

Welcome to the occupational therapy fieldwork program at the University of Florida (UF). Thank you for your dedication to the education of a new generation of occupational therapists.

Remember how excited, frightened and challenged you were by the prospect of your fieldwork experience? The students of the University of Florida Masters of Occupational Therapy (MOT) program are looking forward to their fieldwork experience in the same way; doubting if they know enough but eager to try their wings. You are very important to these new students. As their professional role model you are the person who helps to bring to life all of those pages of words and laboratory practices.

We hope that this fieldwork manual will be a resource about the UF MOT program. The handbook provides information about the UF MOT program and resources to assist both the student and the fieldwork educator (FWE).

Consistent with ACOTE accreditation standards, UF requires both Level I and Level II fieldwork experiences. The goal of Level I fieldwork is to introduce students to the fieldwork experience, and to develop a basic comfort level and understanding of the needs of clients. Experiences are designed to enrich didactic coursework through directed observation and supervised participation in the occupational therapy process. One week assignments provide students with exposure to pediatric and adult populations. Students also complete one visit a week during a ten week psychosocial Level I fieldwork experience.

The goal of Level II fieldwork is to develop competent, entry-level generalist occupational therapists. This involves an in-depth experience in occupational therapy service delivery to clients over a 24-week time period (12 weeks each experience) in physical rehabilitative, pediatric or psychosocial settings. Students have the option to complete an additional 6-week elective specialty. Most Level II students are supervised by one experienced full-time professional level OT, but occasionally students experience a group model where one supervisor (also an experienced registered therapist) is responsible for two students, or two sites work together in providing a full-time 12-week experience for one student.

Students have the opportunity to meet with the academic fieldwork coordinator prior to making their fieldwork selections. Multiple resources are provided; including information from former students, materials from fieldwork sites, and information from field visits by the academic fieldwork coordinator. The academic fieldwork coordinator maintains regular contact with fieldwork sites through e-mail or phone, as well as site visits. Sites are selected based on the variety of factors; treatment conditions available, evaluations and interventions used, opportunities for client participation in the therapy process, facility expectations, student resources for learning and consistency of the learning experience with UF MOT curriculum design and learning objectives.

Our fieldwork educators provide an essential educational element for our MOT students. The students benefit greatly from your expertise and knowledge as they build their critical thinking, refine their communication skills and build their professional identity. This experience will prepare them to lead the profession and community through their contributions in leadership, community and professional service, life-long learning and scholarship.

**Thank-you for your continued support and involvement with the Occupational
Therapy program at the University of Florida**

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**All relevant fieldwork forms can be accessed on the OT website under
Fieldwork Manual Companion Forms at:
<http://ot.php.ufl.edu/fieldwork/educators/forms.htm>**

**University of Florida
College of Public Health and Health Professions
Department of Occupational Therapy**

Mission Statement of the Occupational Therapy Program

The mission of the University of Florida has as its defining and distinguishing characteristics research, scholarship, artistic creation, and post-baccalaureate training in the arts and sciences and in the professions. The mission of the College is to preserve, promote, and improve the health and well being of populations, communities, and individuals. The professional program in Occupational Therapy provides graduate level professional training as a discipline within the College, in order to optimize occupational performance of individuals and populations within the context of all relevant environments. The program promotes a background in the arts and sciences, and achievement of culturally sensitive clinical competence, as well as awareness of global connectivity and understanding of current evidence based literature that supports occupational therapy.

Philosophy of the Occupational Therapy Program

Occupational Therapy is a rehabilitation profession, which can be characterized by the models of rehabilitation science articulated by the American Occupational Therapy Association (Moyers & Dale, 2007), the World Health Organization's International Classification of Functioning, Disability and Health (ICF) (2001), and the National Center for Medical Rehabilitation Research of the National Institutes of Health. The major goal of Occupational Therapy, as defined by the scope of practice, is to optimize occupational performance within the context of a client's cultural, personal, physical, social, temporal and virtual environments (AOTA, 2008). Occupational Therapists focus on improving performance in all areas of occupation to facilitate health and promote growth, change, and/or adaptation. The ultimate goal of this focus is meaningful occupation that supports survival, self-actualization, occupational balance, and quality of life (AOTA, 2008). We envision that effective intervention delivered through meaningful occupations must take into account multiple levels of functioning, as reflected by the models of rehabilitation science cited above. This document reflects the philosophical foundation of our professional occupational therapy program, which serves as the basis for our current curriculum design.

A view of humanity: The University of Florida Occupational Therapy professional program is based on the philosophical belief that people have a vital need for occupation. Occupation is defined as the ways in which people occupy their time and includes activities such as self-care, play, work, and leisure. One engages in occupation for three primary reasons: (1) to acquire the skills and behaviors necessary for insuring one's survival, (2) to achieve a sense of quality in one's life, and (3) to contribute to the progress and well-being of society by being a productive member of that society (AOTA, 2007; AOTA, 2008).

Based on the assumption that it is within the context of roles that people engage in occupation, the concept of occupational role emerged to account for those major life roles that occupy one's time. These major life roles or occupational roles have a developmental perspective, and change over the course of a lifetime. In the WHO ICF model, life roles are conceptualized as "participation." Each role has its associated developmentally-appropriate and role-appropriate tasks that influence the nature of one's occupations. What evolves in responding to these tasks is called occupational behavior. Occupational competence is another concept, which implies an individual's ability to engage in a fulfilling lifestyle consistent with one's goals and values.

When individuals are threatened by stress, deprivation, disease, illness or injury, occupational therapy interventions address: (1) the individual's physical, psychological, and social capacities to achieve occupational competence, (2) the skills and habits of effective role performance or (3) environmental modification to support participation. Therapeutically, occupation may be used to prevent, mediate or facilitate independence and maximum adaptation to functional changes (AOTA, 1979). Human learning occurs via the dynamic interaction between a person and a task in the context of the relevant environment. Occupational therapy strives to facilitate this process through active collaboration between the client and the therapist.

Educational Philosophy: The professional program fosters culturally sensitive and evidence based clinical competence by actively engaging the learner in a collaborative process (student, client and educator) that builds on prior knowledge and experience and integrates professional academic knowledge, experiential learning, clinical reasoning, and self-reflection. The program facilitates integration of philosophical and theoretical knowledge, values, beliefs, ethics, and technical skills for broad application to practice in order to improve human participation and quality of life (Hinojosa, 2006). The professional program promotes lifelong learning, collaboration and professional development to support continual contributions to critical inquiry in evidence-based practice.

Curriculum Design of the Occupational Therapy Program

The curriculum design of the University of Florida's MOT program is embedded in a broader institutional and societal context and perspective. Our curriculum design and educational perspective embraces principles of occupational therapy, public health, and health and rehabilitation science and is aligned within the models of health, disability and rehabilitation of two societal institutions: i.e., the World Health Organization and the National Institutes of Health. Within this professional perspective lie the activities of our Department as they relate to the College and the University's tripartite mission of scholarly research, service, and education.

Consistent with the AOTA philosophical basis for OT education, the curriculum of the MOT program provides the student with a broad-based foundation for entry-level clinical practice. The program's educational goals include preparation in the basic social and biomedical sciences and development of the skills and clinical competencies for practicing evidence-based Occupational Therapy with individuals and within communities. The program is structured to facilitate the student's growth, change and adaptation, and mastery of skills in OT practice (AOTA, 2007). Course work is organized to prepare students to identify potential or actual occupational dysfunction and to intervene with an occupation-centered approach (AOTA, 1979).

Classroom activities emphasize the contributions of the multi-disciplinary healthcare teams, as well as the unique contributions of occupational therapists within the team context to promote health. A focus on interventions that optimize occupational performance and/or prevent disability at the individual, community and societal levels insures a comprehensive approach.

The curriculum graphic (Appendix K) illustrates the overall organization of the curriculum. This graphic and the following narrative illustrate how collaboration and active learning is used to assist the student to acquire professional knowledge and competencies, develop a professional OT identity, and become a critical practice and evidence-based thinker (AOTA, 2007). The UF MOT program is designed to enhance the professional development of the students through three overlapping phases.

Foundation of basic social and applied sciences: Preceding their professional preparation, students receive a liberal education in their undergraduate studies. Prior to enrolling in the MOT program, all students will have acquired a basic knowledge about body systems, and human function and development in the pre-requisite and pre-occupational therapy courses. They will also have been introduced to the effects of illness and context on function and participation.

Core occupational therapy knowledge: In their first semester, students begin to focus and filter their basic social and science knowledge through an occupational therapy lens. Students begin the MOT program by studying OT philosophy and theory and participate in courses that introduce them to the profession's values, beliefs and ethics. Application of the prerequisite basic science knowledge, to activity analysis and the therapeutic process, begins with the basic therapeutic skill courses. The concepts of critical thinking, evidence-based practice and derivation of new knowledge are

introduced in an OT research course and systematically reinforced throughout the curriculum.

The program continues with an increased emphasis on the specific application of the previously acquired knowledge now applied to more complex activities and issues of participation. Through an integrated learning model, students learn to develop occupation-based interventions based on the analysis and application of screening and evaluation results and the use of relevant therapeutic skills. Students are engaged in active learning activities that build clinical competencies in the core knowledge of OT, critical reasoning, interpersonal and communication skills, performance skills and roles, ethics, and ethical practice (AOTA, 2005). Classroom activities are built to develop and evaluate individual student competencies throughout the curriculum. Students are required to complete three Level 1, or practicum, experiences. Through these placements, students apply knowledge gained from didactic experiences in the clinical setting in three core areas of OT practice: adult physical dysfunction, pediatrics, and mental health.

Entry-level competencies to address intervention with individuals, community and populations: As they prepare for fieldwork, students broaden their professional perspective. Students must demonstrate a commitment to the community as well as the promotion of the health of individuals. Students both advocate for clients and the profession, and demonstrate ways of influencing public health policy. Throughout the duration of the program students maintain a professional development portfolio that reflects their professional engagement in community service, scholarly endeavors, and educational activities. The portfolio project starts the entry-level student on a path of self-reflection and life-long learning, long and short term professional goal setting, professional responsibility, continuing competence, and scholarly activity (AOTA, 1979).

The program culminates in fieldwork education. These experiences allow students to practice skills, related to professional responsibilities, under the supervision of an occupational therapist. Through directed practice and role-modeling, fieldwork educators engage students in all aspects of the occupational therapy process. To assist with the integration of the didactic and practice experiences, students complete on-line courses during their fieldwork placements. These experiences bridge coursework with clinical applications in which competence, clinical reasoning, professional identity, and effective communication skills are embedded.

This program fosters culturally sensitive and evidence based clinical competence by actively engaging the student in a collaborative process (with other students, clients and educators) that builds on prior knowledge and experience, and integrates professional academic knowledge, experiential learning, clinical reasoning, and self-reflection. The program integrates the philosophy of OT with theoretical knowledge, principles of ethical conduct, and technical skills for application to practice to improve human participation and quality of life (AOTA, 2007; Meyer, 1977; Hinojosa, 2006). This program promotes lifelong learning, collaboration and professional development to support continual contributions to critical inquiry in evidence-based practice.

To prepare students to become successful entry level OTs, the following threads are embedded throughout our curriculum:

1. **Critical thinking:** Enables the student to develop sound judgment in the application of core OT knowledge to plan, direct and reflect upon the process of evaluation, intervention and health promotion. Occupational therapists must be able to synthesize information from a variety of sources in order to carry out professional roles and responsibilities, and apply research in evidence-based practice.

This thread is reflected in the following Student Learning Objectives: 1, 2, 9 and 14

2. **Entry-level occupational therapy competencies:** Facilitates the mastery of the core occupational therapy knowledge and skills necessary to carry the primary roles and responsibilities of an entry-level occupational therapist. Occupational therapists understand and apply the basic therapeutic processes; therapeutic use of self, occupation based theory and activity analysis, and delivery of effective and meaningful occupation-based interventions within the context of the client's environments.

This thread is reflected in the following Student Learning Objectives: 3, 4, 5, 6 and 7

3. **Personal professional identity:** Assists the student to adopt the professional values, ethics, attitudes, and beliefs that guide the occupational therapists actions in interactions with colleagues, clients, supervisors and the general public. Students will gain insight through an appreciation of self-awareness and life-long learning to ensure continuing competence and professional development.

This thread is reflected in the following Student Learning Objectives: 8, 10, 11, 12 and 13

4. **Interpersonal communication skills:** Aids students in developing effective interpersonal communication methods to meet the therapeutic needs of clients with diverse backgrounds. Communication skills will assist in maintaining effective professional relationships as a member of a health care team.

This thread is reflected in the following Student Learning Objectives: 3, 8, 12 and 14

Individual

Community

Population

Entry-level competence



Student Learning Objectives

Graduates of the University of Florida Masters in Occupational Therapy Program must:

1. Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.
2. Demonstrate an understanding of the translation of research to clinical practice, and be prepared to be an effective consumer of the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge.
3. Be prepared to articulate and apply occupational therapy theory and evidence-based evaluations and interventions to achieve expected outcomes as related to occupational therapy.
4. Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
5. Have achieved entry-level clinical competence through a combination of academic and fieldwork education.
6. Be able to develop an intervention plan based on assessment of the client, client priorities, client discharge needs and expected outcome.
7. Be able to assess the effectiveness of intervention and modify goals and plans based on the client's needs and current level of performance.
8. Demonstrate the professional behaviors expected of a health care professional in general and at the standard expected by our profession.
9. Demonstrate an understanding of service management principles and the government, economic, social and political issues that affect health care and clinical practice.
10. Be prepared to be a lifelong learner, keep current with evidence-based professional practice, and engage in continuing competence and professional development activities.
11. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
12. Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process.
13. Be prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services.
14. Demonstrate an appreciation for interdisciplinary perspectives and collaboration, and an expanded view of the impact of the public health of communities and populations.

**University of Florida
College of Public Health and Health Professions
Department of Occupational Therapy
Entry-Level Masters in Occupational Therapy (MOT)**

Health Science/Pre-OT track prerequisite required courses:

Fall Semester (10 credits)	Spring Semester (11 credits)
OTH 4417 Nervous System with lab	OTH 4412 Musculoskeletal Anatomy with lab
OTH 3200 Applied Human Development 1	OTH 3416 Pathophysiology
OTH 3201 Applied Human Development 2	OTH 3413 Kinesiology

MOT graduate courses:

Summer (11 credits)

OTH 5002 Foundations of Occupational Therapy	3
OTH 6539 Occupational Therapy Theory	3
OTH 5770 Research in Occupational Therapy	3
OTH 5435 Therapeutic Activities I: Biomechanical Factors	2
OTH 5721 Professional Development in OT	1
Semester credit total =	12

Fall (16 credits)

OTH 6635 Principles of OT Screening and Evaluation 2	4
OTH 6641 Occupational Therapy Interventions 2	6
OTH 5115 Therapeutic Activities 2: Areas of Occupation	3
OTH 5812 Practicum 1	3
Semester credit total =	16

Spring (15 credits)

OTH 6636 Principles OT Screening & Evaluation 1	3
OTH 6642 Occupational Therapy Interventions 1	4
OTH 5937 Service Delivery and OT Management	2
OTH 5324 Psychosocial Intervention	4
OTH 5816 Practicum 2	2
Semester credit total =	15

Summer (7 credits)

OTH 5848 Fieldwork I	6
OTH 6537 Issues in OT Practice I (on-line)	2
Semester credit total =	8

Fall (9 credits)

OTH 5849 Fieldwork II	6
OTH 6549 Issues in OT Practice II (on-line)	2
OTH 6861 Specialty Internship (Optional)	3
Semester credit total =	8(11)

PROGRAM CREDITS TOTAL = 59

Occupational Therapy Education Program In Partnership with the Profession

Benefits for Fieldwork Educators

The University of Florida (UF) Department of Occupational Therapy is committed to establishing 'win win' relationships with Occupational Therapy Fieldwork Educators and agencies wishing to work with us. Each of you reading this has mentored or will mentor a MOT student from UF. You have offered your knowledge and challenges to these eager young minds, and I hope that they have stimulated yours in return. Please know how much respect we have for your expertise and the integral part you play in each student's careers.

The following benefits are offered to our Fieldwork Educators (FWEs) to foster these relationships:

- *Certificates of Participation* that entitle you to free tuition at any Florida state school. An application for the certificates is included in the packets sent to you prior to the student's arrival for Level II fieldwork.
- Free CEU's applicable for your Florida licensure for supervising Level II interns. Please refer to rule 64B11-5.001, Requirements for License Renewal of an Active License, item #12. You may access the complete rule at the Florida State Licensure website <https://www.flrules.org/gateway/ruleNo.asp?id=64B11-5.001> . Just click on the word document to view the rule.
- *Professional Development Certificates* will be provided as a token of appreciation to fieldwork educators who undertake fieldwork education in addition to their already busy work schedule. These will be mailed to you upon completion of the fieldwork and serve as documentation for your Professional Development Units for NBCOT certification and CEUs for licensure.
- Library Access. All Occupational Therapy Fieldwork Educators are able to use the on-line library facilities at UF, including electronic library access to full text journals. An application process is required for this set-up. Contact Beth Price by email: zprice@phhp.ufl.edu or telephone 352-273-6131 for the complete procedure.
- Professional Development Workshops in fieldwork supervision will be provided to fieldwork educators accepting UF students.

Frequently Asked Questions

I have lost or never received copies of the required evaluation and data forms for my student. Where can I get copies?

A copy of all forms, except the AOTA *Fieldwork Performance Evaluation* (FWPE) can be downloaded from the Forms section of this website. Please call the department for a original copy of the FWPE. *The University of Florida must have the original AOTA form at completion of the rotation. A copy of the professional liability insurance policy can also be obtained from the Fieldwork Manual Companion Forms section on this website.*

How much experience do I need to be a supervisor?

The standard B 10.17 says ... “has a minimum of one year of practice experience subsequent to initial certification and is adequately prepared to serve as a fieldwork educator.”

How many Continuing Education Units (CEUs) does a Fieldwork Educator (FWE) receive for Level II Fieldwork in the State of Florida?

CEUs are earned by occupational therapy Fieldwork Educators for Level II Fieldwork only and may be applied to Florida licensure requirements. A licensee may earn up to 6 continuing education hours per biennium for supervision of Level II occupational therapy students at the rate of no more than 3 hours per student. To be eligible for the credit, the licensee must participate as the primary fieldwork educator for the student. Upon completion of the Level II fieldwork a certificate will be mailed to you by the UF program which can serve as documentation of CEUs for Florida state licensure.

How many Professional Development Units (PDUs) does a Fieldwork Educator receive for Level II Fieldwork for NBCOT certification?

PDUs are earned by occupational therapy Fieldwork Educators based upon the number of weeks they provide supervision for a Level II student. For example, a FWE may earn one PDU for each week of supervision of an occupational therapy student. Upon completion of the Level II fieldwork a certificate will be mailed to you by the program which can serve as documentation of your PDU's for NBCOT certification.

PDU's are also earned by the supervision of Level I students based upon the number of students. A Fieldwork Educator may earn one PDU for each Level I student they supervise, regardless of the hours required.

Do students have professional liability insurance? Who provides it?

University of Florida students carry student liability insurance at the rate of \$1,000,000/3,000,000. A copy of this insurance policy's declaration page will be mailed to you prior to the student's start date. It may also be found on this website under Fieldwork Manual Companion Forms.

How many Level II hours do OTR students need?

ACOTE “requires a minimum of the equivalent of 24 weeks full-time Level II fieldwork.” UF Students complete Level II fieldwork on a full-time basis unless otherwise arranged. Generally students are scheduled 5 days per week. However this can be altered according to the needs of the facility, supervisor and student. At the University of Florida our students must complete two 12-week Level II internships and have the opportunity for an elective 6-week Specialty Level II internship. Fieldwork must be completed on at least a half-time basis and must be concluded within one year of completion of OT on-campus coursework.

What happens if a student misses a day?

Students are required to maintain the same schedule as their FEW. If a holiday falls within the fieldwork dates and the FWE has this day off, the student is also permitted the day off.

Students are allowed a maximum of two sick days per fieldwork experience. Any additional days missed may be made up by extending the fieldwork hours so that the student has completed the required fieldwork length. If the fieldwork site has more stringent makeup policies, the student is required to adhere to those.

What happens if the Fieldwork Educator misses a day or there is a holiday?

At the discretion of the FWE, the time can be made up by being mentored by another occupational therapist at the facility, staying later on regularly scheduled days or additional days at the end of the rotation. An additional project may be assigned. Some examples of projects may include; designing an activity or piece of equipment for the clinic, putting together home programs, researching treatment methods or activities.

What do I do if I think the student is not performing as expected on the fieldwork?

If you have a student at your facility that is not passing the specific tasks listed on the Fieldwork Performance Evaluation and is not fulfilling the requirement of the specific goals set up by your fieldwork site, contact the Academic Fieldwork Coordinator immediately.

What paperwork/assignments are required by the Level II student?

Students are required to complete the following paperwork:

- Week one follow up form – input is needed from the Fieldwork Educator.
- Midterm follow up form – input is needed from the Fieldwork Educator.
- Student Evaluation of Fieldwork Experience form – at the end of the fieldwork experience this form must be reviewed with the supervisor and signed by both parties. The original must be returned to the University of Florida.

All additional assignments on Level II are at the discretion of the fieldwork educator. Typical assignments performed by students over the years include: written treatment plans on clients being served, presentation of a case study or educational topic, fabrication of a piece of equipment or activity to be left with the facility, development of a home program. During Level II rotations students will be attending an on-line course through the MOT program.

What paperwork is required of the Fieldwork Educator?

- Signed copy of site specific fieldwork objectives. You may submit specific objectives from your facility or complete the Level II Fieldwork Site Specific Objectives Checklist included in the Fieldwork Manual Companion Forms on the OT website.
- Fieldwork Data Form that you have on file or the Level II Fieldwork Data Form Checklist included in the Fieldwork Manual Companion Forms on the OT website..
- AOTA Fieldwork Performance Evaluation (FWPE) – evaluation of the student completed at midterm and final. The university does not need a copy of the midterm unless there is a significant problem. Please notify the Academic Fieldwork Coordinator if there is a problem identified at midterm or anytime during the fieldwork. **The University of Florida must have the original AOTA form at completion of the rotation.**
- The FWE must sign the Student Evaluation of Fieldwork Experience form.
- Please assist the student in completing the week one follow up form and midterm follow up form.
- Current student affiliation agreement.

Can a COTA supervise an OTR student?

A certified assistant can supervise a registered therapist student only during Level I Fieldwork. An occupational therapist must supervise an occupational therapist degree candidate during Level II Fieldwork.

Who do I contact at the University of Florida to setup a fieldwork site?

You should contact the Academic Fieldwork Coordinator to discuss this and begin the affiliation agreement process.

What is the on line class that students are completing while on Level II fieldwork?

This online seminar course is a two-course series that provides a forum for examining current health care issues related to the profession of occupational therapy, and is designed to guide the students as they relate previous didactic knowledge with current clinical fieldwork practice experiences. Students have been instructed to discuss topics and assignments for the course with their FWE. Students are encouraged to participate in online class activities during evening hours.

Fieldwork Policies and Procedures

Introduction: Fieldwork sites are at a premium and are a valuable resource of the OT Department. The department has established fieldwork policies (i.e. Appeals, Lottery) designed to serve the largest good in the fairest possible manner. Attempts are made to accommodate individual student's needs and preferences as much as possible, however this is done in the context of attempting to equally meet the needs of other students and fieldwork sites.

Students are informed at the time of acceptance into the program that they are responsible for the financial burden of this part of their training, that this training may take place anywhere in the United States and that the student is responsible for planning and preparing for this expensive part of their education in advance.

Students will not be placed in fieldwork outside of the lottery or appeal processes. Students are required to complete Level 1 and Level 2 experiences in different sites, and may complete a maximum of one rotation only at a local site at each level. Additional policies can and will be added to this list to guarantee a fair and equitable distribution of fieldwork sites.

Lottery: In order to fairly distribute fieldwork sites among the students an annual lottery will be held. Fieldwork sites will be assigned through random computer-generated assignment according to student preferences and site availability. There may be an opportunity to switch sites before final assignments are confirmed. However, students may not switch sites once they have been confirmed with the facility.

Appeals: The appeal process is designed to meet the occasional need of a student for whom the lottery process would prove disruptive to family responsibilities and would result in the student's probable discontinuation of their schooling.

Petitions for appeal are not to be made lightly. Students should consider the gravity of their appeal and submit an appeal only if they feel they could not continue in the program and complete their training if the appeal were denied.

Appeals for special consideration in placement are based on demonstrated need for one of the following reasons: dependent care, extreme personal issues, and students with disabilities who have registered with the Office of Students with Disabilities and have a documented need for placement accommodations. Students will be informed of the dates of the appeal process, generally during the second semester of the first year of the program.

Appeal decisions are made subject to the availability of fieldwork sites. All decisions of the committee will be final. Appeals cannot be made for financial reasons. Appeals found to be made on false claims will be overturned and denied, and the student may be dismissed from the program for this unethical behavior. If not dismissed, students who falsify appeal claims will be placed in any remaining site at the conclusion of the lottery process.

Student Responsibilities: Students are responsible for independently arranging for and financing their housing and transportation for internships. Changes in marital status, financial considerations, or changed housing arrangements are not considered adequate grounds for changing fieldwork assignment. In rare instances, housing or other forms of support are provided by the facilities. However, these benefits are subject to change at any time.

Placement sites located in Florida and Gainesville are extremely limited. Thus, only one placement in Gainesville is likely and students should anticipate that one site may be outside the state of Florida. Students are informed of these limitations before enrollment.

Prior to departing to fieldwork sites, it is necessary that each student shall have at a minimum:

1. Satisfactorily completed all required courses in the occupational therapy curriculum.
2. Enrolled in a liability insurance program under the blanket student policy.
3. Have personal or family medical insurance, which will provide coverage in the geographic areas to which the student will be going. Clinical internship sites are not responsible for health care needs that arise during the internship experience.
4. Proof of having received CPR Certification, and a negative TB test or chest X-ray within the last year. A record of all immunizations is also required.
5. Copy of HIPAA, OSHA/Infection control and HIV/Blood Borne Pathogens course completion certificates. Students also must complete the Personal Safety Workshop as provided by the OT Department and the University Police Department.
6. Have complied with all site requirements for background check and drug screening.
7. Become knowledgeable of the fieldwork site's requirements for interns.

Fieldwork Level II must be completed on at least a half-time basis and must be concluded within one year of completion of OT on-campus coursework.

Students are also expected to comply with all requirements that may be required by the facility, such as background checks, fingerprinting or drug screenings. Some internship sites require testing for use of illicit drugs and if the testing is positive for drug use the student will be unable to continue in that placement.

Students are advised that any evidence of use of illegal drugs will jeopardize their ability in the future to obtain state license to practice occupational therapy. Students are responsible for knowing and following all policies and procedures pertinent to them at fieldwork sites.

Grading Procedures: Each fieldwork experience will be evaluated by the student and fieldwork educator. Level 1 practica are graded using the *Practicum Student Evaluation* form. The Level II Fieldwork Educator will complete an evaluation of student performance (FWPE) at midterm and at the completion of the experience. In addition, the student at the end of the experience will complete an evaluation of the fieldwork experience (SEFWE). Review and discussion of the completed evaluation forms will occur at the fieldwork site prior to completion of the experience. Level II fieldwork experiences are graded on a pass/fail basis. Assignment of final grades for the all

fieldwork experiences are the responsibility of the Academic Fieldwork Coordinator at the University of Florida.

For the elective 6-week specialty experience, it is necessary to have some type of written evaluation to indicate that the learning objectives of the fieldwork were successfully completed. The AOTA Fieldwork Evaluation Form can be used, or other options can be arranged with the Academic Fieldwork Coordinator.

Contact with Sites: All prospective and contracted fieldwork sites are considered a resource of the OT Department not the individual student. **Therefore students shall not contact fieldwork sites, currently or prospectively contracted with the university with the intent to establish personal fieldwork placement.** Students who discover or generate new fieldwork sites must recognize that all sites used by the OT Department become part of the department's pool of fieldwork sites, and as such, are open to all students through the lottery.

If a student becomes aware of the possibility of a new fieldwork site they are to inform the Academic Fieldwork Coordinator who will make the appropriate contacts and contracts with the site as the designated representative of the OT Department. If contracts with the University are arranged this site will be available to all students through the lottery. No exceptions to this policy will be made.

Absence Makeup Policy: All students are required to complete the hourly equivalent of 12 weeks per Level II placement. Students are required to maintain the same schedule as their Fieldwork Educator (FWE). If a holiday falls within the fieldwork dates and the FWE has these off, the student is also permitted the day off. Students are allowed a maximum of two sick days per fieldwork experience. Any additional days missed may be made up by extending the regularly scheduled fieldwork so that the student has completed the required fieldwork length. If the fieldwork site has more stringent makeup policies, the student is required to adhere to those.

Withdrawals: Leaving an internship site without notifying **and** receiving a written or direct telephone response from the Academic Fieldwork Coordinator and the Program Director is viewed as a serious infraction of professional ethics and is considered abandonment of one's professional responsibilities to the patients and facility. The student will receive a failing grade in the internship and will not have the option to petition to reenter the program.

Level I Fieldwork Experience

In addition to course work, the student is required to complete a series of related Level I practicum experiences. The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. Level I fieldwork is integral to the program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended to be independent performance. Students are supervised by qualified competent personnel, who may or may not be occupational therapy personnel. These practicum experiences provide the student with an opportunity to translate theory into practice and to observe or define the roles of occupational therapy in various clinical settings. Practicum experiences are woven throughout the Fall and Spring semesters and carry specific academic and clinical requirements.

UF students complete three Level I Practicum fieldworks: Adult and Seniors with Physical Dysfunction, Pediatrics and Psychosocial. Due to the geographical location of UF, the opportunity for Level I fieldwork in the immediate area is limited. Therefore, block assignments of one week periods of 40 hours have been organized for students to complete the Adult and Senior Physical Dysfunction and Pediatric Level I practica. The Psychosocial Level I practicum occurs for half days throughout the Spring semester over a 10-week period at community mental health settings, substance abuse programs and inpatient psychosocial settings.

Students learn about intervention most effectively by participating (rather than only observing) in the intervention process whenever possible. Some interventions will target preparatory skills such as range of motion, strength, or self confidence while others will provide students with opportunities to practice and refine skills in an area of occupation, such as ADL training or leisure skills development. It is often beneficial to students to see some clients consistently over the course of the week so that they can appreciate the process of grading activities with patient improvement. Students also benefit from opportunities to reflect on their experiences, perhaps considering types of clients who might benefit from a particular intervention, as well as contraindications for use.

Through Level I fieldwork experiences students have the opportunity to observe, evaluate and treat children, adolescents and adults with physical dysfunction, psychosocial dysfunction and/or developmental disabilities.

It is the student's responsibility to provide proof of having met all required health standards and training prior to initiating any fieldwork experience and to have provided proof of OSHA, HIV and HIPAA training. Students are also required to abide by all applicable facility policies and procedures as required for drug testing, fingerprinting and background checks.

**All relevant fieldwork forms can be accessed on the OT website under
Fieldwork Manual Companion Forms at:
<http://ot.php.ufl.edu/fieldwork/educators/forms.htm>**

Level II Fieldwork Experience

Occupational therapy students complete their preparation for professional service by spending the required equivalent of 12 weeks full-time in two significantly different clinical settings. The normal progression is for the student to complete two concurrent 3-month internships occurring in May and then in August or September. Students are required to select one site primarily oriented towards treatment of adult physical dysfunction. Fieldwork must be completed on at least a half-time basis and must be concluded within one year of completion of OT coursework.

The Academic Fieldwork Coordinator will initiate student placements at the beginning of the first summer semester. Assignments are based on availability, student preferences, type of experience offered, and when indicated, the student's specific needs. Site assignment is carried out by a lottery early in the summer semester. Students may choose from sites located throughout the United States that have returned reservation forms indicating slots available for UF OT students.

Sites that are eligible to take students must ensure that therapy is supervised by a certified and/or licensed occupational therapist and that education of students is pragmatically or philosophically supported by the administration of the facility and in accordance with our curriculum design.

Students are responsible for arranging their own transportation, housing and financing for their fieldwork experiences. Special arrangements are available through some facilities, as noted in fieldwork files, but these arrangements are subject to change. Fieldwork may take place outside the US for the second internship rotation, but must be supervised by a graduate of a WFOT approved OT program with a minimum of one year of clinical experience.

Goal Statement Concerning Level II Fieldwork

Level II Fieldwork placements are designed as the final step in the integration of academia and professional practice. Level II Fieldwork shall be required and designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable the application of ethics related to the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to develop and expand a repertoire of occupational therapy assessments and interventions related to human performance.

A minimum of 24 weeks of Level II fieldwork is required. The clinical educator shall be an "occupational therapist who meets state regulations and has a minimum of one year practice experience, subsequent to the requisite initial certification" (ACOTE 2008 Standards. Section B: 10.17).

Each Level II Fieldwork experience is designed collaboratively between the Academic Fieldwork Educator and the Fieldwork Coordinator at the site. Level II Fieldwork assumes that the student is prepared to practice the skills of an entry level occupational therapist. It occurs only after the student satisfies all academic and Level I Fieldwork

requirements. Fieldwork must be completed on at least a half-time basis and must be concluded within one year of completion of OT on-campus coursework.

Procedure For Choosing A Level II Fieldwork Site

During the first summer semester in the professional occupational therapy program, a meeting will be held to discuss Level II fieldwork. The focus of this meeting is to discuss Level II Fieldwork placement. Discussion will occur regarding choice selection, placement, and expectations and responsibilities of the student, Academic Fieldwork Coordinator and Fieldwork Educator. Students will be given a variety of suggestions to assist in the decision making process.

Students are provided with multiple resources to assist them in making their selection, including information from previous students, materials sent from the fieldwork sites in the site folder, and information obtained from field visits by the academic fieldwork coordinator.

The fieldwork file specific to each site includes but is not limited to the following information: the Fieldwork Data Form with a summary of each facility, population served, type of service available, Site Specific Objectives, past student evaluations of the site and any additional pertinent data.

Students have the opportunity to meet with the Academic Fieldwork Coordinator both individually and in groups prior to making their fieldwork selection. Throughout the curricula, students will meet with the Academic Fieldwork Coordinator to further discuss fieldwork issues.

Level II Fieldwork Evaluation and Grading Procedures

Each fieldwork experience will be evaluated by the student and Fieldwork Educator. The fieldwork educator will complete an evaluation of student performance (FWPE). In addition, the student will complete an evaluation of the fieldwork experience (SEFWE). Review and discussion of the completed evaluation forms will occur at the fieldwork site prior to completion of the experience.

Assignment of the final grade for the fieldwork experience is the responsibility of the Academic Fieldwork Coordinator at the University of Florida.

Grading Student Performance: Level II Fieldwork

Internships are graded by the Department on a satisfactory/unsatisfactory basis. AOTA's Fieldwork Performance Evaluation for the Occupational Therapist (FWPE) form is used, and the minimum passing score of 122 points must be attained for satisfactory performance. In addition, all "Fundamentals of Practice" items must be passed with a minimum score of three to achieve a satisfactory grade.

A copy of this evaluation form will be shared with students before they start Level II FW. Original copies of the FWPE will be sent to the Fieldwork Coordinator at the site six weeks prior to each Level II fieldwork experience.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. A midterm evaluation of the student's progress in an internship is provided by the Fieldwork Educator to the student in writing and verbally. Strengths and weakness are identified and suggestions are made so that the student will reach the goal of "entry level practitioner" by the end of the internship.

The student and/or the Fieldwork Educator will report unsatisfactory student progress in the internship midterm evaluation immediately to the UF Academic Fieldwork Coordinator. Problem areas will be identified, suggestions for improved performance will be outlined, and alternative solutions will be explored towards the goal of improved performance during the second half of the internship.

Evaluation of student performance during the final week of fieldwork is required by the UF Department of Occupational Therapy. The original copy of the FWPE should be returned to the AFWC at the completion of the experience. (on the same form where the student performance was also evaluated at midterm). It is requested that the grading page of the FWPE is faxed to the Academic Fieldwork Coordinator first so that the deadline for grade entry can be met.

It is required that in addition, an original AOTA form be mailed directly to the AFWC. A grade of satisfactory/unsatisfactory is recorded on a student's official transcript for each Level II fieldwork experience.

In order to determine if a student has successfully completed each Level II fieldwork experience, the Academic Fieldwork Coordinator will review the FWPE completed by the Fieldwork Educator. A grade for the Level II fieldwork experience will be determined by using the score a student received from his/her fieldwork supervisor on the FWPE, an average of "3" is considered satisfactory

Please note that no areas assessed on the FWPE may be marked "Not Observed". It is the responsibility of the Fieldwork Educator to provide opportunities for participation and or discussion as appropriate for each identified area. Students are responsible for completing all of the tasks and duties assigned by the fieldwork educator prior to receiving the final evaluation from their supervisor. If a student has not completed all of the assigned tasks and duties, the supervisor is not obligated to complete the FWPE until the student has completed all of the requirements designated by the facility.

Other Options For Evaluation Of Student's On Elective Specialty Fieldwork Experience

It is necessary to have some type of written evaluation to indicate that the learning objectives of the specialty fieldwork were successfully completed. If the AOTA Evaluation Form is not used, one of the options below would be acceptable:

1. The student and Fieldwork Educator, together, may write objectives at the beginning of the fieldwork assignment. Both the student and Fieldwork Educator will sign an agreement that this will be the basis for the fieldwork evaluation. These objectives are sent to the Academic Fieldwork Educator for final approval. The evaluation may

then be written in terms of these stated objectives with a statement indicating that the student would receive a satisfactory or unsatisfactory grade. This final evaluation must be signed by both the student and their fieldwork educator.

Sample objectives may be found in the Fieldwork Manual Companion Forms on the OT website under Level II.

2. The supervisor may write a straight narrative that includes the activities and accomplishments of the fieldwork. Once again a statement indicating that the student would receive a satisfactory or unsatisfactory grade must be included. This final evaluation must be signed by both the student and their fieldwork educator.

In either case, the student should be functioning successfully with entry-level skills for the individual setting.

Student Evaluation Of Fieldwork Experience

Students are required to complete an evaluation of each Level II Fieldwork experience. This Student Evaluation of the Fieldwork Experience (SEFWE) affords students the opportunity to provide feedback to the facility, Fieldwork Educator and the University Of Florida Department Of Occupational Therapy. This must be discussed between the student and Fieldwork Educator and then the original is to be returned to the Academic Fieldwork Coordinator at the University of Florida with signatures in place.

**All relevant fieldwork forms can be accessed on the OT website under
Fieldwork Manual Companion Forms at:
<http://ot.php.ufl.edu/fieldwork/educators/forms.htm>**

Resources

BOOKS

The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Today's Educators and Practitioners by Donna Costa, MS, OTR/L

Clinical Supervision in Occupational Therapy: A Guide for Fieldwork and Practice (with DVD) by Donna Costa, MS, OTR/L

Resources related to USING THE NEW AOTA FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

Atler, K. & Wimmer, R.C. (2003). Introduction to the Fieldwork Performance Evaluations for the Occupational Therapy Student and the Occupational Therapy Assistant Student. *OT Practice*, 8(6), CE-1- CE-8.

Crist, P. (2003). The new OTS FW Performance Evaluation. *Advance for Occupational Therapy Practitioners*, 19(15), 7-8.

Resources related to BASIC TENANTS OF OT

Amini, D. (2003). FW and the occupation-based hand clinic. *Advance for Occupational Therapy Practitioners*, 19(16), 7.

Ehrlich, P. (2003) How I explain OT. *Advance for Occupational Therapy Practitioners*, 19(17), 5.

Hinojosa, J. (2003). Occupation and continued competence –Part I. *OT Practice*, 8(12), 9-10.

Hinojosa, J. (2003). Occupation and continued competence –Part II *OT Practice*, 8(13), 11- 12.

Law, M. (2002). Participation in the occupations of everyday life. *AJOT*. 56(6), 640-649.

Piersol, C. (2002). Weaving occupation into the classroom and fieldwork. *OT Practice*, 7(15), 15-20.

Schell, B. (2003). Clinical reasoning and occupation-based practice: Changing habits. *OT Practice*, 8(18), CE-1-CE-8.

Resources related to EVALUATION AND SCREENING

AOTA(2002). Occupational Therapy Practice and Framework: Domain and Process, *AJOT*, 56(6), 609-639.

Crist, P.(2003). Teaching the occupational profile in fieldwork. *Advance for Occupational Therapy Practitioners*, 19(21), 13.

Hasselkus, B.(2002). Keeping the body and soul together .*AJOT*, 56(4), 367-368.

Youngstrom, M.J., (2002). Introduction to the Occupational Therapy Practice Framework: Domain and Process. *OT Practice*, 7(16), CE-1-CE-8.

Resources related to INTERVENTION

Abreu,B. & Chang, P-F. (2002). Getting started in evidence-based practice. *OT Practice*, 7(18), CE-1-CE-8.

Chandler, B. (2004). Don't leave OT behind. *Advance for Occupational Therapy Practitioners*, 20(2), 13.

Coster,W. & Vergara,E. (2004). Finding resources to support EBP. *OT Practice*, 9(5), 10-15.

Moyers, P. (2003). Five competencies for the future. *OT Practice*, 8(20), 8.

Additional resources related to STUDENT SUPERVISION

Bruns,C., Dimeo,S. & Malta, S. (2003). Journey into fieldwork supervision. *OT Practice*, 8(6), 19-22.

Costa, D.(2004). The Essential Guide to Fieldwork Education. Bethesda, MD: *American Occupational Therapy Association, Inc.*

Crist, P.(2002). Quality fieldwork is quite a FEAT. *Advance for Occupational Therapy Practitioners*, 18(15), 5.

Crist, P. (2001). Helping fieldwork students succeed. *Advance for Occupational Therapy Practitioners*, 17(5), 5.

Crist, P. (2001). Promoting critical thinking in students. *Advance for Occupational Therapy Practitioners*, 17(25), 5

Crist, P. (2003). Remedial strategies for common fieldwork stressors. *Advance for Occupational Therapy Practitioners*, 19(12), 7.

Crist, P. (2003). What to do the morning after. *Advance for Occupational Therapy Practitioners*, 19(26),

Gaffney, D. (1999). Before you fail a student. *OT Practice*, 4(10), 9.

Krupnick, W., Brown, K. & Stutz-Tanenbaum, P. (2002). Creating a successful fieldwork experience: The Fieldwork Experience Assessment Tool. *OT Practice*, 7(5), CE-1-CE-7.

Napier-Tiber, B & Haroun, L. (2004). Occupational Therapy Fieldwork Survival Guide: A Student Planner. Philadelphia: F. A. Davis.

Resources related to SETTING UP FIELDWORK

Additional resources for new fieldwork educators are available on Florida Occupational Therapy Consortium's (FLOTEC) website: <http://floteceducation.org/>

Crist, P. (2003). Benefits, risks of high quality clinical ed. *Advance for Occupational Therapy Practitioners*, 19(9), 5.

Crist, P. (2003). How to measure quality in clinical ed. *Advance for Occupational Therapy Practitioners*, 19(3), 5.

Splinter-Watkins (2002) Creating the new level II fieldwork experience. *OT Practice*, 7(4), 11-15.

Advance articles are available on *Advance for OTs'* online site under archives; then type in Fieldwork. To Subscribe to Advance for OT :

<http://www.advanceforot.com/common/SignUp/SignUp.aspx?Setup=Subscribe>

AOTA Website - <http://www.aota.org/Educate/EdRes/Fieldwork.aspx>

Links

All relevant fieldwork forms can be accessed on the OT website under Fieldwork Manual Companion Forms at:

<http://ot.php.ufl.edu/fieldwork/educators/forms.htm>

American Occupational Therapy Association, Inc. (AOTA)

www.aota.org

ACOTE - Educational Essentials and Guidelines

www.aota.org/Educate/Accredit/StandardsReview.aspx

AOTA - Fieldwork Education Links

<http://www.aota.org/Educate/EdRes/Fieldwork.aspx>

Evidence-Based Practice Resources for Occupational Therapists,
Compiled by the University of Florida (Available Free of Charge)

<http://ot.php.ufl.edu/fieldwork/educators/ebp.htm#eb>

Florida Occupational Therapy Association (FOTA)

P.O. Box 1459

Englewood, FL 34295

954-840-FOTA (3682)

www.flota.org

Florida Occupational Therapy Educational Consortium (FLOTEC)

www.floteceducation.org

Florida State Licensure Board

www.doh.state.fl.us/mqa/occupational

National Board for Certification in Occupational Therapy

www.nbcot.org

OT Job Link

www.OTjoblink.org

OT Practice Fieldwork Issues Column

<http://www.aota.org/Pubs/OTP/1997-2007/Columns/FieldworkIssues.aspx>

UF Student Handbook

http://ot.php.ufl.edu/students/pdf/manual_mot10.pdf

ACOTE STANDARDS FOR FIELDWORK EDUCATION
FIELDWORK ACCREDITATION STANDARDS FOR A MASTER'S-DEGREELEVEL
EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST

The Accreditation Council for Occupational Therapy Education (ACOTE) is the division of the American Occupational Therapy Association which is responsible for accrediting educational programs. Accreditation standards outline curriculum requirements for Level I and Level II occupational therapy fieldwork experiences. Attention is given to several aspects of the academic program's fieldwork process including establishment, policy, procedure, and evaluation of fieldwork sites. The UF fieldwork program is designed in compliance with accreditation standards.

Through familiarity with accreditation standards the fieldwork educator is better equipped to develop fieldwork objectives, assignments, policy and procedures that are reflective of best practice and congruent with the academic program. The most recent standards went into effect in January 2008. In these standards there are several which require the fieldwork site along with the educational institution meet. They are listed below.

B.10.0. FIELDWORK EDUCATION

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision and for professional role modeling. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:

B.10.1. – Document the criteria and process for selecting fieldwork sites. Ensure that the fieldwork program reflects the sequence, depth, focus, and scope of content in the curriculum design.

B.10.2. – Ensure that the academic fieldwork coordinator and faculty collaborate to design fieldwork experiences that strengthen the ties between didactic and fieldwork education.

B.10.3. – Provide fieldwork education in settings that are equipped to meet the curriculum goals, provide educational experiences applicable to the academic program, and have fieldwork educators who are able to effectively meet the learning needs of the students.

B.10.4. – Ensure that the academic fieldwork coordinator is responsible for advocating the development of links between the fieldwork and didactic aspects of the curriculum, for communicating about the curriculum to fieldwork educators, and for maintaining contracts and site data related to fieldwork placements.

B.10.5. – Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives, identifying site requirements, and communicating with the student and fieldwork educator about progress and performance during fieldwork.

B.10.6. – Document a policy and procedure for complying with fieldwork site health requirements and maintaining student health records in a secure setting.

B.10.7. – Ensure that the ratio of fieldwork educators to student(s) enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.

B.10.8. – Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program.

B.10.9. – For programs in which the academic and fieldwork components of the curriculum are provided by two or more institutions, responsibilities of each sponsoring institution and fieldwork site must be clearly documented in a memorandum of understanding. For active Level I and Level II fieldwork sites, programs must have current fieldwork agreements or memoranda of understanding that are signed by both parties. (Electronic contracts and signatures are acceptable.)

B.10.10. – Documentation must be provided that each memorandum of understanding between institutions and active fieldwork sites is reviewed at least every 5 years by both parties. Programs must provide documentation that both parties have reviewed the contract.

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

B.10.11. – Ensure that Level I fieldwork is integral to the program’s curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.

B.10.12. – Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or credentialed occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

B.10.13. – Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork.

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings. The program will:

B.10.14. – Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.

B.10.15. – Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.

B.10.16. – Require a minimum 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies as long as it is at least 50% of a fulltime equivalent at that site.

B.10.17. – Ensure that the student is supervised by a currently licensed or credentialed occupational therapist who has a minimum of 1 year of practice experience subsequent to initial certification, and is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.

B.10.18. – Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).

B.10.19. – Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as is appropriate for the setting, the severity of the client's condition, and the ability of the student.

B.10.20. – Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or credentialed occupational therapist with at least 3 years of professional experience. Supervision must include a minimum of 8 hours per week.

Supervision must be initially direct and then may be decreased to less direct supervision as is appropriate for the setting, the client's needs, and the ability of the student. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

B.10.21. – Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the American Occupational Therapy Association Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent).

B.10.22. – Ensure that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice. Such fieldwork must not exceed 12 weeks.