OTH627	Culture and Occupation	2							
24						OTH701	Comprehensive II	0	Royster					
25						OTH630	Capstone Prep I	1	TBD					
26			16								6			39
27		FALL 2027				SPRING 2028				SUMMER 2028				
28		August 23, 2027 - December 9, 2027				January 10, 2028 - May 4, 2028				May 8, 2028 - August 4, 2028				
29	OTH800	Fieldwork Level IIb (12 weeks)	6	Royster	OTH704	Christian Ethics in Rehabilitation Sciences	2	De Leon	OTH803	Capstone Experience (12 weeks)	6	TBD		2 DPT
30	OTH702	Certification Prep and OT Knowledge Exam	0		OTH705	Implementation and Application of Research Pr	1		OTH714	Capstone Project	1	TBD		0 DPT Adjunct
31	OTH703	Capstone Prep II	1	TBD	OTH706	Capstone Prep III	1	TBD	OTH713	Certification Prep	0			11 Adjunct
32					OTH713	Certification Prep	0							14 OTD Core
33					OTH708	Leadership and Management II	2							27
34					OTH709	Topics in Contemporary and Emerging Practice	2							
35					OTH711	Adv practice: EBP in OT	2							
36					OTH712	Adv Practice: UE Rehab	2							
37					OTH801	Comprehensive III	0							
38					OTH802	Capstone Experience Seminar (2 weeks)	1	TBD						
39			7								7			27
40														
41														
42														105
43														
44														
45														
46														

Professional Behaviors Assessment Form:

Andrews University
Occupational Therapy Doctorate Program
Professional Behaviors Assessment Form

Student Name:

Date:

Advisor:

Rating Scale of Performance:

- 4: Meets standards to a high degree: Performance is consistent, skilled, and self-initiated
- 3: Meets standards: Performance is frequent and skilled
- 2: Needs improvement: Performance requires some assistance and direction
- 1: Unsatisfactory: Performance requires substantial development and/or requires much assistance and direction



Professional Skills Competencies	Student Rating	Faculty Rating	Comments → Plans
<i>Fundamentals of Practice in Academic, Clinical, and Community Settings</i>			
Adheres to ethics (e.g. maintain confidentiality; honor intellectual property; AOTA Code of Ethics; UMN Code of Conduct)			
Uses sound judgment			
Adheres to safety regulations			
Behaves respectfully towards others, valuing dignity			
Embraces cultural differences			
Acts honestly and with integrity			
Clearly articulates OT to others			
Effectively presents information to others in formal communication			
<i>Teamwork and Collaboration</i>			
Develops trusting relationships with others (e.g., exhibits trust, tact, and empathy)			

Applies leadership practices that support collaborative practice and team effectiveness			
Constructively manages disagreements with others			
Empathizes with others			
Shares accountability for group/team performance			
Performs effectively in different group/team roles			
Communication			
Chooses effective communication tools and techniques to facilitate discussions			
Expresses knowledge and opinions with clarity and respect: working to ensure common understanding			
Listens actively and encourages ideas and opinions from others			
Uses tactful, respectful language appropriate to the given situations (e.g. when giving constructive feedback)			
Recognizes own communication strengths and areas for growth			
Professional Behaviors			
Accurately critiques own limitations and strengths in skills, knowledge, and abilities and adjusts behavior accordingly			
Shows initiative and is prepared for work			
Follows through with responsibilities and commitments in timely and complete manner.			
Self-organizes to manage competing demands			
Is aware of and adjusts behavior in response to changing situations (i.e. 'think on the spot')			
Recognizes and maintains boundaries			

Additional Comments:

Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.
Retrieved from: <http://www.aacn.nche.edu/education-resources/ipcreport.pdf> American Occupational Therapy Association (2002). *Fieldwork Performance Evaluation for the Occupational Therapy Student*. Bethesda, MD.

Fieldwork Education Agreement

FIELDWORK EDUCATION AGREEMENT

This Agreement is entered into by and between Andrews University, a Michigan nonprofit educational corporation with its main campus in Berrien Springs, Michigan (the "University"), and

_____, of

(Facility Name)

_____ (the "Facility").

(Facility Address)

□

Whereas, the University is conducting physical therapy educational programs that require clinical education facilities for the purpose of providing clinical experience to its students; and

Whereas, the Facility recognizes the need for, and desires to aid in, the education of health care professionals, and is willing to make its facilities available to the University's physical therapy students for such purposes;

Now, Therefore, in consideration of the mutual covenants contained herein, the parties agree as follows:

I. MUTUAL RESPONSIBILITIES

1. Establish in advance the number of students who will participate in the clinical education program and the length of the respective clinical experiences.
2. Appoint the appropriate representatives to be responsible for the Fieldwork education program. The University shall appoint an Academic Fieldwork Coordinator, and the Facility shall appoint a Fieldwork Educator. Each party will supply the other party with the name of this person along with the person's professional and academic credentials for approval by the other party. Each party shall notify the other in writing of any change of the person appointed.
3. Each student assigned to the Facility is required to comply with the policies and procedures of the Facility, including but not limited to policies on confidentiality of patient information. The Facility reserves the right to refuse access to and/or remove from its clinical areas any student who does not meet the Facility's standards or follow the Facility's policies. No action will be taken by the Facility until the matter has been discussed with the AFWC., unless the student's behavior or presence poses an immediate or substantial threat to the effective delivery of health care services to patients of the Facility.
4. Each party will remain responsible for the acts of their respective employees and agents.
5. Each party promptly will notify the other party if one party becomes aware of a claim asserted by any person which arises out of, or appears to arise out of, this Agreement or any activity carried out under this Agreement.
6. University students and faculty are not the agents, representatives or employees of the Facility and will not represent themselves as such.
7. The parties will not unlawfully discriminate on the basis of race, color, religion, national origin, age, sex, height, weight, disability, marital status, past military service, or any other protected characteristic regarding the educational or clinical experience of the student.
8. The University agrees to indemnify and save harmless the Facility and its agents and employees from any liability or damages the Facility may suffer as a result of claims, costs, or judgments, including reasonable attorney's fees, against it arising out of acts or omissions of the University in the operation of the Fieldwork Education program covered by this Agreement. The Facility agrees to indemnify and save harmless the University and its agents and employees from any liability or damages the University may suffer as result of claims, costs, or judgments, including reasonable attorneys' fees, against it arising out

of acts or omissions of the Facility in the operation of the clinical education program covered by this Agreement.

9. The University may develop letter agreements, as necessary, with the Facility to formalize operational details of the clinical education program. These letter agreements, if any, shall be approved with the same formalities as this Agreement.
10. Each party shall carry professional liability or self-insurance with minimum limits of liability of \$1 million/\$3 million for suits and claims that may be asserted for any professional liability claim arising out of any service rendered pursuant to this Agreement. Each party shall, upon request, furnish the other party with evidence of such coverage.
11. Students will be responsible for all personal expenses including meals, lodging, and transportation unless voluntarily provided by the Facility.
12. Modification of any term or provision of this Agreement will not be effective unless in writing with the same degree of formality as this Agreement. The failure of either party to insist upon strict performance of any of the provisions of this Agreement shall not constitute a waiver of that provision and the Agreement shall remain in effect.

II. RESPONSIBILITIES OF THE FACILITY

In addition to other provisions in this Agreement, the Facility specifically agrees as follows:

1. To provide clinical education learning experiences which are planned, organized, and administered by qualified staff in accordance with mutually agreed upon educational objectives and guidelines.
2. The Facility shall at all times remain responsible for patients and patient care.
3. The Facility shall maintain administrative and professional supervision of University students insofar as their presence effects the operation of the Facility and the direct or indirect care of the Facility's patients.
4. To prepare written objectives or guidelines for structuring the clinical education program. A copy of these objectives or guidelines will be available for review by the.
5. To permit, upon reasonable request, the University or its accrediting agency to inspect the Facility and its services and records which pertain to the clinical education program.
6. To provide or otherwise arrange for emergency medical care for students at the student's expense.
7. To provide reasonable classroom, conference, storage, dressing, and locker room space for students.
8. To evaluate the student(s) according to the guidelines provided by the University and to utilize the evaluation standards and forms furnished by the University.
9. To accept the University's student clinical attire guidelines and to inform the University of the Facility's standards and policies regarding dress and appearance.

III. RESPONSIBILITIES OF THE UNIVERSITY

In addition to other provisions in this Agreement, the University specifically agrees as follows:

1. To assign to the Facility only those students who have satisfactorily completed the prerequisite portions of the curriculum.
2. To direct the students to comply with the rules and regulations of the Facility.
3. To provide assurance to the Facility that each student accepted for the clinical education program will have had a physical examination within the last year. This examination will include a Tuberculin test and immunizations for MMR, tetanus, and Hepatitis B (or a signed waiver). The Facility reserves the right to restrict the clinical activity of students who evidence symptoms of communicable infections.

4. To provide evidence of professional liability insurance coverage for all of its students, employees, and agents in the Facility in connection with the clinical education program of the University's students.
5. To assure and provide evidence that the student(s) possess health insurance either through the University or an individual policy.
6. To require students to hold current C.P.R. certification.
7. To direct the students to comply with the local and state department of health rules and regulations, regulations of the Health Facilities Accreditation Program, applicable requirements of the Health Insurance Accountability and Portability Act, and all regulatory agencies pertinent to services provided.

IV. TERM AND TERMINATION

This Agreement will be effective as of the date signed by both parties and will continue in effect until terminated by either party. Either party may terminate the Agreement upon ninety (90) days written notice to the other party. The notice required by this clause shall be sent by certified or registered mail.

If the termination date occurs while a student of the University has not completed his or her fieldwork learning experience at the Facility, the student shall be permitted to complete the scheduled clinical learning experience, and the University and the Facility shall cooperate to accomplish this goal.

IN WITNESS WHEREOF, the parties have executed this Agreement and warrant that they are officially authorized to so execute for their respective parties to this Agreement.

THE FACILITY

THE UNIVERSITY

ANDREWS UNIVERSITY

By: _____ Date: _____

By: _____ Date: _____

Title: _____

Title: _____

By: _____ Date: _____

By: _____ Date: _____

Title: _____

Title: _____

Reviewed and approved:

_____ Date: _____
Chair and Program Manger

_____ Date: _____
Academic Fieldwork Coordinator

Personal Injury Report Form:

Personal Injury Report

Personal Injury Report Andrews University

To be completed by the injured person.

Information about you

Your name _____ Daytime Phone _____ Your age _____
Home address _____
Your employer _____ Your occupation _____

Information about the accident

1. Was the accident job-related? _____
If yes, please see your employer about workers' compensation benefits.
2. Where did the accident occur (be as specific as you can). _____
3. What was the date and time that the accident occurred? _____
4. What was the nature of your injury? _____
5. Please describe what happened. _____

6. What were you doing when the accident happened? _____
7. What were the weather conditions when the accident occurred? _____
8. Did anybody see the accident happen? _____ If so, provide their names and phone numbers.
Name _____ Phone _____
Name _____ Phone _____
Name _____ Phone _____
Name _____ Phone _____

Follow-up information

1. Did you receive medical treatment? _____ If so, on what date(s)? _____
Who was the medical provider? _____
2. As of today (the date you are completing this form), do you still have any symptoms related to this accident? If so, please describe them. _____

Your signature _____ **Date** _____

For office use

RHH notified (date)	
Investigation requested (date)	
Notes	

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 Academic Education (formerly Education) Special Interest Section Fieldwork Community of Practice with input from many dedicated AFWCs and fieldwork educators.

AOTA FIELDWORK DATA FORM

Date:

Name of Facility:

Address: Street:

City:

State:

Zip:

<p>FW I</p> <p>Contact Person:</p> <p>Phone: _____ Email: _____</p> <p>Credentials:</p>	<p>FW II</p> <p>Contact Person:</p> <p>Phone: _____ Email: _____</p> <p>Credentials:</p>
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<p>Director:</p> <p>Phone: _____</p> <p>Fax: _____</p> <p>Website address: _____</p>	<p>Initiation Source:</p> <p><input type="checkbox"/> FW Office</p> <p><input type="checkbox"/> FW Site</p> <p><input type="checkbox"/> Student</p>	<p>Corporate Status:</p> <p><input type="checkbox"/> For Profit</p> <p><input type="checkbox"/> Nonprofit</p> <p><input type="checkbox"/> State Gov't</p> <p><input type="checkbox"/> Federal Gov't</p>	<p>Preferred Sequence of FW: <small>ACOTE Standards B.10.6</small></p> <p><input type="checkbox"/> Any</p> <p><input type="checkbox"/> Second/Third only; First must be in:</p> <p><input type="checkbox"/> Full-time only <input type="checkbox"/> Part-time option</p> <p><input type="checkbox"/> Prefer full-time</p>
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OT Fieldwork Practice Settings:				
<p>Hospital-based settings</p> <p><input type="checkbox"/> Inpatient Acute</p> <p><input type="checkbox"/> Inpatient Rehab</p> <p><input type="checkbox"/> SNF/Sub-Acute/Acute Long-Term Care</p> <p><input type="checkbox"/> General Rehab Outpatient</p> <p><input type="checkbox"/> Outpatient Hands</p> <p><input type="checkbox"/> Pediatric Hospital/Unit</p> <p><input type="checkbox"/> Pediatric Hospital Outpatient</p> <p><input type="checkbox"/> Inpatient Psychiatric</p>	<p>Community-based settings</p> <p><input type="checkbox"/> Pediatric Community</p> <p><input type="checkbox"/> Behavioral Health Community</p> <p><input type="checkbox"/> Older Adult Community Living</p> <p><input type="checkbox"/> Older Adult Day Program</p> <p><input type="checkbox"/> Outpatient/hand private practice</p> <p><input type="checkbox"/> Adult Day Program for DD</p> <p><input type="checkbox"/> Home Health</p> <p><input type="checkbox"/> Pediatric Outpatient Clinic</p>	<p>School-based settings</p> <p><input type="checkbox"/> Early Intervention</p> <p><input type="checkbox"/> School</p> <p>Other area(s)</p> <p>Please specify: _____</p>	<p>Age Groups:</p> <p><input type="checkbox"/> 0-5</p> <p><input type="checkbox"/> 6-12</p> <p><input type="checkbox"/> 13-21</p> <p><input type="checkbox"/> 22-64</p> <p><input type="checkbox"/> 65+</p>	<p>Number of Staff:</p> <p>OTRs:</p> <p>OTAs/COTAs:</p> <p>Aides:</p> <p>PT:</p> <p>Speech:</p> <p>Resource Teacher:</p> <p>Counselor/Psychologist:</p> <p>Other: _____</p>

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

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

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

<p>Performance Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Motor skills <input type="checkbox"/> Process skills <input type="checkbox"/> Social interaction skills <p>Performance Patterns:</p> <p>Person:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Habits <input type="checkbox"/> Routines <input type="checkbox"/> Rituals <input type="checkbox"/> Roles <p>Group or Population:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Habits <input type="checkbox"/> Routines <input type="checkbox"/> Rituals <input type="checkbox"/> Roles 	<p>Client Factors:</p> <ul style="list-style-type: none"> <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 	<p>Context(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultural <input type="checkbox"/> Personal <input type="checkbox"/> Temporal <input type="checkbox"/> Virtual <p>Environment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical <input type="checkbox"/> Social
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Most common services priorities (check all that apply):

<input type="checkbox"/> Direct service	<input type="checkbox"/> Meetings (team, department, family)	<input type="checkbox"/> Consultation	<input type="checkbox"/> Billing
<input type="checkbox"/> Discharge planning	<input type="checkbox"/> Client education	<input type="checkbox"/> In-service training	<input type="checkbox"/> Documentation
<input type="checkbox"/> Evaluation	<input type="checkbox"/> Intervention		

<p>Target caseload/productivity for fieldwork students:</p> <p>Productivity (%) per 40-hour work week:</p> <p>Caseload expectation at end of FW:</p> <p>Productivity (%) per 8-hour day:</p> <p>Number groups per day expected at end of FW:</p>	<p>Documentation: Frequency/Format (briefly describe) :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Handwritten documentation: <input type="checkbox"/> Computerized medical records: <p>Time frame requirements to complete documentation:</p>
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<p>Administrative/Management Duties or Responsibilities of the OT/OTA Student:</p> <ul style="list-style-type: none"> <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: 	<p>Student Assignments. Students will be expected to successfully complete:</p> <ul style="list-style-type: none"> <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):
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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>		
<p>Identify safety precautions important at your FW site</p> <ul style="list-style-type: none"> <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): <ul style="list-style-type: none"> <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 		

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:

Medical Evaluation Form

MEDICAL EVALUATION

Last Name:			First Name:			Middle Initial:			Today's Date:		Student ID:	
DOB	Age	Sex	HT	WT	Temp	Pulse	Resp	B/P	Drug/Food Allergies			

EXAMINATION

	Norm	Abn	Details
Skin			
HEENT			
Neck			
Heart			
Lungs			
Breast			
Abdomen			
Hernias			
Back			
Extrem			
Reflexes			

Are there any physical limitations? No ____ Yes ____
 (If yes, explain) _____

IMMUNIZATION RECORD

Tests & Immunizations	Date	Initials/results
Hepatitis B	#1- #2- #3-	
MMR or Titer History of Disease		
Varicella or Titer History of Disease		
Td (tetanus & diphtheria)		
TB (If positive, CXR)		
Covid-19 Vaccination		

Fieldwork Experience Special Request Form



School of Health Profession
OTD Program of Occupational Therapy

FIELDWORK EXPERIENCE SPECIAL REQUEST

Request for (Practicum or fieldwork Experience #): _____

Dates of fieldwork Experience: _____ to _____

Facility: _____ Phone #: _____

Address: _____

Center Coordinator (FWSC): _____ Email: _____

(If no Center Coordinator, then write in Director's name)

Requesting for: Physical Dysfunction _____ Mental Health _____ Peds _____ Acute _____

Other (specify) _____

Are you prepared to take this facility if housing is not provided (circle) Yes No

I understand that if this facility agrees to take me, I will be required to go!

I understand if housing is not provided or becomes unavailable, I will still be required to go!

Student Name: _____

Phone #: _____ Email: _____

Student Signature: _____ Date: _____

* Reminder – only 2 special requests per student, during the entire time the OTD program, will be allowed. Of the 2 allowed requests, only 1 of them can be an outpatient orthopedic setting. You must have at least a 3.5 GPA.

A special request is for a facility which we do not currently affiliate' an inactive facility or a facility that only takes special requests and does not offer annual fieldwork slots. Special requests will not be taken for local facilities, RIC, MFB, Loma Linda or any other site that regularly offers slots.

ALL FIELDS MUST BE FILLED OUT

Fieldwork Education Student Goals & Experience Form

Student Name: _____

Academic Institution: Andrews University

Name of fieldwork Site: _____

Address city: State:

fieldwork Experience Number: fieldwork Experience Dates: _____

Goals: List four goals you have for this fieldwork rotation.

- 1.
- 2.
- 3.
- 4.

Experiences: List the type of experiences you would like to have for this fieldwork.

Examination:

Program planning:

Exercise:

Modalities:

Other:

Supervision: Describe the type and/or amount of supervision and feedback you would like during this fieldwork rotation.

Experience: List the types of facilities and/or diagnoses that you have experienced.

Strengths: Describe what you consider to be your strengths.

Andrews University

Department of Occupational Therapy

COURSE SYLLABUS

Fieldwork I: Physical Dysfunction

Semester/Year: Summer 2026

Credit Hours: 1

Clock Hours per Semester: 80 hours (Fieldwork: 8 hours per week for 12 weeks)

Educator: Dr. Lisa Royster, Academic Fieldwork Coordinator

Office Location: PT Building, Room 142

Course Description (ACOTE Standards)

Fieldwork I is an introductory clinical experience designed to provide students with the opportunity to integrate academic knowledge with clinical practice in the area of physical dysfunction. Students will observe and participate in the evaluation, intervention, and documentation processes under the supervision of a licensed occupational therapist or OTA. This course aligns with ACOTE Standard C.1.7-C.1.8, focusing on practical application, observation, and beginning clinical skills development.

Course Prerequisites

- Successful completion of foundational courses in occupational therapy
- Enrollment in the OTD program at Andrews University
- Current CPR certification and health clearance
- Background check and liability insurance on file

Teaching Methods and Learning Experience

- Fieldwork Education Orientation Sessions
- Individual Pre and Post Fieldwork Conferences
- Hands on learning experiences under the supervision of a fieldwork Educator
- Clinical Observation and Participation: Direct engagement with clients and OTs in clinical settings
- Supervised Reflection: Discussions and debriefs with the AFWC
- Collaborative Learning: Peer collaboration and group reflection assignments
- Hands-on Experience: Exposure to various treatment strategies for physical dysfunction
- Learning HUB web based interactive discussions
- Independent Study
- Reflection

Professional Expectations

- Students must demonstrate professionalism, punctuality, and collaboration.
- Appropriate clinical attire and behavior are required at all times.
- Timely completion of all fieldwork-related documentation is expected.

Academic Integrity

Students are expected to exhibit academic honesty in keeping with the policy outlined in the University Bulletin. In addition, the student is expected to comply with ethical and scientific standards, as recognized by the AMA and the US Office of Human Subjects Protection and the US Office of Research Integrity. The consequences of academic dishonesty will be determined by the Academic Fieldwork Coordinator and fieldwork Educator, and may be brought to the Faculty Council, with consequences ranging from failure for that assignment to dismissal from

Additional Course Requirements

- 12 weeks full-time fieldwork experience.
- Midterm reflection- to be submitted by the student only if they receive less than Intermediate on the midterm FWPE, on any category, as scored by the FWE. Reflections will be approximately 1 page and must be in SOAP format including goals which address areas in which the student was scored less than Intermediate. This must be submitted via LEARNING HUB within 1 week of completion of midterm FWPE. The AFWC will acknowledge receipt of the reflection.
- See Student fieldwork Education Handbook for comprehensive guidelines concerning Health Form, insurance, CPR, attire, attendance, etc.
- Students are responsible for any additional “special requirements” such as criminal background checks. See “Special Requirements List” posted on the fieldwork Education Bulletin Board.
- Attendance at all scheduled fieldwork sessions
- Completion of the Fieldwork Performance Evaluation (FWPE) and Student Evaluation of Fieldwork Experience (SEFWE)
- Reflective journal submissions to track learning progress

Grading Policy

This course follows a Satisfactory/Unsatisfactory (S/U) grading scale.

Grading Rubric Satisfactory/Unsatisfactory

- Satisfactory: Student demonstrates consistent progress, professionalism, and competency in meeting course objectives.
- Unsatisfactory: Student fails to meet expected competencies, demonstrates unprofessional behavior, or is absent from fieldwork without proper notice.

Methods of Student Evaluation

1. Fieldwork Performance Evaluation (FWPE)
 - Assesses clinical competencies, professional behavior, and skill development.

2. Student Evaluation of the Fieldwork Experience (SEFWE)
- Reflection on the clinical site, supervision, and learning outcomes.

Required Textbook/ Recommended Reading:

- Student fieldwork Education Syllabus
- Other readings as determined by the fieldwork faculty.
- Recommended Reading
- Durette, D. P., & Gutman, S. A. (Eds. (2021). Occupational therapy for physical dysfunction (8th ed.). Wolters Kluwer

Course Objectives

By the end of the course, students will be able to:

1. Apply foundational OT knowledge to clinical settings involving physical dysfunction.
2. Demonstrate basic clinical reasoning and problem-solving skills.
3. Engage in ethical, professional behavior consistent with OT standards.
4. Observe and document client progress, treatment plans, and outcomes.
5. Develop interpersonal skills through collaboration with clients, peers, and supervisors.
6. Reflect on personal performance and clinical learning experiences.

Part I

A. The Pre-fieldwork education sessions will:

1. Provide the student with a review of the *Student fieldwork Education Handbook* including instruction in the policies and procedures necessary for successful completion of the fieldwork experience.

Provide review of instruction in the use of the *AOTA fieldwork Performance Instrument (FWPE)*, the *Generic Abilities Assessment Tool*, *AOTA Level I Fieldwork Competency Evaluation* for OT and *Student Evaluation of the Fieldwork Educator form* for immediate personal use and in future use as a fieldwork Educator.

B. The Post-fieldwork experience individual conference session will:

1. Provide a forum for the student to verbally reflect, with the AFWC, on the fieldwork experience and discuss future expectations for the fieldwork education experiences.

Part II

A. The following objectives 1-18 are taken from the *FWPE* and are broadly written to cover a variety of fieldwork settings. Upon completion of OTH## fieldwork Experience I the student will consistently demonstrate satisfactory performance according to above Grading Policy #3. **Advanced Intermediate** performance is defined as: A student who requires fieldwork supervision less than 25% of the time managing new patients or patients with complex conditions and is independent managing patients with simple conditions. The student is consistently proficient and skilled in simple tasks and requires only occasional cueing for skilled examinations, interventions and fieldwork reasoning. The student is capable of maintaining 75% of a full-time occupational therapist's caseload. The degree of supervision and guidance required may vary with the complexity of the patient, environment or type of fieldwork setting; even in the student's final fieldwork experience.

The Fieldwork Performance Evaluation (FWPE)

The Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy (OT) student measures their clinical competencies during Level II fieldwork. It consists of 42 performance objectives, but here is a summary of Objectives 1–18, grouped into key categories for clarity:

A. Fundamentals of Practice

1. Adheres to Ethics: Student follows the OT Code of Ethics, Standards of Practice, and applicable laws and policies.
2. Adheres to Safety Regulations: Practices safety for self and others, identifying and responding to safety risks.
3. Uses Sound Judgment: Demonstrates professional reasoning, prioritizing safety during service delivery.

B. Basic Tenets of Occupational Therapy

4. Understands OT Roles: Articulates the OT process and collaborates with clients and team members.
5. Articulates Value of OT: Explains the importance of OT's focus on meaningful occupation and function.

C. Evaluation and Screening

6. Gathers Relevant Information: Collects data about the client using appropriate tools and methods.
7. Establishes Client Goals: Collaborates with clients to develop achievable goals.
8. Administers Assessments: Selects and uses standardized and non-standardized assessments correctly.
9. Interprets Data: Analyzes assessment results to determine client needs.

D. Intervention

10. Develops Intervention Plan: Designs interventions based on the client's goals and evidence-based practice.
11. Implements Interventions: Applies strategies that align with client needs and goals.
12. Modifies Interventions: Adjusts the approach in response to the client's progress or challenges.
13. Documents Services: Accurately records OT services, adhering to professional and legal standards.

E. Management of Occupational Therapy Services

14. Manages Caseload: Effectively handles multiple clients while maintaining quality care.
15. Utilizes Time Effectively: Organizes and prioritizes tasks to meet client and workplace demands.

F. Communication

16. Communicates Clearly: Uses effective verbal, non-verbal, and written communication skills with clients and team members.
17. Collaborates with Team: Works collaboratively within the interdisciplinary team to provide integrated care.
18. Educates Clients and Caregivers: Provides clear and understandable information and instructions.

These objectives are designed to ensure the OT student demonstrates a balance of technical skills, professional behaviors, and ethical practices essential for successful entry-level practice.

Andrews University

Department of Occupational Therapy

COURSE SYLLABUS

Fieldwork II: |

Semester/Year: Summer 2027

Credit Hours: 1

Clock Hours per Semester: 80 hours (Fieldwork: 8 hours per week for 12 weeks)

Educator: Dr. Lisa Royster, Academic Fieldwork Coordinator

Office Location: PT Building, Room 142

Course Description (ACOTE Standards)

Fieldwork II is an in-depth clinical experience where students will apply advanced occupational therapy concepts in physical dysfunction settings. The purpose of this course is to facilitate the transition from student to entry-level practitioner. Students will assume a greater degree of responsibility under the supervision of a licensed occupational therapist, performing evaluations, interventions, and documentation for clients with physical dysfunction. The course aligns with **ACOTE Standards C.1.11-C.1.14**, emphasizing competency development in clinical reasoning, professionalism, and evidence-based interventions.

Course Prerequisites

- Successful completion of Fieldwork I and all academic coursework required by the OTD program
- Current CPR certification and health clearance
- Background check, fingerprinting, and liability insurance on file

Teaching Methods and Learning Experience

- **Full-Time Clinical Immersion:** Students participate in clinical activities at an assigned site under OT supervision.
- **Experiential Learning:** Hands-on engagement with clients in evaluations, interventions, and discharge planning.
- **Case Presentations:** Students present cases to supervisors and peers, demonstrating clinical reasoning and use of evidence-based interventions.
- **Supervision and Mentorship:** Regular meetings with fieldwork supervisors for feedback and performance review.

Professional Expectations

- Students are required to demonstrate professional behavior, accountability, and adherence to site-specific policies.
- Timely completion of all clinical and academic responsibilities is expected.

- Proper attire and use of professional communication at the clinical site are mandatory.
- Absences must be reported promptly to both the clinical site and the fieldwork educator.

Academic Integrity

Students are expected to uphold academic and professional integrity. Any misconduct, including falsifying clinical documentation or plagiarism, will result in disciplinary action and may lead to course failure or dismissal from the program.

Additional Course Requirements

- Completion of all 480 hours at the assigned fieldwork site
- Submission of midterm and final **Fieldwork Performance Evaluations (FWPE)**
- Completion of the **Student Evaluation of the Fieldwork Experience (SEFWE)** at the end of the course
- Reflective journaling to monitor progress and personal development throughout the clinical experience
-

Grading Policy

This course uses a **Satisfactory/Unsatisfactory (S/U)** grading system.

Grading Rubric

Satisfactory (S):

- Meets all fieldwork objectives
- Demonstrates professional behavior and clinical competence
- Completes required hours and assignments

Unsatisfactory (U):

- Fails to meet fieldwork objectives or required competencies
- Exhibits unprofessional behavior
- Does not complete required hours or assignments

Methods of Student Evaluation

1. **Fieldwork Performance Evaluation (FWPE)**
 - Assesses clinical reasoning, skill development, professionalism, and client-centered Care.
 - Midterm and final evaluations will be completed by the site supervisor.
2. **Student Evaluation of the Fieldwork Experience (SEFWE)**
 - Allows students to reflect on the clinical site, supervision, and learning experiences.

Required Textbook

Pendleton, H. M., & Schultz-Krohn, W. (Eds.). (2018). *Pedretti's occupational therapy: Practice skills for physical dysfunction* (8th ed.). Mosby Elsevier

Recommended Reading

Schell, B. A. B., & Gillen, G. (Eds.). (2019). *Willard & Spackman's occupational therapy* (13th ed.). Wolters Kluwer.

Course Objectives

By the end of the course, students will be able to:

1. Perform evaluations, interventions, and documentation independently under supervision.
2. Demonstrate clinical reasoning and decision-making for clients with physical dysfunction.
3. Apply evidence-based interventions in client-centered care.
4. Exhibit professionalism, ethics, and effective communication in the clinical environment.
5. Collaborate with clients, caregivers, and healthcare teams.
6. Manage a caseload with minimal supervision by the end of the placement.
7. Self-assess and reflect on clinical performance for continuous improvement.

Special Accommodations

Students requiring accommodations must contact the Office of Accessibility Services and inform the instructor within the first two weeks of the semester. Reasonable accommodations will be made according to university policies to ensure equal access to learning experiences.

If you have any questions or need additional information, please contact me at lroyster@andrews.edu or visit my office during scheduled hours.

Student Evaluation of the Fieldwork Experience(SEFWE) Form

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 _____ Site Code _____

Address _____

Placement Dates: from _____ to _____

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 _____

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								
2. Client/patient evaluations (Use specific names of evaluations)								
3. Written treatment/care plans								
4. Discharge summary								

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 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:	1	2	3	4	5	N/A
Topic:						
Revision of site-specific fieldwork objectives	1	2	3	4	5	N/A
Program development	1	2	3	4	5	N/A
Topic:						
In-service/presentation	1	2	3	4	5	N/A
Topic:						
Research	1	2	3	4	5	N/A
Topic:						
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 own 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

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"/> Informatics	<input type="checkbox"/> Occ. as Life Org	<input type="checkbox"/> A & K	<input type="checkbox"/> Foundations	<input type="checkbox"/> Level I FW
<input type="checkbox"/> Pathology	<input type="checkbox"/> Neuro	<input type="checkbox"/> Administration	<input type="checkbox"/> Theory	<input type="checkbox"/> Peds electives
<input type="checkbox"/> Env. Competence	<input type="checkbox"/> Research courses	<input type="checkbox"/> Prog design/eval	<input type="checkbox"/> Consult/collaborate	<input type="checkbox"/> Older adult elect.
<input type="checkbox"/> Interventions	<input type="checkbox"/> Evaluations	<input type="checkbox"/> Adapting Env	<input type="checkbox"/> Human comp.	<input type="checkbox"/> Community elect.
<input type="checkbox"/> Social Roles	<input type="checkbox"/> History	<input type="checkbox"/> Occupational Sci	<input type="checkbox"/> Other:	

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.

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

FIELDWORK EDUCATOR NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

	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:

AOTA SEFWE Task Force, June 2006

Practicum Form for Test and Measurements:

OTD Fieldwork

Student Information

- Student Name: _____
- Fieldwork Site: _____
- Supervisor Name: _____
- Start Date: _____
- End Date: _____

Instructions:

- Use the chart below to record the number of times each listed test or measurement is performed weekly.
- Track observation hours and number of patients treated as well.
- Complete the Totals column at the end of the practicum.
- Supervisors may review and verify this data weekly.

Tests / Areas and Weekly Tracking Chart

Test / Measurement Area	Week 1	Week 2	Week 3	Week 4	Total
Range of Motion (ROM)					
Manual Muscle Testing (MMT)					
Sensory Testing					
Functional Assessments					
Balance / Coordination Tests					
Cognitive / Perceptual Tests					
ADL / IADL Assessments					
Pain Scales					
Vital Signs Measurement					
Other (Specify): _____					

Weekly Summary for Observation Hours and Patients Treated

Week	Hours of Observation	Patients Treated	Supervisor's Initials
Week 1			
Week 2			
Week 3			
Week 4			
Total			

Comments / Feedback:

Supervisor's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

Professional Development Plan:

Based on my self assessment of my Professional Behaviors and the areas I have identified for improvement, I am setting the following goals:

To accomplish these goals, I will take the following specific actions:

By my signature below, I indicate that I have completed this self assessment and sought feedback from my CI regarding my self assessment.

Student Signature _____

Date _____

CI feedback/suggestions.

CI signature: _____

Date: _____

ANDREWS UNIVERSITY
Occupational Therapy Doctorate Program

Information Release Form

Statement:

I, _____ (Do / Do Not) give my consent for the evaluation material from my clinical internship with this institution to be shared with those people seeking references for job placement. Any other use of this information must have my written approval.

Signed: _____ Date: _____

Fieldwork Site:

FWE/AFWC please note:

- Please retain a copy of this form at the facility and return the original to the university.
- A copy of this signed form may be required by the AFWC/Andrews University when information release is requested in the future.
- Due to the protected nature of a student's academic records the CPI is "closed" once the Fieldwork experience is completed. Once the course is closed only the AFWC and student have access to the student's CPI. Access to the CPI, by the FWE/AFWC Fieldwork site, will require completion of this written consent form.

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.

The American Occupational Therapy Association Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM)

REVISED 2023

Fieldwork education is a vital component in preparing students for entry level occupational therapy practice. The role of the fieldwork educator (FWE) is to facilitate the progression from occupational therapy student to entry-level practitioner. Competency in the role of the FWE promotes the practitioner's pursuit of excellence in working with students and ensures the advancement of the profession.

Purpose

The SAFECOM was designed to be utilized by FWEs as a tool to provide a structure for self-reflection and assessment of their perceived level of competence and to identify areas for further development and improvement of their skills. It reflects occupational therapy domain and process as outlined in the Occupational Therapy Practice Framework: Domain and Process Fourth Edition. The SAFECOM can be utilized to support the development of the skills necessary for effective fieldwork supervision. Use of this assessment tool is intended to be the foundation from which FWEs can create a professional growth plan with specific improvement strategies and measurable outcomes to advance development in the role of FWE. The SAFECOM is intended to be used for professional development only. It is not intended to be used as a performance appraisal; however, the FWE may choose to include goals articulated in their fieldwork educator professional development plan in their annual professional goals.

Who Should Use the Tool

The SAFECOM is designed to be used by FWEs at all levels of expertise who supervise students. While the tool is primarily oriented toward occupational therapy practitioners (OTPs) who directly supervise occupational therapy assistant (OTA) students and/or occupational therapy (OT) students during level II fieldwork, it can easily be applied to the supervision of students during level I fieldwork and supervision of non-occupational therapy students. It can also be utilized by other professionals in preparation for and during clinical education supervision.

Content

The SAFECOM includes the following features:

1. FWE competencies in the areas of professional practice, education, supervision, evaluation, and administration.
2. Likert scale to aid in self-assessment.
3. Comment section to articulate personalized strengths and areas that need improvement.
4. A professional development plan template which can be used to articulate goals, and record and track a plan of action for professional growth.

Directions

FWEs should determine the relevance of each competency to the role of the OTP in their setting. Circle the number on the Likert scale (see below) that correlates with the perceived level of competence for each item. Some competency statements may not be applicable in every practice setting and/or state. Refer to state and local guidelines and AOTA resources such as "Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services. The comments section can be used to highlight strengths, areas that need improvements, etc. Once the competencies are assessed it is helpful to prioritize the competency areas that need improvement. Write objective goals with clear timelines for each of the selected areas and identify realistic strategies that can be utilized to meet each of the goals.

Likert Scale:

- 5 = High level of competence: Extensive knowledge, ability, and skill in the identified area.
- 4 = Moderately high level of competence: Good knowledge, ability, and skill in the identified area.
- 3 = Average level of competence: Some knowledge, ability, and skill in the identified area.
- 2 = Low level of competence: Minimal knowledge, ability, and skill in the identified area.
- 1 = No level of competence: No knowledge, ability, and skill in the identified area.

Occupational therapy practitioners are adept in assessing, planning, and implementing practical and meaningful continuous quality improvement plans. It is this attribute, plus a desire to support the growth of future practitioners, that motivates OTPs to seek methods for gaining and maintaining their competence as FWE. We hope this tool is helpful in guiding fieldwork educators on a journey of self-appraisal and professional development. It meets the immediate need of defining basic competencies of fieldwork educators. It is in this spirit that the SAFECOM was drafted and offered as a means for better serving the needs of individuals and the future of occupational therapy education and practice.

Originally developed in 1997 by the COE Fieldwork Issues Committee.

Revised in 2009 by the Commission on Education:

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Revised in 2023 by the Commission on Education Subcommittee: Kelly A. Lavin, OTD, OTR/L

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PROFESSIONAL PRACTICE COMPETENCIES		Key Definition Statement: The FWE demonstrates competencies in professional knowledge, skills, and judgement in occupational therapy practice that supports the client's engagement in meaningful occupation.					
The FWE:		Competence Level					Comments
		High	Moderate	Average	Low	None	
1.	Uses a systematic approach to the occupational therapy process (evaluation, intervention, and outcomes) that is science-driven and focused on client factors, occupations, and contexts.	5	4	3	2	1	
2.	Skilfully collects, analyzes, and synthesizes information from the client's occupational profile and performance to develop client centered goals and intervention plans, to implement occupational therapy services, and to track and measure outcomes.	5	4	3	2	1	
3.	Considers occupational demands, contexts, environmental demands, and client factors when determining feasibility and appropriateness of interventions.	5	4	3	2	1	
4.	Understands clients' concerns, occupational performance issues, and safety factors when developing client-centered goals and for participation in intervention.	5	4	3	2	1	
5.	Articulates the rationale and theoretical model, frame of reference and/or therapeutic approach for occupational therapy services.	5	4	3	2	1	
6.	Integrates best available evidence, clinical, and professional reasoning, and the client's situation, preferences, and values, into occupational therapy practice.	5	4	3	2	1	
7.	Demonstrates intradisciplinary collaboration between the OT/OTA to provide evaluation, interpretation of data, intervention planning, intervention, discharge planning, and documentation.	5	4	3	2	1	
8.	Collaborates with clients, colleagues, family/support system, staff and other professions with respect, sensitivity, and professional judgement.	5	4	3	2	1	

PROFESSIONAL PRACTICE COMPETENCIES		Key Definition Statement: The FWE demonstrates competencies in professional knowledge, skills, and judgement in occupational therapy practice that supports the client's engagement in meaningful occupation.					
The FWE:		Competence Level					Comments
		High	Moderate	Average	Low	None	
9.	Works to establish a collaborative therapeutic relationship that values the client's perspective including culture, diversity, values, beliefs, health, and well-being as defined by the client.	5	4	3	2	1	
10.	Addresses psychosocial factors across practice settings as a reflection of a client-centered approach.	5	4	3	2	1	
11.	Effectively manages and prioritizes client-centered services (e.g., evaluation, intervention, documentation, team meetings, etc.) that support occupation-based outcomes.	5	4	3	2	1	
12.	Incorporates legal, ethical, and professional issues that influence practice (e.g., reimbursement, confidentiality, role delineation, etc.).	5	4	3	2	1	
13.	Articulates and implements OTA/OT role delineations that are reflective of both the practice setting and state regulations.	5	4	3	2	1	
14.	Adheres to professional standards of practice and code of ethics as identified by the American Occupational Therapy Association (AOTA) and state regulatory boards.	5	4	3	2	1	
15.	Assumes responsibility for and pursues professional development to expand knowledge and skills within the roles of clinician and fieldwork educator (e.g., AOTA, Commission on Education, Education Special Interest Section, continuing education, in-services, mentorship, etc.).	5	4	3	2	1	
16.	Is knowledgeable regarding entry-level practice skills for the OTP.	5	4	3	2	1	
17.	Develops and implements a fieldwork educator professional development plan.	5	4	3	2	1	

EDUCATION COMPETENCIES		Key Definition Statement: The FWE facilitates the student's development of professional clinical reasoning and its application to entry-level practice.					
The FWE:		Competence Level					Comments
		High	Moderate	Average	Low	None	
1.	Provides ongoing assessment of a student's individual learning needs based on review of the academic curriculum design, OTA/OT roles, prior professional experiences, and the student's current performance level.	5	4	3	2	1	
2.	Develops site specific learning goals through collaboration with the academic program.	5	4	3	2	1	
3.	Sequences learning experiences to grade progression toward entry-level practice.	5	4	3	2	1	
4.	Facilitates student-directed learning within the parameters of the fieldwork environment.	5	4	3	2	1	
5.	Maximizes opportunities for learning by using planned and unplanned experiences within the fieldwork environment.	5	4	3	2	1	
6.	Uses a variety of instructional strategies to facilitate students' clinical skills development, critical thinking, and professional reasoning (e.g., role modeling, co-intervention, videotaping, etc.).	5	4	3	2	1	
7.	Adapts educational and teaching approaches to work effectively with all students, including students with disabilities and those requiring accommodations.	5	4	3	2	1	
8.	Demonstrates an understanding of individual student learning styles to adapt teaching approaches for diverse student populations.	5	4	3	2	1	
9.	Guides student integration of therapeutic concepts and skills (e.g., facilitates discussions to elicit clinical/professional reasoning, convert practice situations into learning experiences, and/or to process personal feelings/values that interface with practice).	5	4	3	2	1	

EDUCATION COMPETENCIES		Key Definition Statement: The FWE facilitates the student's development of professional clinical reasoning and its application to entry-level practice.					
The FWE:		Competence Level					Comments
		High	Moderate	Average	Low	None	
10.	Identifies resources and provides reference materials to promote student professional development and use of evidence-based practice (e.g., publications, texts, videos, internet, etc.).	5	4	3	2	1	
11.	Uses evidence-based research to guide student performance and learning as an effective teaching strategy.	5	4	3	2	1	
12.	Facilitates student self-reflection and self-assessment throughout fieldwork and the evaluation process to promote the development of empathy, acceptance, perspective, communication, and clinical reasoning.	5	4	3	2	1	

SUPERVISOR COMPETENCIES		Key Definition Statement: The FWE student achievement of entry-level practice through a student-centered approach.					
The FWE:		Competence Level					Comments
		High	Moderate	Average	Low	None	
1.	Understands and utilizes various supervision models to facilitate student performance and professional behaviors.	5	4	3	2	1	
2.	Presents clear expectations of performance, at the start and throughout the fieldwork experience, that is appropriate to entry level OT practice defined by respective OT/OTA role delineation, level of fieldwork placement, practice setting, etc.	5	4	3	2	1	

SUPERVISOR COMPETENCIES		Key Definition Statement: The FWE student achievement of entry-level practice through a student-centered approach.					Comments
The FWE:		Competence Level					
		High	Moderate	Average	Low	None	
3.	Anticipates and prepares students for challenging situations found within the complexity of the current healthcare system, and multifaceted environments in which OTPs practice.	5	4	3	2	1	
4.	Provides the student with prompt, direct, specific, and constructive feedback throughout the fieldwork experience.	5	4	3	2	1	
5.	Provides and adapts the level of supervision to facilitate students' development and progression toward entry level competence as appropriate to the client and setting.	5	4	3	2	1	
6.	Explores and implements a variety of strategies to communicate with and provide feedback to promote student clinical and professional development.	5	4	3	2	1	
7.	Understands and self-reflects upon personal communication style and supervision approach and demonstrates the ability to adapt style and approach based on student's learning needs.	5	4	3	2	1	
8.	Recognizes potential issues of concerns in the supervisory relationship and initiates appropriate interactions to resolve conflict.	5	4	3	2	1	
9.	Creates an environment in which students feel safe to provide constructive feedback and voice concerns.	5	4	3	2	1	
10.	Recognizes when students are encountering learning challenges and collaborates with the student and academic fieldwork coordinator to modify learning goals and/or environments as needed to facilitate student success.	5	4	3	2	1	
11.	Models appropriate professional behaviors when interacting with students, clients, and peers.	5	4	3	2	1	

SUPERVISOR COMPETENCIES		Key Definition Statement: The FWE student achievement of entry-level practice through a student-centered approach.					
The FWE:		Competence Level					Comments
		High	Moderate	Average	Low	None	
12.	Consults with academic programs, and other FWEs to develop creative learning experiences for the student.	5	4	3	2	1	
13.	Understands and abides by current federal, state, and local policies regarding supervision of students.	5	4	3	2	1	

EVALUATION COMPETENCIES		Key Definition Statement: The FWE evaluates student performance to achieve entry-level practice in the fieldwork setting.					
The FWE:		Competence Level					Comments
		High	Moderate	Average	Low	None	
1.	Reviews expectations and evaluation methods with the student at the start of FW, midterm and at final. This includes review of fieldwork goals and objectives, and methods for assessing entry level practice readiness, (e.g., AOTA Fieldwork Performance Evaluation (FWPE) or alternative evaluation tool).	5	4	3	2	1	
2.	Assesses student according to performance standards based on objective information (e.g., direct observation, discussion with student, review of student's documentation, observation by others).	5	4	3	2	1	
3.	Assesses student's performance based on appropriate OTA/OT entry-level roles of the fieldwork practice setting.	5	4	3	2	1	

EVALUATION COMPETENCIES		Key Definition Statement: The FWE evaluates student performance to achieve entry-level practice in the fieldwork setting.					
The FWE:		Competence Level					Comments
4.	Utilizes the evaluation process to advise and guide the student regarding opportunities for growth and progression towards meeting site-specific objectives and attaining entry level competency.	5	4	3	2	1	
5.	Understands the purpose, scope and scoring criteria of the current AOTA FWPE or other identified evaluation tool to objectively measure student performance and provide feedback.	5	4	3	2	1	
6.	Completes and reviews all evaluations regarding student performance (e.g., AOTA FWPE, Fieldwork Experience Assessment Tool, etc.) with the student at midterm and final evaluation in a timely manner.	5	4	3	2	1	
7.	Guides the student in the use of feedback provided by the supervisor on the fieldwork performance evaluation tool, as a method of promoting self-reflection, and continued professional growth and development.	5	4	3	2	1	
8.	Documents student's fieldwork performance recognizing ethical and legal rights (e.g., due process, confidentiality, American with Disabilities Act, integrity, etc.).	5	4	3	2	1	

ADMINISTRATIVE COMPETENCIES		Key Definition Statement: The FWE develops and/or implements an organized fieldwork program in keeping with legal and professional standards and environmental factors (physical, social, and cultural).					
The FWE:		Competence Level					Comments
		High	Moderate	Average	Low	None	
1.	Communicates and collaborates with the academic programs to ensure consideration and integration of the academic curriculum design during fieldwork.	5	4	3	2	1	
2.	Implements a model fieldwork program that includes site specific student learning objectives and supports the curriculum of the academic program.	5	4	3	2	1	
3.	Collaborates with fieldwork site administration and staff to develop and implement the student fieldwork program.	5	4	3	2	1	
4.	Designs and implements the fieldwork program in collaboration with the academic programs served and in accordance with current ACOTE standards for Level I and Level II fieldwork.	5	4	3	2	1	
5.	Ensures that the fieldwork program respects student diversity, promotes equitable access, and provides the necessary support to foster the full participation of all students.	5	4	3	2	1	
6.	Documents and provides students with an organized, systematic fieldwork program (e.g., fieldwork manual, student expectations & goals, assignments, weekly sequence of expectations, etc.).	5	4	3	2	1	
7.	Ensures the provision of regularly scheduled meetings with the student to guide the fieldwork experience, (e.g., provide feedback, discuss performance, and expectations).	5	4	3	2	1	
8.	Is knowledgeable in legal and health care policies that directly influence fieldwork within the practice setting.	5	4	3	2	1	

ADMINISTRATIVE COMPETENCIES		Key Definition Statement: The FWE develops and/or implements an organized fieldwork program in keeping with legal and professional standards and environmental factors (physical, social, and cultural).					
The FWE:		Competence Level					Comments
		High	Moderate	Average	Low	None	
9.	Defines the roles, essential functions and/or technical standards of a fieldwork student, in compliance with legal and accreditation standards (e.g., ADA, Family Education Rights and Privacy Act, Joint Commission, fieldwork agreement, reimbursement mechanism, state regulations, etc.).	5	4	3	2	1	
10.	Ensures that student work areas are safe, accessible, and appropriate to the fieldwork site.	5	4	3	2	1	
11.	Provides students with a complete orientation to the fieldwork site (e.g., policies, procedures, student expectations, and responsibilities, etc.) at the start of the fieldwork experience.	5	4	3	2	1	
12.	Requires student compliance with the fieldwork site policies and procedures (HIPAA, OSHA regulations), mission, goals, philosophy, and safety standards.	5	4	3	2	1	
13.	Submits all required fieldwork documents to the academic program in a timely manner to ensure current data is available (e.g., fieldwork evaluation, fieldwork agreements, fieldwork data form, etc.).	5	4	3	2	1	
14.	Conducts ongoing fieldwork program evaluations and monitors changes in the program with student and staff input (e.g., Student Evaluation of Fieldwork Experience, Self-Assessment Tool for Fieldwork Competencies, etc.).	5	4	3	2	1	

Fieldwork Educator Professional Development Plan

Name: _____ Date: _____

Identified Strengths:			Planned Activities to Address Identified Goals							
			ENGAGING IN INDEPENDENT STUDY	ENROLLING IN FORMAL ACADEMIC COURSEWORK	ATTENDING CONTINUING EDUCATION	COLLABORATION WITH AFWC	DEVELOP/DELIVER PROFESSIONAL PRESENTATION	ENGAGING IN SCHOLARLY ACTIVITIES/PUBLICATIONS	MENTORING OR SEEKING MENTORSHIP	PARTICIPATION IN VARIOUS SUPERVISION MODELS
Areas for Potential Growth:										
PROFESSIONAL PRACTICE COMPETENCY GOALS:	Target Date	Completion Date								

EDUCATION COMPETENCY GOALS:	Target Date	Completion Date								
SUPERVISION COMPETENCY GOALS:	Target Date	Completion Date								
EVALUATION COMPETENCY GOALS:	Target Date	Completion Date								
ADMINISTRATION COMPETENCY GOALS:	Target Date	Completion Date								

SELF-ASSESSMENT TOOL FOR FIELDWORK EDUCATOR COMPETENCY

Revised in 2023 by:

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Mid-Term Fieldwork Experience Assessment Tool (FEAT)

FEAT - 1

MID-TERM FIELDWORK EXPERIENCE ASSESSMENT TOOL (FEAT)

Student's name:	Supervisor(s) names:		
Facility name:			
Type of fieldwork experience (setting, population, level):	Date:	Week #:	

Context:

The Fieldwork Experience Assessment Tool (FEAT) is the result of an American Occupational Therapy Foundation qualitative study completed by six occupational therapy programs across the United States and Puerto Rico. Data was collected from fieldwork students and fieldwork educators. In their interviews, students and fieldwork educators described fieldwork education in terms of a dynamic triad of interaction among the environment, the fieldwork educator and the student. Interviewees indicated that a positive educational experience occurred when a balance existed among these three key components.

Purpose:

The FEAT identifies essential characteristics of the three key components. By providing a framework to explore the fieldwork experience, the FEAT can help students and fieldwork educators consider how to promote the best possible learning experience.

The purpose of the FEAT is to contribute to student and fieldwork educator discussions, so that reflection and problem solving can occur to enhance the fieldwork experience. The tool is designed to both assess the balance of the three key components, and to facilitate discussion about student and fieldwork educator behaviors and attitudes, and environmental resources and challenges. By mutually identifying issues present during fieldwork, the fieldwork educator and student can use the FEAT as a tool to promote dialogue and foster the identification of strategies to facilitate the just-right challenge. The FEAT may be used early in fieldwork as a tool to promote dialogue, or at anytime throughout fieldwork as the need for problem solving emerges.

Directions:

In the Assessment Section, the FEAT is organized according to the three key components: environment, fieldwork educator, and student. Under each component, essential characteristics and examples are listed. These examples are not all-inclusive; new descriptors may be added to individualize the tool for different settings. The fieldwork educator and student, either individually or together, should complete the FEAT by describing each component using the continuum provided at the top of each section (limited → just right challenge → excessive).

Following the assessment portion of the FEAT, questions are provided to guide student and fieldwork educator discussion and problem solving. Collaboratively reflect upon the student and fieldwork educator descriptions on the FEAT to identify commonalities and differences between the two perspectives, and identify patterns across the key components. Based on these discussions, develop strategies for a more balanced fieldwork experience. Consider environmental experiences and resources; fieldwork educator attitudes, behaviors and professional attributes; and/or student attitudes and behaviors that could enhance the experience. The examples listed within each section are intended to guide discussion between the fieldwork educator and student in an effort to create a successful fieldwork experience. Additional elements may be identified and included according to the nature of the setting or the fieldwork process.

Use of the FEAT at the end of the fieldwork experience is different than at midterm. At the end of the fieldwork the FEAT is completed exclusively by the student to provide "student-to-student" feedback based upon what characteristics the ideal student in this setting should possess to make the most of this fieldwork experience. This final FEAT is sent directly to CSU by the student.

A. Assessment Section

ENVIRONMENT	
I. VARIETY OF EXPERIENCES	Descriptions (Limited ↔ Just right challenge ↔ Excessive)
A. Patients/Clients/Diagnoses -Different diagnoses -Range of abilities for given diagnosis (complexity, function-dysfunction) -Diversity of clients, including socioeconomic & lifestyle	
B. Therapy approaches -Engage in the entire therapy process (evaluation, planning, intervention, documentation) -Learn about different roles of therapist (direct service, consultation, education and administration) -Use variety of activities with clients -Observe and use different frames of reference/theoretical approaches -Use occupation vs. exercise	
C. Setting characteristics -Pace (setting demands; caseload quantity) -Delivery system	
II. RESOURCES	Descriptions (Limited ↔ Just right challenge ↔ Excessive)
A. OT Staff -See others' strengths and styles -Have multiple role models, resources and support	
B. Professional Staff -Observe and hear a different perspective on clients -See/experience co-treatments and team work to get whole person perspective -Have others to share ideas and frustrations	
C. OT Students -Able to compare observations & experiences -Exchange ideas	
FIELDWORK EDUCATOR	
I. ATTITUDE	Descriptions (Limited ↔ Just right challenge ↔ Excessive)
A. Likes Teaching/Supervising Students -Devote time, invests in students -Enjoy mental workout, student enthusiasm	
B. Available/Accessible -Take time	

FIELDWORK EDUCATOR (continued)	
C. Supportive -Patient -Positive and caring -Encourages questions -Encourages development of individual style	
D. Open -Accepting -Alternative methods -To student requests -Communication	
E. Mutual Respect	
II. TEACHING STRATEGIES	Descriptions (Limited ↔ Just right challenge ↔ Excessive)
A. Structure -Organize information (set learning objectives, regular meetings) -Introduce treatment (dialogue, observation, treatment, dialogue) -Base structure on student need -Identify strategies for adjusting to treatment environment	
B. Graded Learning -Expose to practice (observe, model) -Challenge student gradually (reduce direction, probing questions, independence) -Base approach on student learning style -Individualize based on student's needs -Promote independence (trial & error)	
C. Feedback/ Processing -Timely, confirming -Positive & constructive (balance) -Guide thinking -Promote clinical reasoning	
D. Teaching -Share resources and knowledge	
E. Team Skills -Include student as part of team	
III. PROFESSIONAL ATTRIBUTES	Descriptions (Limited ↔ Just right challenge ↔ Excessive)
A. Role Model -Set good example -Enthusiasm for OT -Real person -Life long learning	

B. Teacher -Able to share resources and knowledge	
FIELDWORK STUDENT	
I. ATTITUDE	Descriptions (Limited ↔ Just right challenge ↔ Excessive)
A. Responsible for Learning -Active learner (ask questions, consult) -Prepare (review, read and research materials) -Self-direct (show initiative, is assertive) -Learns from mistakes (self-correct and grow)	
B. Open/Flexible -Sensitive to diversity (non-judgmental) -Responsive to client/consumer needs -Flexible in thinking (make adjustments, try alternate approaches)	
C. Confident -Comfort in knowledge and abilities -Comfort with making and learning from mistakes (take risks, branch out) -Comfort with independent practice (take responsibility) -Comfort in receiving feedback	
D. Responsive to Supervision -Receptive to feedback (open-minded, accept criticism) -Open communication (two-way)	
II. LEARNING BEHAVIORS	Descriptions (Limited ↔ Just right challenge ↔ Excessive)
A. Independent -Have and use knowledge and skills -Assume responsibility of OT without needing direction -Incorporate feedback into behavioral changes -Use "down time" productively -Become part of team	
B. Reflection -Self (processes feelings, actions and feedback) -With others (supervisor, peers, others)	
C. Active in Supervision -Communicate needs to supervisor (seek supervision for guidance and processing; express needs) -Ask questions	

B. Discussion Section: Questions to Facilitate Dialogue and Problem Solving

1. A positive fieldwork experience includes a balance between the environment, fieldwork educator and student components. Collaboratively reflect upon the descriptions outlined by the student and fieldwork educator and identify perceptions below.

Common perspectives between student and fieldwork educator	Different perspectives between student and fieldwork educator
Environment Fieldwork Educator Student	

2. What patterns are emerging across the three key components?

3. What strategies or changes can be implemented to promote a successful fieldwork experience? Describe below:

Components of a Successful Fieldwork	Environment, Fieldwork Educator and/or Student Strategies and Changes to Promote Successful Fieldwork Experience at this Setting
Environment Experiences Resources	
Fieldwork Educator Attitudes Behaviors Professional attributes	
Student Attitudes Behaviors	

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This Fieldwork Assessment Tool (FEAT) was developed by The Fieldwork Research Team: Karen Adler, Karmen Brown, Lou Ann Griswold, Wendy Krupnick, Luz Muniz de Melendez and Patricia Stutz-Tanenbaum; project funded by The American Occupational Therapy Foundation; Reprinted by permission of the publisher

OTD COURSE DESCRIPTIONS

OTH 505 Anatomy (4 credits)

A comprehensive study of human anatomy with emphasis on the nervous, skeletal, muscle, and circulatory systems. Introduction to basic embryology and its relation to anatomy and the clinical sciences concludes the course. Provides a solid morphological basis for a synthesis of anatomy, physiology, and the occupational/physical therapy clinical sciences. Co-requisite OTH 515

OTH 515 Anatomy Lab (3 credits)

Dissection and identification of structures in the cadaver supplemented with the study of charts, models, prosected materials, and radiographs are utilized to identify anatomical landmarks and configurations. Co-requisite OTH 505

OTH 520 Human Development and Occupation (3 credits)

This course will examine human physical, cognitive, emotional, and psychological development. The course places emphasis on diversity and quality of life as they relate to lifestyle choices and meaningful occupations. Human development will be examined from the sociocultural and socioeconomic contexts.

OTH 516 Movement and Occupational Performance (3 credits)

An analysis of human movement and its relationship to occupational performance. Students will learn information on the interrelationships between human structural design and functional capabilities of the human body for use in the enactment of occupational performance. The anatomical principles, neuromotor control, and kinesiology principles will be highlighted in relation to their influence on human movement and functional performance.

OTH 500 Introduction to Occupational Science (3 credits)

Introduction to occupational science by reviewing occupation and its relationship to occupational therapy. Students will examine the contributions of occupational science to occupational therapy, including human occupation or activity. Students will study activities people do in their everyday lives and how those occupations influence and are influenced by health and well-being. The course will explore the relationship between occupation and development, and how occupation changes over the course of life. It will cover how people organize their daily occupations and the personal and socio-cultural implications of occupation.

OTH 565 Neuroscience and Motor Control (3 credits)

An examination of the basic anatomy and function of the central and peripheral nervous system with an emphasis on those structures involved in the control of human movement. Students are introduced to terminology and concepts associated with normal and abnormal functions of selected areas of the neuraxis. This course provides the foundation for the neurology sequence. Co-requisite OTH 575 (Cross listed with DPT)

OTH 575 Neuroscience and Motor Control Lab (1 credit)

Study of the prosected central and peripheral nervous tissues, models, and charts. Imaging will be used to compare normal to abnormal CNS presentation. Portions of the lab will concentrate on making connections between neurological structures and their role in controlling human movement. Co-requisite OTH 565 (Cross listed with DPT)

OTH 530 Pathophysiology I (2 credits)

Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and treatment of patients with those disease processes are presented, as well as diagnostic tests and laboratory values used to identify pathological conditions. Pre-requisites

OTH 505 & OTH 515 (Cross listed with DPT)

OTH 562 Comparative Religion (2 credits)

This course surveys the major religious traditions of the world. Study includes an overview of origins; major philosophical and theological underpinnings; typical aspects of worship and ethics; and major social, cultural, and political influences. Study is done from a consciously Christian framework. (Cross listed with DPT)

OTH 553 Professional Reasoning (1 credit)

This course introduces students to critical thinking and decision-making. The course provides a systematic approach to clinical reasoning. The course will utilize case studies and reflection to promote integrating knowledge and application of task analysis, influences of sociocultural and socioeconomic factors, theoretical concepts, assessments and screens, and development of occupation-based intervention plans in the occupational therapy practice areas of pediatrics, introductory neuroscience, physical dysfunction, and mental health.

OTH 501 Foundations of OT Practice (3 credits)

This course lays a foundation for the students to understand the history, philosophy, theoretical foundations of occupational therapy, introduction to the Occupational Therapy Practice Framework (OTPF-4) and guiding principles of practice. Selected theoretical foundations that relate to professional practice will be emphasized and key terminology used in the profession including but not limited to role and meaning of occupation, occupational science, ethics, documentation, and task/activity analysis.

OTD 502 OTD Orientation (0 Credit)

This orientation course reviews the principle and practices underlying the curriculum and instruction of the OTD Program. This course also facilitates bonding with cohort classmates to enrich the students' experience in the OTD program and assists the student and cohort in emulating the core values of the School of Rehabilitation Sciences. This course will also discuss student expectations and responsibilities as OTD students. This will provide the students with an overview of occupational therapy.

OTH 550 Pathophysiology II (2 Credits)

Sequence studying disease processes affecting major body systems (not covered in OTH 530 Pathophysiology I) and the resulting anatomical and pathophysiological changes. Clinical presentations and pharmacological treatment of patients with those disease processes considered, as well as diagnostic tests and laboratory values used to identify pathological conditions. (cross listed with DPT)

OTH 607 Conditions in Physical Dysfunction (2 Credits)

This course introduces students to a variety of health conditions relevant to occupational therapy practice in adult and older adult rehabilitations and each condition's potential impact on client factors and performance skills as they relate to occupational performance across the lifespan. Course content includes an overview of neurological, orthopedic, traumatic, and chronic health conditions commonly addressed in occupational therapy practice in adult and older adult settings.

OTH 601 Occupational Therapy Process in Physical Dysfunction (3 Credits)

This course covers all aspects of identifying occupational needs of adults and older adults through assessments and interventions guided by the occupational therapy practice framework within adult and older adult domain. This course involves history taking, selecting, and implementing appropriate assessments and interventions tools, documentation, and client/caregiver training for the many different types of adult and older adult conditions and various adult and older adult practice settings. Training includes areas such as self-care, self-management, health management, compensatory strategies, grading and adapting activities, assistive technology, and referring to other professionals as needed.

OTH 602 Occupational Therapy in Physical Dysfunction Lab (2 Credits)

This knowledge application lab course engages students in completing appropriate assessments, utilizing appropriate assessment tools, designing and implementing occupational therapy various treatment interventions, and documentation specific to the diagnoses and conditions taught in OTH 607. Students learn to select from various types of assessments and interventions including but not limited to activities that are occupation-based,

meaningful to the client and promote optimal client outcomes as indicated in the Occupational Therapy Practice Framework-Domain and Process. Occupational Therapy theoretical constructs, frames of reference, practice models and scientific evidence guide clinical reasoning for intervention planning and selection.

OTH 603 Fieldwork Level I: Physical Dysfunction (1 Credit)

The students will apply the knowledge gained across the curriculum to work with adults and older adults under the supervision of an occupational therapist. This Level I fieldwork is designed to afford students the opportunity for hands-on experience on assessment, evaluation, treatment planning and client intervention. The student will learn to be part of the therapy team and professionally interact with clients and interdisciplinary teams. This fieldwork provides the opportunity for students to translate their professional reasoning skills, observation skills, performance skills and clinical application of their knowledge into a clinical setting.

OTH 665 Conditions in Pediatrics (2 Credits)

This course addresses occupational therapy practice for infants, children, and youth, in relation to a range of conditions including, medical, developmental, attentional & learning conditions that impact on children's occupational performance & participation. Students in this course will examine service delivery systems for infants, children, and youths with developmental disabilities. Characteristics of Early Childhood Intervention (ECI) and School-based service delivery will be compared and contrasted to the medical service delivery system. This course will also examine occupational therapy frames of reference for addressing these issues. Course will also examine history taking, various assessment/evaluation tools, treatment planning, designing and delivery of interventions & models of service delivery.

OTH 611 Occupational Therapy Process in Pediatrics (3 Credits)

This course focuses on identifying the occupational needs through assessment/intervention for infants, children, and youth. The role of OT for birth to three, school-based practice, and clinic/hospital-based practice are covered including professional reasoning and group interventions, selection of appropriate assessments/interventions, standardized testing, assistive technology, use of OT Assistants, caregiver training, documentation of OT services, and various diagnoses related to children.

OTH 612 Occupational Therapy in Pediatrics Lab (2 Credits)

This knowledge application lab course engages students in designing occupational therapy treatment interventions and documentation specific to the diagnoses and conditions taught in OTH 665. Working with infants, children, and youth to evaluate function, develop treatment plans, and provide evidence-based interventions to infants, children, and youth. Emphasis on learning effective strategies for working with the most seen diagnoses/conditions in pediatric practice.

OTH 613 Fieldwork Level I: Pediatrics (1 Credit)

The students will apply the knowledge gained across the curriculum to work with infants, children, and youths under the supervision of an occupational therapist. Clinical site placement focused on clinical practice and working therapeutically with infants, children, and youth. Students will develop professional reasoning, observational, interpersonal, and communication skills. This fieldwork provides the opportunity for students to translate their professional reasoning skills, observation skills, performance skills, and clinical application of their knowledge into a clinical setting.

OTH 619 Splinting (1 Credit)

This course will introduce students to principles of splints, designing, and fabrication of splints. The course will examine the use of orthotic fabrication as treatment methods to improve occupational performance including orthotic design, fabrication, application, and training for client and caregivers for a variety of orthopedic and neurological disorders.

OTH 650 Advanced topics: Physical Agent Modalities (2 Credits) This course will review physical agent modalities principles and precautions. Prepares the student for use of physical agent modalities with differential diagnoses in multiple practice settings. Discusses treatment goals and use of physical agent modalities within practice guidelines, assesses common practice techniques, explores regulations and safety, and reviews the process for obtaining advanced practice certification in physical agent modalities.

OTH 655 Capstone Prep I (1 Credit)

This is the first course in the doctoral capstone experience and project course series. This course focuses on introduction to the capstone portion of the program. Students explore ideas and develop their initial doctoral capstone proposals. This course will introduce student to capstone proposals and project as it aligns with the curriculum design and coincides with the capstone experiential component, in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, and education.

OTH 660 Conditions in Mental Health (2 Credits)

This course will examine the signs, symptoms, psychosocial management, and pharmacological management of general mental health conditions relevant to occupational therapy interventions and occupational performance.

OTH 621 Occupational Therapy Process in Mental Health (3 Credits)

Students will learn appropriate assessment, intervention, and documentation strategies for clients of OT services who have psychiatric, social, behavioral, or emotional challenges that hinder the performance of meaningful occupations. Emphasis will include knowledge toward the application of therapeutic use of self, self-evaluation, and communication skills. Students will be introduced to group process principles, including the significant characteristics of groups, group norms, and group development. Students will participate in and lead groups, as well as apply group process principles to psychosocial practice.

OTH 622 Occupational Therapy in Mental Health Lab (2 Credits)

Application of theories, assessments, interventions, documentation, and the occupational therapy practitioner's roles as related to mental health and psychosocial practice across the lifespan.

OTH 623 Fieldwork Level I: Mental Health (1 Credit)

Directed observation and participation in a psychosocial practice setting for individuals, groups, and populations with behavioral impairments that impact occupational performance. Psychosocial factors that influence engagement and participation in occupation for enriching the concepts presented in OTH 621 are the major focus.

OTH 625 Leadership and Management I: (2 Credits)

The Core competencies of Leadership will be introduced in meaningful ways to apply leadership skills discussed. This course will cover leadership skills related to business aspects of practice, marketing of services, quality management, supervision of OT practitioners and support staff, servant leadership, liability issues, requirements for credentialing and licensure, professional development requirements, professional engagement and organizational ethics.

OTD 616 Scholarly inquiry and Dissemination I (1 Credit)

Introduction to the principles and practice of research including research and null hypothesis, research questions, research design, research ethics and IRB protocol, sampling, validity and reliability, methodology, hypothesis testing and critical evaluation of Occupational Therapy literature. Knowledge of the concepts needed for writing a graduate research proposal is interwoven throughout this course to prepare students for the Capstone Project. (cross listed with DPT)

OTH 604 Comprehensive I (0 Credit)

Assesses the student's foundational knowledge and the ability to understand and apply concepts from the foundational and introductory clinical sciences to the practice of Occupational Therapy

OTH 617 Scholarly Inquiry and Dissemination II (1 Credit)

Application of the principles and practice of research, including designs, IRB, ethics, hypothesis testing and critical evaluation of clinical literature as they relate to preparation of the Capstone Research Project. Preparation and development of a graduate research proposal is interwoven throughout this course. (cross listed with DPT)

OTH 605 Pharmacology I (1 Credit)

Introduction to the general principles of pharmacology including pharmacokinetics and the development of a non-prescriptive knowledge of drug nomenclature, classification and medications specifically impacting Occupational Therapy Practice.

OTH 618 Research Statistics and Lab (3 Credits)

Fundamental procedures in collecting, summarizing, presenting, analyzing, and interpreting statistical data. Statistical tests applied to medical specialties. Lab will include practice in the computation of statistical data using appropriate tests. Practical applications of techniques in research and statistical computations including probability, normal distribution, Chi Square, correlations, linear regression, and logic regression.

OTH 626 Prosthetics and Orthotics (2 Credits)

Study of orthotics and prosthetics including the evaluation, application, and management of individuals with limb loss and limb impairment requiring orthotic and/or prosthetic intervention. Application of these devices in occupational therapy to maximize functional independence. (cross listed with DPT)

OTH 646 Integration of Spirituality in health care (2 Credits)

A discussion of spiritual values from a Christian perspective, how faith and spirituality facilitate the healing process, and how these can be incorporated into patient care. Attention will be given to discerning and addressing the spiritual needs of patients/clients, family members, and ancillary medical staff in a professional environment. (cross listed with DPT)

OTH 624 Pharmacology II (1 Credit)

This course focuses on the general principles of pharmacology specifically related to psychotropic diagnoses commonly seen in occupational therapy practice (not covered in Pharmacology I OTH 605). This course will cover common side effects and precautions associated with psychotropic medications and the impacts on occupational performance for persons with psychosocial dysfunction.

OTH 675 Culture and Occupation (2 Credits)

This course introduces students to ethical principles and multicultural awareness as they relate to occupational therapy. This course will explore the cultural differences, its impact, and meaning on occupation. The course will also cover the importance of diversity, equity, inclusion, justice, access and belonging to the clinician, the clients and to the communities they serve. Resources and tools will be discussed to strengthen the occupational therapy practitioner's contribution to a healthy and engaged community.

OTH 780 Fieldwork Level IIa (12 weeks) (6 Credits)

During this first 12-week full-time fieldwork placement students will apply their understanding of the occupational therapy process, professional practice, and leadership. Under the direct supervision of an occupational therapist, students will advance their clinical problem-solving skills and gain competence as a generalist practitioner in providing occupational therapy services to individuals with physical dysfunctions, psychosocial, or pediatrics (the student cannot repeat a placement in the same area - physical dysfunction, mental health, or pediatrics).

OTH 708 Leadership and Management II (2 Credits)

This course is a continuation of information from Leadership and management I (OTH 625) necessary for servant-based occupational interventions and leadership with focus on delivery, advocacy, and systems. Students will explore the practice of occupational therapy with emphasis on servant service and leadership. This course explores how to serve the community or abroad drawing upon faith-based beliefs, professional leadership skills and incorporating them with the guidelines and history of the occupational therapy profession.

OTH 701 Comprehensive II (0 Credit)

This comprehensive examination will require students to integrate material from various courses and clinical experiences. The examination assesses the student's occupational therapy entry level preparedness to apply the concepts of the clinical sciences to safe and effective patient-centered care in the practice of occupational therapy.

OTH 800 Fieldwork Level IIb (12 weeks) (6 Credits)

During this first 12-week full-time fieldwork placement students will apply their understanding of the occupational therapy process, professional practice, and leadership. Under the direct supervision of an occupational therapist, students will advance their clinical problem-solving skills and gain competence as a generalist practitioner in providing occupational therapy services to individuals with physical dysfunctions, psychosocial, or pediatrics (the student cannot repeat a placement in the same area - physical dysfunction, psychosocial or pediatrics).

OTH 702 Certification Prep and OT Knowledge Exam (0 Credit)

This course prepares students for the NBCOT certification exam. The students will learn how to solve problems, review of case scenarios, and discuss essential areas of occupational therapy. The student will also complete practice tests in preparation for the certification exam.

OTH 703 Capstone Prep II (1 Credit)

This course provides details on the capstone proposal process. This course is designed to prepare students to develop their individual plan for their doctoral capstone experience and project. Students will identify potential topics and sites for the doctoral experience. Students will develop and conduct the needs assessment related to their capstone experience. Students will demonstrate skills of self-direction, self-sufficiency, independence, and professionalism expected at the doctoral level.

OTH 729 Christian Ethics in Rehabilitation Sciences (2 Credits)

An inquiry into the field of professional relations, dilemmas, and decision making within the context of Christian ethics. Emphasis on the identity, activity, and influence (witness) of a Christian professional, primarily in the various aspects of a healthcare professional. Study is done from a consciously Christian framework. (Cross listed with DPT)

OTH 705 Implementation and Application of Research Project (1 Credit)

Provides students with an opportunity to integrate all research knowledge learned from previous research courses. The student will be provided with guidelines and supervision for data collection, analysis, research project preparation, research report writing, and oral presentation.

OTH 706 Capstone Prep III (1 Credit)

Students complete a literature review for the capstone project and identify a theoretical framework appropriate for their identified doctoral experience site. The proposal will identify the site, mentoring agreement (MOU), individualized objectives for the doctoral capstone, project outcome assessment(s), connection to curricular threads, link to OTD mission and philosophy, and how it contributes to in-depth knowledge in the area of interest based on the needs assessment results. By the end of this course the student will be required to submit a capstone proposal, outlining how they will integrate their knowledge of theoretical frameworks, capstone design, and professional issues on their doctoral capstone project.

OTH 713 Certification Prep (0 credit)

This course prepares the students for the NBCOT certification exam. The student will Learn via lecture, online practice test, solve problems and discuss essential areas of occupational therapy.

OTH 709 Topics in Contemporary and Emerging Practice (2 Credits)

Students learn how occupation focused practice can be applied to a wide variety of settings and circumstances to improve the health and well-being of a diverse range of people. This course provides focused training to address

occupation-based contemporary and emerging practice areas, advanced skills, &/or professional development. The course will introduce the students to OT practice in ergonomics, aging in place, driver rehabilitation, health promotion and prevention, telehealth, cancer, seating and positioning and adaptive equipment, low vision and adaptive equipment and technology.

OTH 711 Advanced practice: Evidence-based practice in OT (2 Credits)

This course enables students to develop advanced skills in searching, appraising, and integrating research evidence and applying into practice. Students will work in small groups to evaluate the rigor of a body of research evidence available to answer a contemporary and important question relating to the practice of occupational therapy. After selection and appraisal of rigorous research evidence, the students will integrate with current clinical knowledge/expertise and contextual factors. Students will be supported to develop, articulate, and justify, through written and verbal presentations, evidence-based occupational therapy practice recommendations that identify where changes in practice have or must occur in response to new research evidence.

OTH 712 Advanced Practice: Upper Extremity Rehabilitation (2 Credits)

This course provides advanced-level knowledge and skills in upper extremity rehabilitation and helps the student to develop the skills and knowledge to provide enhanced patient care for upper extremity injuries and conditions and to seek advanced accreditation.

OTH 801 Comprehensive III (0 Credit)

This examination assesses the student preparedness to take and pass the National Board for Certification in Occupational Therapy Examination.

OTH 802 Capstone Experience Seminar (2 weeks) (1 Credits)

This course is the beginning of the capstone experience which enables the student to start to immerse in an in-depth experience to support development of advanced skills and practice beyond a generalist in his or her chosen area(s). This seminar will be the first 2 weeks of Capstone Experience started after completion of all didactic coursework.

OTH 803 Capstone Experience (12 weeks) (6 Credits)

This 12-week experience will enable the student to immerse in an in-depth experience to support development of advanced skills and practice beyond a generalist in his or her chosen one or more of the following areas: advanced clinical practice, research, leadership/management, teaching/academia, and program development/community engagement. Students will finalize their specific learning objectives in collaboration with a faculty mentor and complete the experience in a mentored setting with faculty mentor support. The student's doctoral level skills will be demonstrated through dissemination of an individual capstone project.

OTH 804 Capstone Project (1 Credit)

This course is the culmination of the capstone experience where students will complete the capstone project. Completion and presentation/dissemination of a capstone project emphasizes the comprehensive understanding of the focused area(s) of capstone experience.

OTH 585 Remediation in: (1 Credit)

Remediation of selected topics in Occupational Therapy. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.