

2018-2020

EASTERN WASHINGTON UNIVERSITY

College of Health Science and Public Health



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DEPARTMENT OF OCCUPATIONAL THERAPY

**FIELDWORK EDUCATOR**  
**MANUAL**

*Eastern Washington University*  
*College of Health Science and Public Health*  
**DEPARTMENT OF OCCUPATIONAL THERAPY**  
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***Eastern Washington University  
Occupational Therapy***

***Mission Statement***

- To develop person-centered occupational therapists of the highest integrity who practice with a strong occupation-based foundation from which they support and promote quality of life and full participation.
- To prepare students for a broad scope of practice with consideration for addressing the needs of the underserved.
- To deliver an academic program which meets a spectrum of educational needs for students and professionals, in collaboration with community partners, while demonstrating teaching and learning excellence.
- To advance the profession with new, innovative, and cost effective services for current and future practice opportunities.

***Vision Statement***

We envision a globally active community of students, faculty, and community partners who demonstrate a respect for diversity, a passion for learning, and a commitment to person-centered, occupation-focused, and evidence-based practice.





## **FIELDWORK PROGRAM OVERVIEW**

### **OVERVIEW**

The graduate academic program includes two plus years (five semesters) of graduate and/or post professional education, and six months of fieldwork (full time training in occupational therapy practice). During the professional program, education and training emphasizes life and human sciences, occupation-based theory and practice, developmental processes across the life span, occupational therapy practice and services, professional behaviors, cultural competence, and evidence-based practice. Practice experiences at the Level Fieldwork I and II levels are an integral part of the educational program. Level I Fieldwork is infused in coursework throughout the four semesters of the professional program and Fieldwork II is scheduled after successful completion of the academic coursework. Level II Fieldwork provides the learner with the opportunity to apply and integrate professional knowledge, skills, and behaviors to occupational therapy practice in traditional and emerging settings.

The Level II Fieldwork educational experience immediately follows the prerequisite academic coursework. This experience provides the final preparation of the student in skills of the entry-level occupational therapy practitioner. During the Level II Fieldwork experience, the supervised student provides occupational therapy services to individuals who are clients in clinical and/or community based treatment settings. The student develops the clinical knowledge, skills, and professional behaviors that are essential for the provision of entry-level occupational therapy services to clients with various occupational performance deficits.

### **PHILOSOPHICAL BASE OF THE PROGRAM**

The philosophy of the Professional Occupational Therapy Program at Eastern Washington University includes three foundations: (1) all human beings have intrinsic dignity and worth; (2) occupation is a basic human need; and (3) life-long learning is crucial for effective occupational therapy education and practice.

Each human being has intrinsic dignity and worth. Regardless of health status, disability, age culture or social condition, each being has the right to participate in meaningful and purposeful occupations contributing to life satisfaction. Human beings also possesses the potential for change. Individuals who are at risk, are recovering from illness or disease, or are experiencing a disability all have the ability to adapt to participate more fully in life.

As an important determinant of health and well-being, occupation brings meaning, purpose, choice and satisfaction to individuals depending on their life phase, culture and social experience's. Occupation serves to organize a person's time and behavior in daily life. An individual's performance of occupation is influenced by the environment, context and situations surrounding the individual. The dynamic relationship between individuals, their environments, and occupations facilitates occupational performance. A change to any one of these three components may result in change of an individual's occupational performance, thus occupational therapy practitioners intervene with one of these components.

Continuous learning is crucial for effective occupational therapy education and practice. The learning environments offered are variable and diverse culminating in mentoring from occupational therapy practitioners in the community in order that students may acquire entry level competencies and professional behaviors.





## SCHEDULE OF COURSES IN OCCUPATIONAL THERAPY MASTERS PROGRAM

YEAR ONE	Courses	Semester Credits
<i>Summer (8-week session)</i>		<i>8 credits</i>
OCTH 501s	Applied Anatomy for Occupational Therapy	(4)
OCTH 502s	Clinical Kinesiology & Biomechanics	(3)
OCTH 505s	Impact of Human Disease on Occupational Performance (online)	(1)
<b>Fall (16-week session)</b>		<b>15 credits</b>
OCTH 503s	Applied Neurology for Occupational Therapy	(3)
OCTH 504s	Occupational Therapy Theory & Foundations	(4)
OCTH 506s	Practice Skills & Ethics	(1)
OCTH 507s	Analysis of Occupational Performance	(1)
OCTH 520s	Principles of Evidence Based Practice	(1)
OCTH 531s	Occupational Performance and Adults	(4)
OCTH 595s	Clinical Fieldwork Level I (Physical Disabilities)	(1)
<b>Spring (16-week session)</b>		<b>13-14 credits</b>
OCTH 508s	Occupational Synthesis	(3)
OCTH 510s	Group Process	(3)
OCTH 515s	Inter-professional and Cross-cultural Learning for Occupational Therapy	(1-2)
OCTH 522s	Research Methods in Occupational Therapy	(3)
OCTH 523s	Assessment and Evaluation of Occupational Performance	(3)

YEAR TWO	Courses	Semester Credits
<b>Fall (16-week session)</b>		<b>16 credits</b>
OCTH 530s	Occupational Performance & Mental Health	(4)
OCTH 540s	Health, Wellness and Occupational Performance	(3)
OCTH 541s	Technologies for Enabling Occupational Performance	(2)
OCTH 542s	Leadership in Enabling Occupation in Diverse Settings	(4)
OCTH 595s	Clinical Fieldwork Level I (Mental Health)	(1)
OCTH 601s	Professional Project I	(2)
<b>Spring (16-week session)</b>		<b>13 credits</b>
OCTH 512s	Fieldwork Seminar	(2)
OCTH 532s	Occupational Performance in Children and Adolescents	(4)
OCTH 533s	Occupational Performance and Older Adults	(3)
OCTH 595s	Clinical Fieldwork Level I (Pediatrics)	(1)
OCTH 602s	Professional Project II	(3)

YEAR THREE	Courses	Semester Credits
<b>Summer and Fall (Two 12-week sessions)</b>		<b>16 credits</b>
OCTH 695s	Clinical Fieldwork Level II	(16)
<ol style="list-style-type: none"> <li>1. Must be completed within 24 months of successful completion of academic coursework.</li> <li>2. Must be taken for a minimum of 6 months.</li> <li>3. Student must register for a total of 16 credits of OCTH 695S over two semesters (typically Summer and Fall of the last year)</li> </ol>		



# **FIELDWORK PERSONNEL ROLES AND RESPONSIBILTIES**



## **ACADEMIC FIELDWORK COORDINATOR RESPONSIBILITIES**

- Collaborate with either the student coordinator or the fieldwork educator or manager on the availability of fieldwork opportunities at their facilities.
- Assess and develop an appropriate match between the student and the facility.
- Assign students appropriate fieldwork placements, confirming assignments in writing with the coordinator, manager or educator.
- Represent the university in the facilitation of written contracts with all fieldwork sites.
- Assure that all needed contractual documents are accurate, signed and current.
- Update and maintain current data and information of the placement sites via the Fieldwork Data Form, facility statement of philosophy and site-specific fieldwork objectives.
- Collaborate with the site coordinator, manager, or fieldwork educator on the development of learning objectives and the fieldwork experience.
- Manage the documentation needed for student files related to fieldwork to include time sheets and student evaluations.
- Review fieldwork objectives with students.
- Maintain regular contacts with fieldwork sites and educators to review student progress.
- Assure the fieldwork educator has an understanding of the program's expectations and the proper evaluation tools needed.
- Identify new fieldwork sites to provide adequate choices for generalist practice as well as rural, frontier and emerging practice sites.
- Instruct students in the general health and safety requirements expected by the fieldwork sites.

## **STUDENT MANAGER/COORDINATOR RESPONSIBILITIES**

- Oversight of the management of the fieldwork program for the facility in collaboration with the Academic Fieldwork Coordinators at the University.
- Collaborate with the Academic Fieldwork Coordinator to develop appropriate philosophy and objectives for the fieldwork.
- Provide a written description of the fieldwork site.
- Provide completed / updated AOTA Data Form, Site Specific Objectives to the Academic Fieldwork Coordinator.
- Obtain contractual consent from appropriate facility administrators, reviewing and updating the agreement as necessary.
- Communicate with the university regarding any termination of the contract in writing.
- Coordinate annual scheduling and placement of both Level I and II Fieldwork students.

## **FIELDWORK EDUCATOR RESPONSIBILITIES**

- If the facility does not have a student coordinator, the Fieldwork Educator will also be responsible for the coordination activities listed under the student coordinator role.
- Fieldwork educators responsible for supervising Level II Fieldwork students will meet state and federal regulations governing practice, have a minimum 1 year of practice experience subsequent to initial certification, and be adequately prepared to supervise.
- If supervising in a role-emerging site where there is no on-site occupational therapy practitioner, the fieldwork educator will have three years of practice experience.
- Provide the student with a thorough orientation to the facility and the student expectations at the beginning of the fieldwork experience.
- Provide supervision for patient/client care provided by the student in accordance with the Washington Occupational Therapy Licensure Code or the licensure code of the state where the fieldwork occurs.
- Meet with the student at least weekly to provide supervision appropriate to the student's abilities.
- Notify the Academic Fieldwork Coordinator immediately if it is assessed that the student is challenged or problems arise that are affecting the successful completion of the fieldwork experience.
- Complete the student evaluations using the evaluations that are authorized by the program (see appendix).
- For a Level II fieldwork experience, send a copy of the midterm to the occupational therapy field office and send the original final evaluation to the field office.

## **STUDENT RESPONSIBILITIES**

- Complete, update and maintain Criminal Background Check, Immunization and vaccination records, Health Insurance Portability and Accountability Act (HIPAA) and CPR training and other requirements of sites assigned.
- Initiate timely contact with the fieldwork educator via email or letter (at least one week in advance of Level I Fieldwork start date and six weeks prior to start date of Level II Fieldwork).
- Notify fieldwork educator and AFWC of current address and phone number.
- Provide any fieldwork forms (as directed by the AFWC) to the fieldwork educator on the first day of fieldwork.
- Comply with all policies and procedures of the Fieldwork placement.
- Fulfill all duties and assignments including completion of learning objectives, special projects identified by the Fieldwork Educator and the AFWC within expected timeframe;
- Actively participate in the supervisory process.
- Proactively communicate any issues or concerns directly to the Fieldwork Educator as they arise.
- In collaboration with the Fieldwork Educator, proactively involve the Academic Fieldwork Coordinator if any issues or concerns continue.

## **MUTUAL RESPONSIBILITIES OF ALL PERSONNEL**

- Collaborate on the development of fieldwork objectives as appropriate.
- Assure the equitability in terms of gender, race, creed, origin, orientation age or disability.
- Collaborate and problem solve as needed related to consequences for inappropriate student behavior, poor work, or health problems that may occur.
- Maintain open communication to facilitate the success of the fieldwork program.
- Collaborate with the student and the Fieldwork Educator in the management of any challenges or problems of a student; developing learning contracts/action plans for change.
- Collaborate with the student, Fieldwork Educator and/or the Student coordinator in the withdrawal or reassignment of a student from the site.





## GENERAL REQUIREMENTS AND POLICIES

### STUDENT CONFIDENTIALITY AND THE RIGHT TO PRIVACY

The Academic Fieldwork Coordinator (AFWC) and Fieldwork Educator (FWE) are ethically bound to “ensure that confidentiality and the right to privacy are respected and maintained regarding all information obtained about students.

Two federal statutes provide guidelines for the sharing of information from students’ academic records--the Health Insurance Portability and Accountability Act (HIPAA; 1996) and the Family Educational Rights and Privacy Act (FERPA; 1974). Specifically, the HIPAA privacy rule requires that an individual provide written permission for others to share his or her protected health information. Thus, to comply with HIPAA regulations, an AFWC may not share information about a student’s health or disability status with a fieldwork site without the student’s written permission.

FERPA protects the privacy of information contained in students’ academic records. Generally, students ages 18 years or older must give permission for academic personnel to share information contained in the students’ academic records. However, FERPA does allow sharing of information without students’ permission between academic officials with legitimate educational interests.

According to FERPA, an educational agency or institution may disclose personally identifiable information from an academic record of a student without the consent required...if the disclosure meets one or more of the following conditions: (a) The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests. (b) a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official. (FERPA, 1974)

Thus, the AFWC and FWE may legally share information contained in students’ academic records (without students’ permission) with those who have legitimate educational interests of the student, including those under contractual agreement with a university (additional information about FERPA can be accessed at [www.ed.gov/policy/gen/guid/fpco/ferpa](http://www.ed.gov/policy/gen/guid/fpco/ferpa)).

The AFWC and FWE must balance the legal boundaries afforded by FERPA with their ethical responsibilities. Before sharing information from a student’s academic records without the student’s permission, the AFWC and FWE need to determine that sharing the information will be in the student’s best interest and support a student’s success in fieldwork.

It is unethical to share information not pertinent to a student’s fieldwork experience that could negatively bias relevant parties toward that student. It is ethical to share only information that is relevant to promoting a student’s successful completion of his or her fieldwork experience and only to those professionals directly involved in the student’s fieldwork experience.

## STUDENT IMMUNIZATIONS AND REQUIRED TRAININGS

Students participating in fieldwork in health care facilities must meet health and safety requirements as noted in the contractual agreement between the university and community facilities. The occupational therapy department is responsible for ensuring the requirements of the facility have been met prior to participation in any clinical experience. The immunization/documentation requirements include the following: measles, mumps; rubella; varicella, tetanus, diphtheria, pertussis (Tdap); hepatitis B (or waiver); annual QT-Gold and annual influenza (or waiver).

### **Students without Immunizations**

The OT

Department informs students of the department's policy related to students without immunizations as follows:

*If a student does not have current immunizations and is electing against immunizations due to personal reasons or religious beliefs, their Level I and II Fieldwork experiences may be significantly compromised, limited or delayed due to most facilities' immunization requirements. The delay of a fieldwork experience will delay completion in the program.*

It is understood that almost all health care facilities require immunizations. Efforts are made to secure sites for students who are not immunized, however there are no guarantees that the placement process will not be disrupted.

### **CPR Certification; Universal Precaution Training, Health Insurance Portability and Accountability Act (HIPAA) Training**

Fieldwork facilities require all students to have a current Healthcare Provider CPR certification, a certificate of training in Universal Precautions and HIPAA training. The Department sponsors three of the required trainings early in the fall semester of the first year in the program. The Health Care Provider CPR training is facilitated by a local community program. The seven hour HIV/AIDS and Universal Precautions is completed through an online course. HIPAA training is facilitated by the Academic Fieldwork Coordinator.

### **Drug and Alcohol Policy And Drug Testing**

The department informs students of the policies related to drug and alcohol. The student handbook states the following: *Facilities that provide fieldwork opportunities require students to comply with their drug and alcohol policies and procedures. The policies and procedures may include but are not limited to requirements prohibiting the use, possession, distribution or sale of drugs, drug paraphernalia or alcohol. Facilities may dismiss students who fail to comply with drug and alcohol policies and procedures. As well some agencies require drug/alcohol testing prior to providing a fieldwork experience. The Occupational Therapy Department will assume the cost of the mandated alcohol or drug testing. The student must submit a receipt tot the department for reimbursement.*

### ***Student Record Documentation through Castlebranch.com***

Documentation of student records including immunizations, required trainings and criminal background checks (CBC) are managed via an electronic site, Castlebranch.com, a service that allows the student to order their own background check and upload immunization records and other documents online. Information collected through Castlebranch.com is secure, tamper-proof, and kept confidential. The results are posted on the Castlebranch.com website and accessible to the student and authorized persons such as site coordinators, managers or fieldwork educators. The student is responsible to maintain annual currency of the records.

### ***Dress Code for Level I and II Fieldwork***

The Program's dress code for Fieldwork Level I and Level II is as follows (Fieldwork sites may be more stringent in which case the student is to follow that site's dress code):

- ❖ Appropriate professional dress is expected as follows throughout each fieldwork experience.
- ❖ Students are expected to have their chest, midriff and buttocks fully covered at all times with no undergarments exposed.
- ❖ Exceptions to professional dress may occur when certain experiences require different attire as specified by the site supervisor.
- ❖ The student will be able to vigorously reach and move without exposing any portion of skin on the midriff, buttocks or chest.
- ❖ Sleeveless tops are permitted as long as underwear is properly covered.
- ❖ Pants should be appropriately loose fitting (no tight fitting jeans, slacks, skirts, shorts, yoga pants, etc.).
- ❖ Clothing should be clean and in good repair.
- ❖ It is permitted to wear casual (e.g. Dockers) but professional pants (no jeans) and shirts/blouses (no T-shirts or slogans) unless otherwise directed by site supervisors.
- ❖ Meticulous personal hygiene is expected and required.
- ❖ Shorts are not permitted.
- ❖ Fingernails need to be appropriately trimmed so as to avoid any skin damage to others.
- ❖ Wear close-toed low heeled shoes unless otherwise instructed. Shoes appropriate to the setting are required unless otherwise specified. Clogs or shoes with heels are not recommended.
- ❖ The wearing of hats, caps, etc. will be at the discretion of the site supervisor. Tattoos on the shoulder and chest area must be completely covered.
- ❖ Jewelry should be appropriate to the setting and pose no risk to student, volunteers, community members or clients. Do not wear loop earrings.
- ❖ Name tags are to be worn at all times during fieldwork.

### **Cell Phone Usage**

Students will follow the policies of the facility related to cell phone usage. However in general, cell phones must be turned off or on vibrate only during fieldwork. Audible noises from cell phones and pagers are disruptive to others in the environment. The student is requested to be sensitive to this and use these devices judiciously.

### **EWU Student Academic Integrity (Misconduct) Policy**

Each student in the Professional Occupational Therapy Program is expected to demonstrate honesty and integrity in fieldwork experiences, and communications. The EWU Student Academic Integrity Policy states, "EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review" (Eastern Washington University 2015-2016 Graduate & Undergraduate Catalog).

### **The Department of Occupational Therapy Academic Integrity Policy states:**

Acts of academic dishonesty and violations of academic integrity will be sanctioned. Violations of academic dishonesty and integrity involve the use of any method or technique enabling you to misrepresent the quality or integrity of any of your university related work and/or program of study. Students found committing academic dishonesty and violations of academic integrity while enrolled in the professional Occupational Therapy Program will be reported to the appropriate university officials. Possible sanctions include a final course grade of zero (0.0) in the course where the violation has occurred.

If at any time during the program a student's behavior indicates or is reported to indicate academic misconduct, the student will be subject to disciplinary sanctions. For a full description of these sanctions and procedures, please read the Student Academic Integrity Policy in the Eastern Washington University 2015-2016 Graduate & Undergraduate Catalog.

The policy can also be found at the following Website:

<http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml>

## **POLICY FOR DISMISSAL FROM A FIELDWORK EXPERIENCE**

It is the expectation that students will successfully complete all clinical experiences. However, should the student experience difficulty leading to the dismissal from the clinical experience; one of the following criteria will be applied:

**Dismissal while Passing:** The student, Fieldwork Educator and coordinator mutually agree that the student is unable to perform to his/her potential due to personality differences or site-specific issues. The student will withdraw from the clinical experience and receive an incomplete. The student will be rescheduled for a new clinical experience when an alternative placement can be arranged.

**Dismissal for Medical Reasons:** If the student experiences a documented medical emergency or illness, a withdrawal or an incomplete for the course will be issued. Completion will occur when the student is medically stable and a clinical experience can be arranged. Other stipulations may apply if a student is absent for a long period of time.

**Dismissal for Criminal Conviction:** Agencies that provide fieldwork/internship opportunities may require students to complete a criminal background check. If students have a disqualifying criminal conviction(s) as set forth in RCW 43.43 and/or if an agency that provides fieldwork/internship opportunities denies access to a student based on criminal history as permitted by RCW 43.43.842, the student may be dismissed from the clinical program.

**Dismissal while Failing:** If the student demonstrates one or more of the following conditions, dismissal from the clinical experience will occur and a failing grade will be recorded.

- Does not meet competencies or expectations.
- Receives a non-satisfactory (failing) at mid-term and final evaluation from the clinical supervisor.
- Fails to officially withdraw.
- Does not attend the clinical experience.
- Threatens the patient's safety or treatment.
- Violates the terms of the contract between the University and facility.

### **Dismissal for Violation of Academic Fieldwork/Internship Drug/ Alcohol Policy:**

As detailed in the Eastern Washington University Academic Fieldwork/Internship Drug and Alcohol Policy, agencies that provide fieldwork/internship opportunities may require students to comply with their Drug and Alcohol Policies and Procedures. Those policies and procedures may include, but are not necessarily limited to, requirements prohibiting the use, possession, distribution or sell of drugs, drug paraphernalia or alcohol. Agencies may dismiss students who fail to comply with drug and alcohol policies and procedures.

Refer to specific Program for Appeals Policy

Refer to University policies for incomplete and withdrawal information

Refer to Student Handbook for Disqualifying Crimes, RCW 43.43 information

Occupational Therapy Code of Ethics - 2015



# **LEVEL I FIELDWORK**





# LEVEL I FIELDWORK REQUIREMENTS

## ***Introduction***

The Occupational Therapy Program's Level I Fieldwork experience is in keeping with the 2018 Standards for the Accredited Educational Program for Occupational Therapy which describes the goal of Level I Fieldwork to be three fold:

- ◆ Level I Fieldwork introduces students to the fieldwork experience.
- ◆ Level I Fieldwork integrates the application of classroom knowledge to the clinical setting.
- ◆ Level I Fieldwork offers opportunities to develop a basic comfort level with clients and an understanding of the needs of clients.

Level I Fieldwork emulates an aspect of Eastern Washington University Occupational Therapy program's mission: *to deliver an academic program which meets a spectrum of educational needs for students in collaboration with community partners, while demonstrating teaching and learning excellence.*

## ***Level I Fieldwork Overview***

The overarching goal of Level I Fieldwork is to introduce students to the fieldwork experience.

Fieldwork is viewed as an integral aspect of the program's curriculum. The Level I Fieldwork experience is facilitated concurrently with three practice courses. This structure enables an application of concepts, knowledge and skills from courses when in the field. Opportunities for client observation, interviews, activity analysis, assessment and the students' intentional use of self within the OT process will occur throughout the Level I Fieldwork process.

Level I Fieldwork emphasizes:

- ❖ Professional behavior
- ❖ Effective communication
- ❖ Understanding of occupation-based practice
- ❖ Commitment to the common good throughout the occupational therapy process.

The adult physical disability and pediatric Level I Fieldwork courses occur over a six week period, one day each week. The mental health Level I Fieldwork course occurs over 10 / four hour days or a combination of half and full days to equal 40 hours. Fieldwork sites encompass a variety of settings in the community allowing for the provision of services to diverse individuals and populations across the lifespan. Qualified personnel provide supervision of students during Level I Fieldwork experiences. In addition to occupational therapy practitioners, supervision may be provided by psychologists, physician assistants, social workers, teachers, nurses and physical therapists.

## ***Level I Fieldwork Objectives***

Eastern Washington University's Occupational Therapy Program identifies general objectives related to communication, work behavior, understanding of occupation-based practice and a commitment to the common good to be met during each Level I Fieldwork experience. Additionally, course instructors identify course-specific Level I Fieldwork objectives and assignments based upon course topics. (see syllabi; OCTH 595)

### ***Scheduling of Level I Fieldwork Experiences***

Level I Fieldwork sites will be located throughout the greater Spokane region and eastern Washington. The Academic Fieldwork Coordinator considers a number of factors including: a) the site's ability to provide appropriate experiences for the course content; b) an appropriate match of the student's learning style and learning needs to the site; and c) a consideration of any unique circumstances of a student.

Students are expected to contact their respective fieldwork sites at least one week prior to the initial, scheduled date of the experience. Additionally, some fieldwork sites may require an on-site student orientation or interview prior to confirming the fieldwork experience.

### ***Attendance***

Except for illness, personal or family emergencies, there are no acceptable reasons for absence from the scheduled fieldwork experience. If the student must be absent due to an illness or an emergency, the student will adhere to the following:

- If an absence is anticipated, the student will report this in advance to the Fieldwork Educator and the Academic Fieldwork Coordinator so that arrangements to make up the time can be made.
- If an absence is sudden in nature the student must contact the Fieldwork Educator and the Academic Fieldwork Coordinator. Messages may be left by voice-mail, text or e-mail. However the student will follow up to insure the message was received.
- The student is responsible for arrangements to make up time lost due to absences. Time made up will be scheduled at the convenience of the site and Fieldwork Educator. The student must inform the Academic Fieldwork Coordinator of confirmed arrangements.
- Punctuality is a professional behavior and of utmost importance to the student's successful performance on the fieldwork experience. If a student is going to be late, s/he must notify the Fieldwork Educator of the expected arrival time.
- Documentation of student attendance will be maintained by the student, approved by the Fieldwork Educator, reviewed by the Academic Fieldwork Educator and placed in the student's academic file.

## ***Assessment of Student Performance for Level I Fieldwork Education***

At the conclusion of the fieldwork experience, the Fieldwork Educator will complete an evaluation of the student's performance in meeting the Level I Fieldwork objectives. AOTA FW competency evaluation(see page)The evaluation is reviewed with the student at the completion of the experience. The Academic Fieldwork Coordinator will be responsible for grading specific assignments to be completed during the fieldwork experience. Completion of the assignments will contribute to the student's overall course grade. All students will complete the document student evaluation of the Level I Fieldwork and will review it with site FW educator face-to-face prior to the end of the experience.

Students must pass all Level I Fieldwork placements. If a determination is made by the FWE the student is at risk of not passing OCTH 595 course, the FWE will contact the AFWC in a timely manner.

## ***Student Evaluation of the Level I Fieldwork Experience***

All students must complete an evaluation of the Level I Fieldwork experience prior to the end of the semester in which the experience was scheduled. Each student will be provided with an evaluation form at the beginning of the fieldwork experience. The student must provide the Academic Fieldwork Coordinator with the original copy of the fieldwork evaluation form at the end of the semester. Fieldwork Educators and students may together determine how information from the student's evaluation of the fieldwork experience will be shared at the completion of the fieldwork experience.

## ***Student Self Reflection of the Fieldwork Experience***

Level I Fieldwork is an integral part of the student's learning experience within the curriculum. The development of clinical reasoning skills, interpersonal communication, professional judgment and behaviors, and knowledge and skills for occupation-based practice occur during fieldwork experiences. An important component of learning these skills is reflecting upon fieldwork experiences to gain insight, knowledge, and understanding of one's professional development and socialization. Consequently, during each Level I Fieldwork experience, students will complete an assignment of self-reflection to enhance the learning experiences offered.

## ***Management of Problems Occurring During Level I Fieldwork Placement***

If the student experiences a problem during the fieldwork experience, the student will discuss the issues immediately with the Fieldwork Educator and notify the Academic Fieldwork Coordinator. The goal of the fieldwork education program is to provide students with positive learning experiences. The Fieldwork Educator and Academic Fieldwork Coordinator are available to provide guidance to resolve problems. If further intervention is necessary, the Fieldwork Educator, student and Academic Fieldwork Coordinator will meet to define a plan to resolve the situation. This may involve the development of a learning contract.



**Eastern Washington University**  
**College of Health Science and Public Health**  
**DEPARTMENT OF OCCUPATIONAL THERAPY**

**OCTH 595S Fall Semester (1 credit)**

**Fieldwork I Occupational Performance and Adults Syllabus**

**Class schedule: Wednesdays**

**Instructor: Academic Fieldwork Coordinator**

**COURSE DESCRIPTION**

Level I Fieldwork is integrated within the academic course work at Eastern Washington University. Each course will include a minimum of 40 hours spread over 6 weeks for Level I Fieldwork continuing throughout the duration of the Program. Fieldwork sites encompass a variety of settings in the community allowing for the provision of services to diverse individuals and populations across the lifespan. Qualified personnel provide supervision of students during Level I Fieldwork experiences. In collaboration with occupational therapy practitioners, supervision may be provided by psychologists, physician assistants, social workers, teachers, nurses and physical therapists.

**COURSE GOAL**

The goals of Level I Fieldwork to be three fold:

- Level I Fieldwork introduces students to the fieldwork experience.
- Level I Fieldwork integrates the application of classroom knowledge to the clinical setting.
- Level I Fieldwork offers opportunities to develop a basic comfort level with clients and an understanding of the needs of clients.

**COURSE OBJECTIVES**

Will be measured via Student Performance Evaluation and through integration of knowledge to clinical practice demonstrated through the three course assignments

Upon completion of Level I Fieldwork, the student will be able to:

## **1 COMMUNICATE EFFECTIVELY (SLO #1)**

- Demonstrate the ability to develop rapport with clients.
- Demonstrate the ability to establish and maintain an effective relationship with other professionals by accepting and providing feedback, seeking guidance when needed, following proper channels of communication, and expecting and respecting differences of professional opinion.
- Respect personal space and time of others.
- Work cooperatively in a group situation.
- Apply OT practice framework language when asking questions and reporting information
- Communicate clearly and concisely in writing. Meet the documentation protocol for the fieldwork site, as appropriate.

## **2 DEMONSTRATE PROFESSIONAL WORK BEHAVIOR (SLO #1)**

- Demonstrate punctuality.
- Manage time effectively to accomplish assigned tasks.
- Assume responsibility for own learning by seeking out answers to questions, by asking questions when in doubt, and seeking additional information from resources available.
- Identify the roles and functions of other team members in relation to the clients served.
- Present oneself in a professional manner.

## **3 ARTICULATE AN UNDERSTANDING OF OCCUPATION-BASED PRACTICE (SLO #1)**

- Identify the various roles that an occupational therapist provides or could provide at the assigned fieldwork setting.
- Demonstrate the ability to identify relevant client behaviors through observation of client activities.
- Demonstrate the ability to complete a client interview effectively.
- Observe use of evaluation tools and begin to demonstrate competency with assessment tools if appropriate to the fieldwork setting.
- Utilize clinical reasoning and problem solving to develop client-based intervention goals.
- During one-to-one client interaction or group interaction, demonstrate therapeutic communication (verbal and nonverbal) skills.
- Communicate the profession of occupational therapy to others.

#### **4 DEMONSTRATE A COMMITMENT TO THE COMMON GOOD THAT PROMOTES EFFECTIVE, RESPONSIBLE, AND COMPASSIONATE DELIVERY OF OCCUPATIONAL THERAPY SERVICES. (SLO #1)**

- Demonstrate a positive regard for individuals across the life span.
- Respect the rights and freedoms of all individuals.
- Accept responsibility for own actions.
- Maintain environment in a safe and clean manner.
- Adhere to all safety procedures and client precautions.
- Identify the impact of the client's cultural background, belief systems, and socioeconomic situation on the treatment process.
- Adhere to facility policy and procedure regarding professional presentation and behavior.
- Adhere to professional Code of Ethics.

#### **TEACHING/LEARNING EXPERIENCE AND TEACHING STRATEGIES**

Learning opportunities will be provided through a variety of teaching methods including community clinical experiences, self-directed learning, lecture, interactive discussions, self-reflection, and faculty mentoring.

#### **PROFESSIONAL DEVELOPMENT**

This class is designed to offer learning opportunities to students to enhance their communication, professional work behavior, awareness and understanding of community based occupational therapy practices and intra/interdisciplinary team function.

#### **ATTENDANCE**

Except for illness, personal or family emergencies, there are no acceptable reasons for absence from the scheduled fieldwork experience. If the student must be absent due to an illness or an emergency, the student will adhere to the following:

- If an absence is anticipated, the student will report this in advance to the Fieldwork Educator and the Academic Fieldwork Coordinator so that arrangements to make up the time can be made.
- If an absence is sudden in nature the student must contact the Fieldwork Educator and the Academic Fieldwork Coordinator. Messages may be left by voice-mail, text or e-mail. However the student will follow up to insure the message was received.
- The student is responsible for arrangements to make up time lost due to absences. Time made up will be scheduled at the convenience of the site and

Fieldwork Educator. The student must inform the Academic Fieldwork Coordinator of confirm arrangements.

- Punctuality is a professional behavior and of utmost importance to the student's successful performance on the fieldwork experience. If a student is going to be late, s/he must notify the Fieldwork Educator of the expected arrival time.
- Documentation of student attendance will be maintained by the student, approved by the Fieldwork Educator, reviewed by the Academic Fieldwork Educator and placed in the student's academic file.

## **ADA STATEMENT**

Eastern Washington University is committed to providing support for students with disabilities. If you are a student with physical, learning, emotional, or psychological disabilities needing an accommodation, you are encouraged to stop by Disability Support Services (DSS), TAW 124 and speak with Kevin Hills, the Manager DSS or call 509-359-6871.

## **ACADEMIC INTEGRITY POLICY**

Any question of Academic Integrity will be handled as stated in the EWU Academic Integrity Policy. This policy is on the EWU web site. Violations will result in a course grade of X.X.

## **LATE ASSIGNMENT POLICY**

All course requirements must be completed in accordance with the established timeline. If all requirements are not completed by that time, the grade will be submitted as an *incomplete* (X) for the course. All requirements must then be completed by the end of the next quarter to receive a *pass* grade for the course. Please contact the instructor if you experience unusual circumstances delaying your timely completion of the assignment.

## **REQUIRED TEXTS**

There are no required texts for this course.

## **COURSE SCHEDULE**

The schedule for this course will be individually based. One day per week during the semester will be reserved for FW1 experiences. FW1 experiences may also be scheduled at other open times.



**Eastern Washington University**  
**College of Health Science and Public Health**  
**DEPARTMENT OF OCCUPATIONAL THERAPY**  
**OCTH 595S Fall Semester (1 credit)**

**Fieldwork I Occupational Performance and Mental Health Syllabus**

**COURSE DESCRIPTION**

Level I Fieldwork is an integrated course within the academic course work in the Occupational Therapy program at Eastern Washington University. This course will include a minimum of 36 hours of engagement in a mental health setting during the fall semester of the second year. Fieldwork sites encompass a variety of settings in the community allowing for the provision of services to diverse individuals and populations related to mental health issues. Qualified personnel provide supervision of students during Level I Fieldwork experiences. In addition to occupational therapy practitioners, supervision may be provided by psychologists, counselors, nurses, social workers and psychiatrists.

**COURSE GOALS**

The goals of Level I Fieldwork to be three fold:

- Level I Fieldwork integrates the application of classroom knowledge from OCTH 530 to the clinical setting.
- Level I Fieldwork offers opportunities to develop an increased comfort and knowledge level with clients with behavioral health issues, both mental illness and substance use disorders and an understanding of the needs of clients.
- Level I fieldwork offers opportunities to address issues of personal bias, work with a team of professionals in the behavioral health practice area and increase understanding of the role of Occupational therapy in behavioral health settings

## **COURSE OBJECTIVES**

Upon completion of Level I Fieldwork, the student will be able to:

### Cognitive Domain

1. Describe the common medications used in the clinical setting and recognize the impact of medications on occupational performance.
2. Discuss the types of groups used for intervention with clients with mental illness and/or substance use disorders.
3. Differentiate between the major mental disorders and substance use disorders as well as describe the signs and symptoms of the disorders.
4. Discuss examples of recovery from mental illness/substance dependence and the impact of stigma upon the person in the recovery process.

### Affective Domain

1. Demonstrate an understanding, unconditional positive regard, and empathy toward individuals with mental illness and their families.
2. Relate effectively with clients, team members and supervisors in the mental health practice setting using interactional skills such as open-ended questions, reflective listening, affirmations, and summarizing and other techniques associated with the motivational interviewing style.
3. Utilize interpersonal reasoning applying the intentional relationship model appropriate for the context.

### Performance Domain

1. Demonstrate professional behaviors in the mental health setting.
2. Participate actively in the programs of the facility.
3. Demonstrate clear, concise oral and written communication.
4. Plan and implement either an activity, a group experience, or an in-service for staff (employees) and communicate this experience.
5. Maintain a journal record of insights, observations, reactions and feelings regarding experiences during Level I Fieldwork. One final summary submitted at the end of the semester
6. Demonstrate appropriate modes and traits during Level 1 Fieldwork.
7. Identify personal biases held re: mental illness/substance abuse and personal insights reactions and feelings regarding experiences in fieldwork 1.
8. Adhere to professional code of ethics within the profession of occupational therapy
9. Communicate the profession of occupational therapy to others
10. Participate in the development and presentation of a poster from the fieldwork experience as a final project for the course

## **CLASS POLICIES/PROFESSIONAL BEHAVIOR**

The class adheres to the policies, rules and regulations of Eastern Washington University found in the EWU Graduate Undergraduate Catalog as well as those put forth in the OT Department Student Handbook. Additionally, students will be expected to adhere to the professional behaviors, conduct and other policies outlined in the OT Department Student Handbook.

### **ATTENDANCE**

Except for illness, personal or family emergencies, there are no acceptable reasons for absence from the scheduled fieldwork experience. If the student must be absent due to an illness or an emergency, the student will adhere to the following:

- If an absence is anticipated, the student will report this in advance to the Fieldwork Educator and the Academic Fieldwork Coordinator so that arrangements to make up the time can be made.
- If an absence is sudden in nature the student must contact the Fieldwork Educator and the Academic Fieldwork Coordinator. Leave messages by voice-mail, text or e-mail. The student is responsible to follow up to insure the message was received.
- The student is responsible for arrangements to make up time lost due to absences. Time made up must be scheduled at the convenience of the site and Fieldwork Educator. The student must inform the Academic Fieldwork Coordinator of confirmed arrangements.
- Punctuality is a professional behavior and of utmost importance to the student's successful performance on the fieldwork experience. If a student is going to be late, the student must notify the Fieldwork Educator of the expected arrival time.
- Documentation of student attendance will be maintained by the student, approved by the Fieldwork Educator, reviewed by the Academic Fieldwork Coordinator and placed in the student's academic file.

### **ADA STATEMENT**

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## **ACADEMIC INTEGRITY POLICY**

Any question of Academic Integrity will be managed as stated in the EWU Academic Integrity Policy. This policy is on the EWU web site. Violations will result in a course grade of X.X.

## **ASSIGNMENTS AND GRADING**

The following documents must be completed in order to receive a *pass (P)* for the course:

The student will:

- Attend class sessions as scheduled and actively participate in discussions. The student will participate in an in-class research session and class presentation of research.
- Attend all scheduled fieldwork days and actively participate in fieldwork
- Return the completed time sheet.
- Return the completed evaluation of the site.
- Return the completed evaluation by the Fieldwork Educator.
- Actively develop and participate in the poster presentation from the Fieldwork experience during finals week scheduled poster presentations.
- Submit one summarizing journal entry at the end of the fieldwork experience

## **LATE ASSIGNMENT POLICY**

All course requirements must be completed in accordance with the established timeline. If all requirements are not completed by that time, the grade will be submitted as an *incomplete (X)* for the course. All requirements must then be completed by the end of the next semester to receive a *pass* grade for the course. Please contact the instructor if you experience unusual circumstances delaying your timely completion of the assignment.

## **COURSE SCHEDULE**

The schedule for this course is based upon a one day per week schedule in which each Wednesdays during the semester is reserved for FW1 experiences. FW1 could be scheduled at other available times if this enables a more effective fieldwork experience. Any alterations in scheduling must be developed in collaboration with the course instructor and the fieldwork educator at the site. The first several weeks of the course will include in classroom discussions and presentations.

**Eastern Washington University**  
**College of Health Science and Public Health**  
**DEPARTMENT OF OCCUPATIONAL THERAPY**  
**OCTH 595S Spring Semester (1 credit)**

**Fieldwork I Occupational Performance in Children and Adolescents Syllabus**

**Class schedule: Wednesdays**

**Instructor: Academic Fieldwork Coordinator**

**COURSE DESCRIPTION**

Level I Fieldwork is integrated within the academic course work at Eastern Washington University. Each course will include a minimum of 40 hours spread over 6 weeks for Level I Fieldwork continuing throughout the duration of the Program. Fieldwork sites encompass a variety of settings in the community allowing for the provision of services to diverse individuals and populations across the lifespan. Qualified personnel provide supervision of students during Level I Fieldwork experiences. In addition to occupational therapy practitioners, supervision may be provided by psychologists, physician assistants, social workers, teachers, nurses and physical therapists.

**COURSE GOAL**

The goals of Level I Fieldwork to be three fold:

- Level I Fieldwork introduces students to the fieldwork experience.
- Level I Fieldwork integrates the application of classroom knowledge to the clinical setting.
- Level I Fieldwork offers opportunities to develop a basic comfort level with clients and an understanding of the needs of clients.

## **COURSE OBJECTIVES**

Will be measured via Student Performance Evaluation and through integration of knowledge to clinical practice demonstrated through the three course assignments

Upon completion of Level I Fieldwork, the student will be able to:

### **1 COMMUNICATE EFFECTIVELY (SLO #1)**

- Demonstrate the ability to develop rapport with clients.
- Demonstrate the ability to establish and maintain an effective relationship with other professionals by accepting and providing feedback, seeking guidance when needed, following proper channels of communication, and expecting and respecting differences of professional opinion.
- Respect personal space and time of others.
- Work cooperatively in a group situation.
- Apply OT practice framework language when asking questions and reporting information.
- Communicate clearly and concisely in writing. Meet the documentation protocol for the fieldwork site, as appropriate.

### **2 DEMONSTRATE PROFESSIONAL WORK BEHAVIOR (SLO #1)**

- Demonstrate punctuality.
- Manage time effectively to accomplish assigned tasks.
- Assume responsibility for own learning by seeking out answers to questions, by asking questions when in doubt, and seeking additional information from resources available.
- Identify the roles and functions of other team members in relation to the clients served.
- Present oneself in a professional manner.

### **3 ARTICULATE AN UNDERSTANDING OF OCCUPATION-BASED PRACTICE (SLO #1)**

- Identify the various roles that an occupational therapist provides or could provide at the assigned fieldwork setting.
- Demonstrate the ability to identify relevant client behaviors through observation of client activities.
- Demonstrate the ability to complete a client interview effectively.

- Observe use of evaluation tools and begin to demonstrate competency with assessment tools if appropriate to the fieldwork setting.
- Utilize clinical reasoning and problem solving to develop client-based intervention goals.
- During one-to-one client interaction or group interaction, demonstrate therapeutic communication (verbal and nonverbal) skills.
- Communicate the profession of occupational therapy to others.

#### **4 DEMONSTRATE A COMMITMENT TO THE COMMON GOOD THAT PROMOTES EFFECTIVE, RESPONSIBLE, AND COMPASSIONATE DELIVERY OF OCCUPATIONAL THERAPY SERVICES. (SLO #1)**

- Demonstrate a positive regard for individuals across the life span.
- Respect the rights and freedoms of all individuals.
- Accept responsibility for own actions.
- Maintain environment in a safe and clean manner.
- Adhere to all safety procedures and client precautions.
- Identify the impact of the client's cultural background, belief systems, and socioeconomic situation on the treatment process.
- Adhere to facility policy and procedure regarding professional presentation and behavior
- Adhere to professional Code of Ethics.

#### **TEACHING/LEARNING EXPERIENCE AND TEACHING STRATEGIES**

Learning opportunities will be provided through a variety of teaching methods including community clinical experiences, self-directed learning, lecture, interactive discussions, self-reflection, and faculty mentoring.

#### **PROFESSIONAL DEVELOPMENT**

This class is designed to offer learning opportunities to students to enhance their communication, professional work behavior, awareness and understanding of community based occupational therapy practices and intra/interdisciplinary team function.

## **ATTENDANCE**

Except for illness, personal or family emergencies, there are no acceptable reasons for absence from the scheduled fieldwork experience. If the student must be absent due to an illness or an emergency, the student will adhere to the following:

- If an absence is anticipated, the student will report this in advance to the Fieldwork Educator and the Academic Fieldwork Coordinator so that arrangements to make up the time can be made.
- If an absence is sudden in nature the student must contact the Fieldwork Educator and the Academic Fieldwork Coordinator. Messages may be left by voice-mail, text or e-mail. However the student will follow up to insure the message was received.
- The student is responsible for arrangements to make up time lost due to absences. Time made up will be scheduled at the convenience of the site and Fieldwork Educator. The student must inform the Academic Fieldwork Coordinator of confirm arrangements.
- Punctuality is a professional behavior and of utmost importance to the student's successful performance on the fieldwork experience. If a student is going to be late, s/he must notify the Fieldwork Educator of the expected arrival time.
- Documentation of student attendance will be maintained by the student, approved by the Fieldwork Educator, reviewed by the Academic Fieldwork Educator and placed in the student's academic file.

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## **ACADEMIC INTEGRITY POLICY**

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## **LATE ASSIGNMENT POLICY**

All course requirements must be completed in accordance with the established timeline. If all requirements are not completed by that time, the grade will be submitted as an *incomplete* (X) for the course. All requirements must then be completed by the end of



the next quarter to receive a *pass* grade for the course. Please contact the instructor if you experience unusual circumstances delaying your timely completion of the assignment.

### **REQUIRED TEXTS**

There are no required texts for this course.

### **COURSE SCHEDULE**

The schedule for this course will be individually based. One day per week during the semester will be reserved for FW1 experiences. FW1 experiences may also be scheduled at other open times.



# **LEVEL II FIELDWORK**



# LEVEL II FIELDWORK REQUIREMENTS

## **Overview**

Level II Fieldwork is an integral component of the Eastern Washington University Occupational Therapy program's curriculum. The Occupational Therapy Program's Level II Fieldwork experience is in keeping with the 2011 Standards for the Accredited Educational Program for Occupational Therapy.

The standards states, *"The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. It is designed to promote clinical reasoning and reflective practice, to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance. Through the fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context."*

Students in Eastern Washington University's occupational therapy program complete two full time 12 week (480 hours) experiences in the delivery of occupational therapy services with exposure to a variety of persons across the lifespan in variable settings. The focus of practice is client centered, strengths and occupation based. Students have opportunities as well in experiences in administration and management of services. Fieldwork sites encompass a variety of settings to allow the student a wide range of choices to individualize their preferences for a particular practice setting. Qualified occupational therapists with a minimum of one year of experience post certification and licensure provide supervision. If the student is in a role-emerging (non-traditional) practice area there is a minimum of 8 hours per week of direct supervision by a qualified licensed occupational therapist with three years of experience. The contracts management department at Eastern Washington University in collaboration with the occupational therapy department will maintain current contractual agreements and comply with all site requirements.

Level II Fieldwork emulates an aspect of Eastern Washington University Occupational Therapy program's mission: *to deliver an academic program which meets a spectrum of educational needs for students in collaboration with community partners, while demonstrating teaching and learning excellence.*

## **Level II Fieldwork Objectives**

The emphasis of Level II Fieldwork is to further develop student's skills in professional behaviors, communication and occupation-based practice. The overall objective is to enable the student to function as an entry level occupational therapist with competencies in occupation based practice that will enable the graduate to provide occupational therapy services in health care, human service systems, community settings and emerging areas of practice.

## **Site Selection and Scheduling Process**

Level II Fieldwork is located throughout the United States, however, the majority of sites are in the northwest. In conjunction with the Occupational Therapy Department's mission, the program highly encourages rural, frontier, and emerging practice Level II Fieldwork placements in the Pacific and Inland Northwest. In keeping with this mission, students may be required to complete one Level II Fieldwork experience outside the Spokane/Coeur D'Alene region in a rural, frontier, or emerging practice site.

- ◆ Specific obligations that preclude a student from leaving the area need to be discussed with and approved by the Academic Fieldwork Coordinator. (Typical obligations may include situations such as, a working spouse, family residency in Spokane or home ownership.

Level II Fieldwork sites will be selected based upon the student's prioritized list of geographic areas and practice areas. Every effort will be made to provide the student with a least one of the top three selected geographic or practice areas, however, this is not guaranteed. It is expected that the student will collaborate with the fieldwork office to find a good match.

- ◆ Level II Fieldwork placements will not be made based upon the convenience of the student.
  - The site selection process occurs in the spring semester of the first year.
  - The Academic Fieldwork Coordinators meet with the student to explain the process.
  - Time is allotted for students and the Academic Fieldwork Coordinators to meet individually to discuss the student's interests, options and selections. The best fit possible is the goal.
  - Once the student has made their prioritized selections of target population and geographic location, the field office facilitates a matching process with those sites that have indicated a willingness to host a student for the upcoming academic calendar year.
  - When a site has been located that is considered an appropriate match, the student, site and AFWC will all sign a confirmation form (see appendix).
  - A copy of this form is given to the student.
  - Signature of the student indicates a good faith agreement to commit to the site for Level II Fieldwork.
  - The confirmation form is sent to the selected site for signature and verification that the site Fieldwork educator assigned to the student has been a licensed therapist for 1 year or more.

### ***Miscellaneous Requirements for Site Preparation***

An email communicating with the fieldwork site is completed via a fieldwork seminar course in spring semester of the second year and sent to the student coordinator and/or the Fieldwork Educator 45 days prior to the beginning of each fieldwork experience. The email includes the student's resume, an introduction of the student, a list of questions the student has about the site in preparation for the fieldwork experience and a number of individualized learning objectives the student has defined.

Facilities that provide fieldwork/internship opportunities require students to comply with their Policies and Procedures, which may include drug/alcohol tests, criminal background checks, TB tests, etc.

- ❖ EWU does not mandate and is not responsible for payment or administration of criminal background checks, titers or immunizations, etc. The student is responsible for payment of required tests/checks.
- ❖ Sites that provide fieldwork/internship opportunities may dismiss students who have a positive drug test, criminal backgrounds, or incomplete TB tests, etc.
- ❖ Any students not registering or adhering to the requirements for Level II Fieldwork will be subject to cancellation of their fieldwork.

### ***Time Requirements***

All Level II Fieldwork experiences are 40 hours in duration per week for a total of 480 hours.

- There may be some sites in which the full time equivalency of the Fieldwork Educator is less than a 40 hour work week. If this is the case, a portion of the fieldwork experience may be spent on

special projects related to the practice site and directed by the Fieldwork Educator or to meet the time requirement there may be two supervisors involved in the supervision of the student.

- Any arrangements for an altered work week or multiple site supervisors will be made by the Academic Fieldwork Coordinator in collaboration with the student coordinator of Fieldwork Educator prior to the beginning of an experience.

### **Attendance**

- Except for illness, personal or family emergencies, there are no acceptable reasons for absence from the scheduled fieldwork experience. If the student must be absent due to an illness or an emergency, the student will adhere to the following:
  - If an absence is anticipated, the student will report this in advance to the Fieldwork Educator so that arrangements to make up the time can be made. Students are given a maximum of 3 days for emergencies or illness during their scheduled time in fieldwork. The coordination of this occurs between the student and the Fieldwork Educator.
  - If an absence is sudden in nature the student must contact the Fieldwork Educator. Messages may be left by voice-mail, text or e-mail. The student will follow up to insure the message was received and communicate with the Fieldwork Educator regarding the absence.
  - The student is responsible for arrangements to make up time lost due to absences beyond the allotted 3 days. Time made up will be scheduled at the convenience of the site and Fieldwork Educator.
  - Punctuality is a professional behavior and of utmost importance to the student's successful performance on the fieldwork experience. If a student is going to be late, s/he must notify the Fieldwork Educator of the expected arrival time.

### **Student Self Reflection of the Fieldwork Experience**

Level II Fieldwork is an integral part of the student's learning experience within the curriculum. The development of clinical reasoning skills, interpersonal communication, professional judgment and behaviors, and knowledge and skills for occupation-based practice occur during fieldwork experiences. An important component of learning these skills is reflecting upon fieldwork experiences to gain insight, knowledge, and understanding of one's professional development. Consequently, students will complete assignments for self-reflection to enhance the learning experiences offered. The assignment will be posted on CANVAS. *There will be 3 required posting throughout each Level II experience. (See syllabus for specific assignment).*

### **Communication with the Academic Fieldwork Coordinators and Students**

The AFWC will either make a face to face visit to the site of the student or arrange a telephone conference call with the student and the Fieldwork Educator during the fieldwork experience. The agenda of the meeting is to: a) assess the student's progress; b) be available for questions; c) problem solve any potential challenges or problems, d) assess the needs of the students and Fieldwork Educator; e) evaluate the academic preparation of the student in relationship to the expectations of the site; and f) any other concerns that may arise.

### **Management of Problems Occurring During Level II Fieldwork Placement**

If the student experiences a problem during the fieldwork experience, the student needs to discuss the issues immediately with the Fieldwork Educator and notify the Academic Fieldwork Coordinator. The goal

of the fieldwork education program is to provide students with positive learning experiences. The Fieldwork Educator and Academic Fieldwork Coordinator are available to provide guidance to resolve problems. If further intervention is necessary, the following will occur:

- Fieldwork Educator, student and Academic Fieldwork Coordinator will meet to assess more specifically what the concerns are (other facility personnel as indicated such as DOR, therapists).
- All will collaboratively develop a learning contract to resolve the situation.
- The learning contract will be developed in writing with goals for change and specific timelines for reassessment.
- The Academic Fieldwork Coordinator will be available for consultation with the Fieldwork Educator and student.
- If the problems encountered by the student continue, the fieldwork educator and AFWC will determine the need for continuation of a learning contract.

If the student is unable to pass the designated learning criteria for the fieldwork experience, the Level II Fieldwork experience must be repeated or there be a review of the dismissal policy.

- Refer to the Policy for Dismissal

### ***Assessment of Student Performance for Level II Fieldwork Education***

At midterm (week 6) and at the conclusion of the fieldwork experience (week 12), the Fieldwork Educator and the student will together complete an evaluation of the student's performance in meeting the Level II Fieldwork objectives utilizing the *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student*. The midterm will be copied and mailed or scanned or faxed to the field office. The final evaluation and the Student Evaluation of the Fieldwork will be mailed hard copy.

The midterm evaluation is an opportunity for the student to understand the areas that are in need of improvement and would be the area of specific focus in the following 6 weeks. The student must obtain a passing score of 122 points and above on the evaluation in order to successfully complete fieldwork.

### ***Student Evaluation of the Level II Fieldwork Experience***

All students will complete an evaluation of the Level II Fieldwork experience prior to the end of the experience. Each student will be provided with an evaluation form in the spring semester in OCTH 512 Fieldwork Seminar. The student must provide the Academic Fieldwork Coordinator with the original copy of the fieldwork evaluation form. Fieldwork Educators and students may together determine how information from the student's evaluation of the fieldwork experience will be shared at the completion of the fieldwork experience.



**Eastern Washington University**  
**College of Health Science and Public Health**  
**DEPARTMENT OF OCCUPATIONAL THERAPY**  
**OCTH 695S (8 credits)**  
**Fieldwork Level II Education (FWII) Syllabus**

**Semesters:** Summer/Fall or Fall/Winter (after completion of all academic requirements of the program)

**Location:** Assigned site approved by Academic Fieldwork Coordinator

**Time:** 40 hours/wk. Schedule assigned by Fieldwork Educator supervisor (may include holidays and weekends and/or 10 hour shifts).

### **Course Description**

OCTH 695S, Occupational Therapy Fieldwork Level II Education (FWII) is a full time (40 hours per week for six months) advanced internship experience at a clinical and/or community site in which treatment of persons of all ages with physical dysfunction, behavioral and/or mental health disorders affecting occupational performance occurs. The student must complete two semesters (24 weeks or 960 hours) of Fieldwork Level II. The student may elect to enroll in one or two additional semesters for further experience in an area of special interest, however this is not a requirement. Upon successful completion of the required Fieldwork Level II experience, the student will demonstrate an entry-level practitioner's clinical knowledge, skills, and professional behaviors, and will receive their Master of Occupational Therapy Degree.

### **Relationship to the Curriculum**

The Fieldwork Level II educational experience immediately follows the prerequisite academic coursework. The FWII experience provides the final preparation of the student in skills of the entry-level occupational therapy practitioner. During the FW II experience, the supervised student provides occupational therapy services to individuals who are clients in clinical and/or community based treatment settings. The student develops the clinical knowledge, skills, and professional behaviors that are essential for the provision of entry-level occupational therapy services to clients with various occupational performance deficits.

After successful completion of all coursework and FW II requirements, the student will be granted the Master in Occupational Therapy (MOT degree). Upon achievement of

the MOT, graduates will be eligible to sit for the National Certification Examination administered by the National Board for Certification in Occupational Therapy (NBCOT).

### **Course Goal**

The overall course goal of OCH 695S, Occupational Therapy Fieldwork Level II Education is to provide the learner with an extended, advanced supervised experience in the provision of entry-level occupational therapy services. The primary purposes of FW II is for the student to (1) gain extended experience in an acute care, rehabilitation, pediatric, mental health and/or community based practice setting;(2) demonstrate entry-level professional behaviors; (3) demonstrate competence in entry-level practitioner clinical knowledge and skills.

### **General Fieldwork Level II Objectives**

Upon completion of Level II Fieldwork, the student will be able to function as an entry level occupational therapist with competencies in occupation based practice that will enable the graduate to provide occupational therapy services in health care, human service systems, community settings and emerging areas of practice. The objectives identified below follow the AOTA student evaluation measures that are utilized to evaluate the student at the midterm and the completion of the fieldwork experience.

The student will be able to:

- Adhere to AOTA Code of Ethics, site policies, procedures and safety regulations while utilizing sound judgment regarding the safety of self and others.
- Articulate the values/beliefs of the profession; the value of occupation based methods to clients, families, colleagues, services providers and the public.
- Collaborate with and communicate the roles of the occupational therapist/occupational therapy assistance to clients, families, colleagues, providers.
- Articulate a clear and logical rationale for occupational therapy services by data gathering, skilled observation, interview, input from team members, and administration of evaluations, considering the client's specific needs.
- Determine client's occupational profile/performance through selection of relevant screening/assessment methods considering client factors and context. Considers the theoretical underpinnings using evidence based practice.
- Obtain sufficient information from relevant sources prior to/ during the evaluation process. Administer assessments uniformly for validity/reliability; interpret evaluation results to determine client strengths/challenges; while establishing an accurate and appropriate plan.

- Document the results of the evaluation process using objective measurements of performance, reporting results clearly to client, family members, etc., team members.
- Implement relevant, client centered occupation-based interventions; articulate a clear and logical rationale for the intervention process utilizing evidence from published research and relevant resources for informed intervention decisions.
- Demonstrate an ability to create a therapeutic environment, utilizing skills in motivational interviewing to effectively engage the client, choosing occupations that motivate and challenge the client to maximize performance. Respond to change in the client's response or emotional status by adjusting the intervention as necessary.
- Demonstrate an unconditional positive regard for all human beings across the life span regardless of health status, disability, age, culture, or social condition or lifestyle choice as well as persons in rural and frontier settings, underserved areas, communities of diverse people, and individuals with diverse religious/spiritual practices.
- Demonstrate the ability to deliver occupational therapy services in traditional and emerging practice areas for individuals, groups and populations/agencies.
- Demonstrate an ability to identify/ incorporate the impact of the client's cultural background, belief system, socioeconomic situation during evaluation/ intervention.
- Demonstrate the ability to access/use appropriate technology for practice.
- Assess the client's progress toward program goals/objectives with periodic re-evaluations, modification of treatment, and team planning, reviewing progress at regular intervals with key players; discontinuing services when goals achieved or maximized benefit; and/or plan appropriate community follow-up.
- Evaluate the effectiveness of occupational therapy intervention services through outcome evaluation, documenting the client's response to services in a manner that demonstrates the efficacy of interventions.
- Demonstrate an understanding of the implications of occupational therapy treatment costs and reimbursement issues.
- Demonstrate via practice or discussion the ability to assign responsibilities and actively collaborate with occupational therapy assistant and occupational therapy aide.
- Accomplish organizational goals by establishing priorities, strategies for deadlines and work volume.
- Clearly and effectively communicate verbally and nonverbally with clients, families, significant others, colleagues, service providers and the public, using language that is

appropriate to the recipient of information; producing clear, articulate, legible documentation electronically and written.

- Collaborate with supervisor, responding constructively to feedback while taking responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor and other professionals; demonstrating positive interpersonal skills of tact, cooperation and flexibility.
- Demonstrate consistent work behaviors including initiative, preparedness, dependability, time management and work site maintenance.
- Demonstrate continued interest/ participation in life-long learning, assuming responsibility for professional growth required for licensure and competent professional practice
- Contribute to and participate in effective interdisciplinary-transdisciplinary professional and community teams, with the ability to articulate the roles and skills of team members
- Identify and practice the responsibility for self-awareness and self-assessment as it relates to professional performance in the practice of occupational therapy

### **Course Text**

There is no course text. Students will utilize the library and resources acquired during the academic curriculum experience as well as resources obtained in the Level II fieldwork. Students will refer to their orientation materials and the binders produced in OCTH 512S: Fieldwork II Seminar for additional sources.

### **Additional Course Policies, Procedures and Resources**

Students with disabilities requiring reasonable accommodations for learning must initiate contact with Disability Support Services and identify themselves with the course instructor. The Disability Support Services is located on the Cheney campus in the Pence Union Building. The Disability Support Services Contact Information is as follows:

Office phone (509) 359-6261; (TDD), 359-6871 (V); e-mail: pmcdermott@mail.ewu.edu.

This course adheres to the Academic Integrity Policy of EWU and it is important that the students familiarize themselves with the related policies and procedures (see <http://www.ewu.edu/x4319.xml>). "EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports faculty in setting and maintaining standards of academic integrity.

Changes of academic dishonesty are reviewed through a process that allows for student learning and impartial review." (2004 catalog, p. 328)

The class adheres to the policies, rules and regulations of Eastern Washington University found in the EWU Student Handbook.

Students are expected to exhibit professional behaviors necessary for beginning a professional course of study in occupational therapy practice. These behaviors include, but are not limited to: monitoring personal learning and taking steps for remediation when needed, asking for clarification when needed, showing respect for and building positive relationships with instructor and community contacts and striving to fully complete assignments.

### **Evaluation Methods**

OCTH 695S is graded as a pass/no credit. The Fieldwork Educator (FWE) will utilize The AOTA Fieldwork Evaluation for the Occupational Therapist to evaluate each student. In addition to learning activities related to service delivery, the Fieldwork Educator may require the student to complete learning activities such as a written and/or oral case study reports and staff in-service presentations. The student will receive a grade of "pass" (credit) upon satisfactory completion of assignments and satisfactory demonstration of entry-level clinical knowledge, skills, and professional behaviors. The Academic Fieldwork Coordinator in collaboration with the FWE submits the final grade.

### **Fieldwork Site Schedules**

Student's schedules for the FW II experiences are site specific. Each student will undergo an extensive orientation to their placement at which time the appointed Fieldwork Educator will provide details regarding schedules and expectations of the placement.

### **Fieldwork Journal Assignments**

Fieldwork II students will be required to submit 2 journal entries via discussion board and at least 1 responsive discussion board entry, at spaced intervals, during the 12 week Level II fieldwork. The entries are due on the identified schedule at mid during that day or weekend. The purpose is to reflect upon the fieldwork experience. The opportunity to share these thoughtful reflections with peers and fieldwork coordinators, enables others to offer comments, ideas and feedback further encouraging the student to synthesize and integrate concepts and learning from the fieldwork experience.

## **Discussion Entries for Fieldwork II**

### **Discussion Topics Due 5<sup>th</sup> week of fieldwork**

**Transitions in fieldwork:** Briefly describe the site you where you are doing your fieldwork. Briefly describe the most significant experiences in the first four weeks of your Level II fieldwork.

**Assessments and Interventions:** Describe the types of assessments and interventions you are using in your fieldwork and what kind of information you gain from the established assessments?

### **Due 10<sup>th</sup> week of fieldwork**

**Evidence-Based Practice-** share how you have incorporated evidence-based practice into your practice and how the OTs and other professionals use evidence-based practice to guide their practice.

**Psychosocial aspects of OT practice-** Regardless of your practice setting (pediatrics, rehab, acute, mental health, skilled nursing, hand therapy, etc.), describe how you are integrating psychosocial factors into the development of client-centered, meaningful, occupational-based outcomes. How have you observed other OT's addressing psychosocial client issues in traditional psych as well as non-psychosocial settings? What can you as an emerging therapist do to incorporate these aspects into your current care?

**Summarize your self-assessment after 3 months in field.** What knowledge, skill development major learning experiences come to mind. How prepared do you feel to go out into practice if this is your last fieldwork.

**Confidentiality.** *Do not name your site or use names of any people, whether they are your clients, colleagues or supervisor (make up another name). Hold any supervisor issues or personal concerns for specific emails to your assigned fieldwork coordinator. Please respect the confidentiality and sensitivity of your peers who are writing on the discussion board. Be diplomatic about the wording of your responses and about the vulnerability of others sharing any sensitive feelings and thoughts. Be tolerant of differences and recognize our commonalities. Use this opportunity as a place for professional growth.*

# LEVEL I Fieldwork APPENDIX





# OCCUPATIONAL THERAPY CODE OF ETHICS (2015)

## Preamble

The 2015 *Occupational Therapy Code of Ethics* (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighting of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associated members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

## Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

## Principles and Standards of Conduct

The principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

### Beneficence

**Principle 1. Occupational Therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.**

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

### Related Standard of Conduct

#### Occupational Therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.

- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training that are within each practitioner's level of competence and scope of practice.
- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

## **Nonmaleficence**

### **Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.**

*Nonmaleficence* "obligates us to abstain from causing harm to others" (Beauchamp & Childress, 2013, p. 150). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of *due care* "requires that the goals pursued justify the risks that must be imposed to achieve those goals" (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

#### **Occupational therapy personnel shall**

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personnel problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and when necessary report to the appropriate authorities.

- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioners, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client's family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one's own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

## **Autonomy**

### **Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.**

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. However, respecting a person's autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right to hold views, to make choices, and to take actions based on [his or her] values and believes" (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.

- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

## **Justice**

### **Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.**

The Principle of *Justice* related to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should related in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.

- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

## **Veracity**

### **Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.**

Veracity is based on the virtues of truthfulness, candor and honesty. The Principal of *Veracity* refers to comprehensive, accurate and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

## Related Standards of Conduct

### Occupational therapy personnel shall

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
- J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

## Fidelity

### **Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.**

The Principle of *Fidelity* comes from the Latin root *fidelis*, meaning loyal. *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

### **Related Standards of Conduct**

#### **Occupational therapy personnel shall**

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
- I. Respect the practices, competencies, roles and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
- K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.
- L. Refrain from actions that reduce the public's trust in occupational therapy.



- M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

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## Ethics Commission (EC)

- Yvette Hachtel, JD, OTR/L, EC Chair (2013–2014)
- Lea Cheyney Brandt, OTD, MA, OTR/L, EC Chair (2014–2015)
- Ann Moodey Ashe, MHS, OTR/L (2011–2014)
- Joanne Estes, PhD, OTR/L (2012–2015)
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*Adopted by the Representative Assembly 2015AprilC3.*

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## WAC 246-847-160

### Unprofessional conduct or gross incompetency

The following conduct, acts, or conditions constitute unprofessional conduct or gross incompetency for any license holder or applicant if the conduct, acts, or conditions occurred or existed prior to June 11, 1986:

- (1) The commission of any act involving moral turpitude, dishonesty, or corruption relating to the practice of the person's profession, whether the act constitutes a crime or not. If the act constitutes a crime, conviction in a criminal proceeding is not a condition precedent to disciplinary action. Upon such a conviction, however, the judgment and sentence is conclusive evidence at the ensuing disciplinary hearing of the guilt of the license holder or applicant of the crime described in the indictment or information, and of the person's violation of the statute on which it is based. For the purposes of this section, conviction includes all instances in which a plea of guilty or nolo contendere is the basis for the conviction and all proceedings in which the sentence has been deferred or suspended. Nothing in this section abrogates rights guaranteed under chapter [9.96A](#) RCW;
- (2) Misrepresentation or concealment of as material fact in obtaining a license or in reinstatement thereof;
- (3) All advertising which is false, fraudulent, or misleading;
- (4) Incompetence, negligence, or actions in the practice of the profession which result in, or have a significant likelihood of resulting in, harm to the patient or public;
- (5) Suspension, revocation, or restriction of the individual's license to practice the profession by competent authority in any state, federal, or foreign jurisdiction, a certified copy of the order or agreement being conclusive evidence of the revocation, suspension, or restriction;
- (6) The possession, use, addiction to, prescription for use, diversion, or distribution of controlled substances or legend drugs in any way other than for legitimate or therapeutic purposes, or violation of any drug law;
- (7) Violation of any state or federal statute or administrative rule regulating the profession in question, including any statute or rule defining or establishing standards of patient care or professional conduct or practice;
- (8) Failure to cooperate with the disciplining authority by:
  - (a) Not furnishing any papers or documents;
  - (b) Not furnishing in writing a full and complete explanation covering the matter contained in the complaint filed with the disciplining authority; or
  - (c) Not responding to subpoenas issued by the disciplining authority, whether or not the recipient of the subpoena is the accused in the proceeding;
- (9) Failure to comply with an order issued by the disciplining authority;
- (10) Aiding or abetting an unlicensed person to practice when a license is required;
- (11) Willful or repeated violations of rules established by any health agency or authority of the

state or a political subdivision thereof;

(12) Practice beyond the scope of practice as defined by law;

(13) Misrepresentation or fraud in any aspect of the conduct of the business or profession;

(14) Failure to adequately supervise auxiliary staff to the extent that the consumer's health or safety is at risk;

(15) Engaging in a profession involving contact with the public while suffering from a contagious or infectious disease involving serious risk to public health;

(16) Promotion for personal gain of any unnecessary or inefficacious drug, device, treatment, procedure, or service;

(17) Conviction of any gross misdemeanor or felony relating to the practice of the person's profession. For the purposes of this subsection, conviction includes all instances in which a plea of guilty or nolo contendere is the basis for conviction and all proceedings in which the sentence has been deferred or suspended. Nothing in this section abrogates rights guaranteed under chapter [9.96A](#) RCW;

(18) The offering, undertaking, or agreeing to cure or treat disease by a secret method, procedure, treatment, or medicine, or the treating, operating, or prescribing for any health condition by a method, means, or procedure which the licensee refuses to divulge upon demand of the disciplining authority;

(19) Violation of chapter [19.68](#) RCW;

(20) Interference with an investigation or disciplinary proceeding by willful misrepresentation of facts before the disciplining authority or its authorized representative, or by the use of threats or harassment against any patient or witness to prevent them from providing evidence in a disciplinary proceeding or any other legal action;

(21) Any mental or physical condition which results in, or has a significant likelihood of resulting in, an inability to practice with reasonable skill and safety to consumers.

(22) Abuse of a client or patient or sexual contact resulting from abuse of the client-practitioner relationship.

[Statutory Authority: RCW [18.59.130](#). 91-05-027 (Order 112B), recodified as § 246-847-160, filed 2/12/91, effective 3/15/91. Statutory Authority: RCW [18.59.130](#)(2) and [18.130.050](#)(1). 86-17-064 (Order PM 610), § 308-171-300, filed 8/19/86. Statutory Authority: RCW [18.59.130](#)(2) and [18.59.100](#). 85-05-008 (Order PL 513), § 308-171-300, filed 2/11/85.]

**AOTA**  
**LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS**

**Introduction**

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

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

This tool is divided into five sections:

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

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

**Directions**

This tool is to be completed by the identified FWE for the Level 2 experience. The rating scale ranges from

U	<b>Unacceptable</b>	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	<b>Below Standards</b>	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	<b>Meets Standards</b>	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	<b>Exceeds Standards</b>	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.

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

**AOTA**  
**LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS**

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

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

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

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

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

**I. FUNDAMENTALS OF PRACTICE**

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

## II. FOUNDATIONS OF OCCUPATIONAL THERAPY

### THE STUDENT:

U B M E O

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

## III. PROFESSIONAL BEHAVIOR

U B M E O

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

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

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

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



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

<b>THE STUDENT:</b>	<b>U B M E O N/A</b>
<b>1. Contributes to intervention process.</b> Could include preparing clinic area and identifying resources and evidence. COMMENT:	
<b>2. Identifies interventions consistent with client evaluation and goals.</b> COMMENT:	
<b>3. Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified.</b>	
<b>4. Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach.</b> COMMENT:	
<b>5. Administers interventions that are occupation-based and client-centered within guidelines of facility.</b> COMMENT:	
<b>6. Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response.</b> COMMENT:	
<b>7. Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response.</b> COMMENT:	
<b>8. Drafts documentation for intervention using typical procedures used in FW practice setting.</b> COMMENT:	

**Summary:**

**Student Signature**

**Date:**

**FWEd Signature**

**Date:**

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



**DEPARTMENT OF OCCUPATIONAL THERAPY**  
**Easter Washington University**  
*College of Health Sciences and Public Health*  
**Student Evaluation of the Level I Fieldwork Experience**

Fieldwork Coordinator: \_\_\_\_\_ Phone / Email: \_\_\_\_\_

Facility Name: \_\_\_\_\_

Facility Address: \_\_\_\_\_

Fieldwork Educator: \_\_\_\_\_ Email: \_\_\_\_\_

Dates of Fieldwork: \_\_\_\_\_ to \_\_\_\_\_ # of hours completed: \_\_\_\_\_

Type of Fieldwork: \_\_\_\_\_

Age Range of Population:     0-13     13-21     21-55     55-70     70-80     80+

Overall Rating of Your Level I Fieldwork Experience:

1	2	3	4	5
Do not recommend Site				Strongly recommend site

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Overall Rating of Facility as a learning environment:

1	2	3	4	5
Do not recommend Site				Strongly recommend site

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Overall Rating of Supervision / staff meeting your needs as a Level I student:

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

My experience was:

1	2	3	4	5
All Observation		50/50		All Hands On
		Observe/Hands On		

Comments: \_\_\_\_\_  
 \_\_\_\_\_

---

Therapeutic Intervention you observed and/or participated in:

---

---

Assessments you observed and/or participated in:

---

---

What types of groups did you observe?

---

---

Educational experiences I found to be beneficial:

---

---

Educational Resources of value in this fieldwork (people, books, etc.):

---

---

Courses in School which were the most relevant and valuable for this fieldwork:

---

---

Changes I would recommend to EWU fieldwork and/or academic program relative to this Level I Fieldwork Experience:

---

---

Changes I would recommend to this site relative to this Level I FW to enhance the learning experience:

---

---

Recommendations to future Level I FW students assigned to this site (commuting time, preparation, what to ask for, where to eat, etc.)

---

---

We have mutually shared and clarified this evaluation of Level I Fieldwork.

---

Student Name (please print)

---

Fieldwork Educator Name (please print)

---

Signature of Student

---

Date

---

Signature of FW Educator

---

Date





DEPARTMENT OF OCCUPATIONAL THERAPY  
*Eastern Washington University*  
College of Health Science and Public Health

**Level I Fieldwork Time Sheet**

Student's Name: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Fieldwork Site: \_\_\_\_\_

Date	Time In	Time Out	Hours	Supervisor Initials__
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Student Signature: \_\_\_\_\_

Supervisor Signature/ Initials: \_\_\_\_\_





Eastern Washington University  
 College of Health Science and Public Health  
 Department of Occupational Therapy  
**Professional Behaviors Assessment**

*Each student in the Occupational Therapy program is required to complete the Professional Behavior Assessment each semester. The student is expected to demonstrate the defined behaviors identified as important toward gaining professionalism as an occupational therapist. These same behaviors are also expected in both Level I and Level II Fieldwork experiences. The AOTA Level I Fieldwork Competency Evaluation and the AOTA Fieldwork Performance Evaluation for Level II Fieldwork both include behavioral elements that are similar to those behaviors identified in the Professional Behavior Assessment. The student will be evaluated utilizing the defined AOTA document in the fieldwork experience. (The Professional Behavior Assessment is included in the Fieldwork Educator Manual as a reference for FW Educators.)*

**Directions:** At the beginning and mid-term point of each semester, each first and second year occupational therapy student is required to complete a *Professional Behaviors Assessment* form then set a meeting with his/her/their program advisor. At this meeting each student and advisor will review the *Professional Behaviors Assessment* form and discuss the eight areas identified as critical for an occupational therapy student to demonstrate as he/she/they progress into Fieldwork Level II. Both the student and the advisor will indicate current ranking for each of the eight areas. Any area requiring attention will be discussed by both the student and the advisor. Together with the advisor, the student will write one Goal Attainment Scale (G.A.S.) goal (per noted area of concern) to determine clear indicators for performance change. The student will establish guidelines for frequency of any future meetings to support the student’s ability to attain the goal. The student and the advisor will each sign and date the document for the initial session and any subsequent sessions. A copy of the form will be provided to the student with the original retained by the advisor for future meetings. This process will be completed as follows:

**First year students:** (see flow chart below). For each meeting, bring all forms and evidence to support progress.



**Second year students:** Transition from advisor to research mentor as advisor.



**Eight Occupational Therapy Professional Behaviors:** responsibility, competence, communication, integrity, cooperation and teamwork, respect, and initiative. As well, professional appearance is assumed for any public interactions.

**Eastern Washington University-Essential Student Functions:**

- I. Mental/psychological requirements
  - a. Communicating effectively, both verbally and non-verbally, and receiving communication effectively.
  - b. Managing and maintaining control over emotions
  - c. Concentrating on tasks.
  - d. Remembering information and details
  - e. Making appropriate decisions
  - f. Adjusting to changing environments which includes maintaining emotional health and a demeanor suitable for an academic environment.
  
- II. Performance requirements
  - a. Meeting academic/administrative deadlines, completing tasks as assigned
  - b. Attending and participating in classes and required meetings with university faculty and staff.
  - c. Managing stressors associated with studying and, if relevant, residing in a university community.
  
- III. Interpersonal/intrapersonal requirements
  - a. Maintaining organization related to academics, health, and well-being, including appropriate hygiene and dress
  - b. Adhering to university policies, including the student conduct code and academic integrity policies
  - c. Demonstrating appropriate interactions with others including faculty, staff and fellow students
  - d. Self-evaluating, identifying, and articulating needs and being able to identify and utilize resources in order to meet those needs

**Rankings:**

O=Outstanding-grade of 4.0-3.8

E=Exceeds standards-grade of 3.7-3.4

M=Meets standards-3.3-3.1

B=Below standards-3.0-2.8

U=Unacceptable-2.7 or lower

Please place a check mark in the box to indicate the score for each item listed under specific professional behavior. EWU Essential Student Functions are denoted by Roman numeral and alphabet letter within each section below. Calculate the total score then the average performance score for each area.

**Responsibility**

Behavior	Dates & Scores				
	O	E	M	B	U
a. Arrives on time to class. (II a & b); <i>AOTA FW III.1</i>					
b. Notifies instructor if you must be absent from or late to class—per syllabus requirement. (I a) ; <i>AOTA FW III.4</i>					
c. Completes all assignments on time and demonstrate ability to follow directives for assignment requirements. (II a); <i>AOTA FW III.1,2</i>					
d. Proactively seeks clarification, help, or support for assignments in an appropriate timeframe. (I e) <i>AOTA FW III.2,4</i>					
e. Participates in class discussions and activities. (II b) <i>AOTA FW III.3</i>					
<b>Total/Average</b>					

**Goal(s) for Responsibility:**

1. \_\_\_\_\_

2. \_\_\_\_\_

### Competence

Behavior	Dates & Scores				
	O	E	M	B	U
a. Reviews knowledge and skills needed to perform the clinical tasks and skills when out on Fieldwork Level I or community-based experiences. (II a); <i>AOTA FW III.4</i>					
b. Demonstrates awareness of own limitations and asks for help when needed. (I e); <i>AOTA FW III.9,</i>					
c. Demonstrates flexibility and a willing to accept/adapt to changing conditions and assignments. (I e); <i>AOTA FW III.7</i>					
d. Applies problem-solving skills to complex issues and situations. (I f); <i>AOTA FW III.5</i>					
e. Performs all tasks and assignments neatly and accurately. (I c); <i>AOTA FW III.6</i>					
f. Locates evidence to back up concepts, ideas, and statements for assignments, discussions, or possible treatment interventions. (II a); <i>AOTA FW I.2; AOTA FW V.4</i>					
<b>Total/Average</b>					

**Goal(s) for Competence:**

1. \_\_\_\_\_

2. \_\_\_\_\_

### Communication

Behavior	Dates & Scores				
	O	E	M	B	U
a. Uses a tone of voice that communicates professional confidence to peers, professors, and potential clients. (I a) <i>AOTA FW III.10</i>					
b. Shares perceptions and opinions clearly and concisely, using non-judgmental language. (I a) <i>AOTA FW III.11</i>					
c. Use feedback effectively to check listener's understanding (I a); <i>AOTA FW III.9</i>					
d. Establishes appropriate boundaries with peers, instructors, and potential clients. (III c); <i>AOTA FW III.11</i>					
e. Demonstrates appropriate use of technology in class, in Fieldwork or community-based experiences. (III b) <i>AOTA FW III.1</i>					
f. Uses professional language format for all communication including: emails, telephone messages, or face to face contact with other students, faculty, staff, or clients (I a); <i>AOTA FW III.6</i>					
<b>Total/Average</b>					

**Goal(s) for Communication:**

1. \_\_\_\_\_

2. \_\_\_\_\_

### Integrity

Behavior	Dates & Scores				
	O	E	M	B	U
a. Performs duties ethically at all times. (I e); <i>AOTA FW I.1</i>					
b. Respects and maintains confidentiality for in-class work, community-based work, and when on Fieldwork experiences. (I e); <i>AOTA FW I.1</i>					
c. Accepts responsibility for own actions without trying to pass the blame. (III c); <i>AOTA FW III.4</i>					
d. Values and cares for the resources of the school and the facilities associated with the academic program. (III b) <i>AOTA FW I.1</i>					
e. Follows EWU and OT program academic integrity policies and procedures. (III b); <i>AOTA FW I.1</i>					
<b>Total/Average</b>					

**Goal(s) for Integrity:**

1. \_\_\_\_\_
2. \_\_\_\_\_

### Cooperation and Teamwork

Behavior	Dates & Scores				
	O	E	M	B	U
a. Assists in plan for a positive group process. (III c) <i>AOTA FW III.11</i>					
b. Communicates needed information clearly for all group members to complete their portions of the group work. Accept group decisions even when you have a different opinion. (I a); <i>AOTA FW III.7,11</i>					
c. Assumes appropriate share of the work. Offer to do more when necessary. (II a); <i>AOTA FW III.4;11</i>					
d. Uses problem-solving and conflict resolution to solve any challenges or issues related to peer or instructor requests/assignments. (I e); <i>AOTA FW III.5,11</i>					
e. Returns all equipment and supplies to where they belong and in good order so they are available for the next person who needs them. (III b); <i>AOTA FW I.2</i>					
f. Follows time limitations to check out any departmental equipment and resources. (III b); <i>AOTA FW I.2</i>					
<b>Total/Average</b>					

**Goal(s) for Cooperation and Teamwork:**

1. \_\_\_\_\_

2. \_\_\_\_\_

**Respect**

Behavior	Dates & Scores				
	O	E	M	B	U
a. Respects the rights, feelings, and opinions of peers, instructors, and potential clients. (III c); <i>AOTA FW III.10</i>					
b. Provides help, support, or assistance to peers, instructors, or potential clients without prejudice, disrespect, or racism. (III c); <i>AOTA FW III.10</i>					
c. Uses active listening to understand the perspective of peers, instructors, or potential clients. (I a); <i>AOTA FW III.10</i>					
d. Avoids demonstrating personal emotions that might interfere with academic work, peer or instructor interactions, or engagement with potential clients. (I f & II c); <i>AOTA FW III.11</i>					
e. Uses self managing sensory regulation appropriate to needs of classroom, program, community. (I b) <i>AOTA FW III.3,4</i>					
<b>Total/Average</b>					

**Goal(s) for Respect:**

1. \_\_\_\_\_
2. \_\_\_\_\_



**Initiative**

Behavior	Dates				
	O	E	M	B	U
a. Start projects, activities, assignments, etcetera without requiring reminders. <i>AOTA FW III.4</i>					
b. Effectively plans, organizes, and prepares for assignments, examinations, or activities related to the academic program. (I c); <i>AOTA FW III.3</i>					
c. Independently seeks information and answers to questions PRIOR to asking for clarification or assistance from instructor. (I e); <i>AOTA FW III.4</i>					
d. Accepts feedback from instructors or supervisors and responds appropriately. (I a); <i>AOTA FW III.9</i>					
e. Initiates any meeting with advisor without prompt. (II b); <i>AOTA FW III.9</i>					
f. Follows through on any goals related to this <i>Professional Behavior Assessment</i> . (III d)					
<b>Total/Average</b>					

**Goal(s) for Initiative:**

1. \_\_\_\_\_
2. \_\_\_\_\_



# LEVEL II Fieldwork APPENDIX



**OCTH 695 Course Expectation**  
**Level II Fieldwork Discussion Entries via CANVAS**

During the OCTH 695 course series for Level II fieldwork, students submit via CANVAS discussion board, summaries related to specific topical areas. Discussion topics vary for each fieldwork experience and will include a select few of the following topical areas.

***Discussion Topics***

**Transitions in fieldwork:**

- Describe your experiences in the first few weeks of your Level II fieldwork.
- What are the surprises you discover as you get started,
- How do you feel about being there,
- How do you fit into this group of OTs,
- What is the role of OT in this setting?

**Cultural/ Life Style/ Values:**

- Describe how the client's cultural, life style and/ or values have influenced your client-centered approach toward intervention

**Assessments and Interventions:**

- Describe the types of assessments and interventions you are using in your fieldwork and what kind of information you gain from the established assessments?
  - What assessments are you using that are new to you?
  - Which assessments from your perspective have been effective, will you continue to use in your practice, or modify in some way.
  - Describe the intervention strategies typically utilized in this setting.

**Evidence-Based Practice:**

- Describe how you have incorporated evidence-based practice into your practice
- How do the OTs and other professionals in this setting use evidence-based practice to guide practice?

**Psychosocial aspects of OT practice:**

- Regardless of your practice setting (pediatrics, rehab, acute, mental health, skilled nursing, hand therapy, etc.), describe how you are integrating psychosocial factors into the development of client-centered, meaningful, occupational-based outcomes.
- Regardless of your practice setting (pediatrics, rehab, acute, mental health, skilled nursing, hand therapy, etc.), describe how you are integrating psychosocial factors into the development of client-centered, meaningful, occupational-based outcomes.
- What strategies have you observed other OT's using when addressing psychosocial client issues in traditional psych as well as non-psychosocial settings?
- What can you as an emerging therapist do to incorporate these aspects into your current care?

**Summarize your self-assessment after 6 months in field.**

- Summarize the major learning experiences from this placement

**Confidentiality**

*In respect of confidentiality, do not name your site or use names of any people, whether they are your clients, colleagues or supervisor (make up another name). Hold any supervisor issues or personal concerns for specific emails to your assigned fieldwork coordinator. Please respect the confidentiality and sensitivity of your peers who are writing on the discussion board. Be diplomatic about the wording of your responses and about the vulnerability of others sharing any sensitive feelings and thoughts. Be tolerant of differences and recognize our commonalities. Use this opportunity as a place for professional growth.*

# STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

## Purpose:

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

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

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

## Instructions to the Student:

Complete the SEFWE before your final meeting with your fieldwork educator(s). Make a copy of the form for yourself. This form gets submitted to your fieldwork educator during or after you review your final fieldwork performance evaluation (FWPE). The SEFWE is signed by you and the fieldwork educator(s).

## Instructions to the Fieldwork Educator(s):

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

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

Return both the FWPE and SEFWE promptly upon completion of the fieldwork to the academic fieldwork coordinator.

## STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Type of Fieldwork: \_\_\_\_\_

Placement Dates: from \_\_\_\_\_ to \_\_\_\_\_

Order of Placement: [ ] First [ ] Second [ ] Third [ ] Fourth

Student work schedule:

Hours required: \_\_\_\_\_ per week

Weekends required Evenings required

Flex/Alternate Schedules Describe: \_\_\_\_\_

Identify Access to Public Transportation: \_\_\_\_\_

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

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

Experience report on \_\_\_\_\_.  
(date)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
FW Educator's Signature

\_\_\_\_\_  
Student's Name (Please Print)

\_\_\_\_\_  
FW Educator's Name and credentials (Please print)



**ORIENTATION—WEEK 1**

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

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

**CLIENT PROFILE**

Check age groups worked with performance

List most commonly seen occupational issues in this setting

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

Occupational Performance Issues

Describe the typical population: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## OCCUPATIONAL THERAPY PROCESS

### I. EVALUATION

List assessment tools used	Observed	Performed

### II. INTERVENTION

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

Types of Intervention	Individual	Group	Co-Tx	Consultation
Occupations: client-directed life activities that match/support/address identified goals				
Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement				
Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement				

Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement				
Education: provides knowledge & enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines				
Training: develops concrete skills for specific goal attainment. Targets client performance				
Advocacy: promotes occupational justice and empowers clients				

Identify theory(ies) that guided intervention: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**III. OUTCOMES**

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

<b>Type of outcome</b>	<b>yes</b>	<b>no</b>	<b>Provide example</b>
Occupational Performance			
Prevention			
Health & Wellness			
Quality of Life			

Participation			
Role competence			
Well-being			
Occupational Justice			

\*\*OTPF-III terminology

**ASPECTS OF THE ENVIRONMENT**

No

Yes

The current Practice Framework was integrated into practice		
Evidence-based practice was integrated into OT intervention		
There were opportunities for OT/OTA collaboration		
There were opportunities to collaborate with other professionals		
There were opportunities to assist in the supervision of others— specify:		
There were opportunities to interact with other students		
There were opportunities to expand knowledge of community resources		
Student work area/supplies/equipment were adequate		

Additional educational opportunities provided with comments (specify): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**DOCUMENTATION AND CASE LOAD**

Documentation Format:

- Narrative    SOAP    Checklist    Other:\_\_\_\_\_
- Hand-written documentation    Electronic

If electronic, name format & program: \_\_\_\_\_

Time frame & frequency of documentation: \_\_\_\_\_

Ending student caseload expectation: \_\_\_\_\_ # of clients per week or day

Ending student productivity expectation: \_\_\_\_\_ % per day (direct care)

### SUPERVISION

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

- one fieldwork educator : one student
- one fieldwork educator : group of students
- two fieldwork educators : one student
- one fieldwork educator : two students
- distant supervision (primarily off-site)
- three or more fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

General comments on supervision: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### SUMMARY of FIELDWORK EXPERIENCE

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

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

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

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

Study the following evaluations:

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Study the following intervention methods:

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Read up on the following in advance:

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

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

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Would you recommend this fieldwork site to other students? Yes or No \_\_\_\_  
Why or why not?

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**INSTRUCTIONS**

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

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

FIELDWORK EDUCATOR NAME: \_\_\_\_\_

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: \_\_\_\_\_

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

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

Comments: \_\_\_\_\_

