

**Occupational Therapy**

FIELDWORK EDUCATION MANUAL

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# Introduction

Welcome to the occupational therapy fieldwork program at Northern Kentucky University (NKU)! Your role as a fieldwork educator (FWE) is truly valuable to the development of competent entry-level clinicians. The fieldwork experience brings the classroom and curriculum to life.

Per the requirements of our Accreditation Council for Occupational Therapy (ACOTE), each student must complete the following fieldwork placements: Level I, Level II, and the Capstone experience.

**Level I fieldwork** is focused on introducing students to the clinical world, to apply learned knowledge to practice, and to develop a basic comfort level with client needs and therapeutic interactions.  *This five day or 35-hour experience* is designed to enrich academic coursework through directed observation and supervised participation in the occupational therapy process.

**Level II fieldwork** is to develop competent, hands-on entry-level occupational therapy clinicians. This traditionally entails a *12-week* experience in one of the following: rehabilitative disability, mental health, medical, orthopedic, neuro, work and industry, productive aging, children and youth, or emerging area of practice. Level II students are supervised by one full-time OTR with a minimum of 1-year clinical experience and engage in in-depth hands-on intervention and caseload management practices.

**Capstone Experience** is a 14-week full-time in-depth exposure in a concentrated area that may include on-site and off-site activities that meets developed goals/objectives of the doctoral capstone. The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, administration, leadership, program and policy development, advocacy, and education. The student is mentored by an individual with expertise consistent with the student’s area of focus prior to the onset of the doctoral capstone experience. The experience does not require a OTR as the student site mentor/supervisor.

Thank you for being a fieldwork educator! Fieldwork sites serve as valuable learning opportunities for students as they explore the therapy process in collaboration with NKU OTD learning objectives. OTD students will gain important practice skills from you while improving their critical thinking and clinical reasoning competency.

Please contact me for any further information, questions or concerns along the way!

***Dr. Angela Boyd, OTD, MOTR/L: # 859-572-5302/*** [***boyda9@nku.edu***](mailto:boyda9@nku.edu)***,*** Academic Fieldwork Coordinator (AFWC)

# NKU OTD Program Vision and Fieldwork Schedule

## Program Vision:

“To cultivate innovative occupational therapy professionals who promote occupation-based health and wellness and foster dedication to inclusion, scholarship, collegiality, and service in order to improve quality of life across the lifespan.”

Our NKU OTD curricular threads include a strong focus on professionalism, collaborative engagement, and occupation-based practice.

## Fieldwork Schedule:

**Dates for Fieldwork Calendar Years 2024-2025**

|  |  |  |
| --- | --- | --- |
| Fieldwork Type | Semester | School Year |
| Level 1 | Fall - Year 1 | 2024 |
| Level 1 | Spring- Year 2 | 2025 |
| Level 1 | Fall - Year 2 | 2025 |
| Level 2 | Spring - Year 3 | 2025 |
| Level 2 | Fall - Year 3 | 2025 |
| Capstone | Spring- Year 4 | 2026 |

## Selection of fieldwork:

AFWC will work with the student, clinical site, and faculty to determine the best fit for the students’ educational experience. Students will be given a list of fieldwork sites to review. Each student will be able to select potential preferred sites, yet these individual selections are *not* guaranteed. The AFWC will work with the student and fieldwork site to ensure the best possible fit for the student’s educational benefit. The student may not change their fieldwork assignment after the placements are established by the AFWC, even if a new site is created the student considers more desirable.

## Student Accommodation

If a student needs an accommodation on a fieldwork placement due to a medical or physical condition the student must complete the accommodation process through the Office for Student Accessibility (OSA) at <https://inside.nku.edu/studentaffairs/departments/osa/registered.html>. Once you complete the student registration and required documents within the student accommodate portal, you should receive letters with reasonable accommodations to share with your instructors. A copy must be given to the AFWC. If a required accommodation prevents a student’s active participation in a fieldwork setting, it will need to be addressed with the AFWC.

If a student needs accommodation on a fieldwork placement due to pregnancy, the student must follow the NKU Title IX Process to obtain these accommodations. Students may request reasonable accommodations through the Office of Title IX by calling 859-572-7669. This process must be followed if a student wishes to have accommodations due to pregnancy during a fieldwork rotation.

## Fieldwork Hardship Status Request

Students may request a particular region for fieldwork placement due to a hardship status. Students requesting a hardship status must follow the Fieldwork Hardship Status Request Policy. To complete this process, a student must complete the hardship policy request (appendix b) and submit all required documentation to justify the hardship request. Accepted documentation may include a letter from a primary doctor for care of an elderly family member, evidence of a child enrolled in elementary school, and physician notes regarding medical necessity. Student finances will not be considered as a reason for an accommodation during a fieldwork placement. Once the request is received, the fieldwork review committee will meet and review the request. The committee will submit a decision in writing to the student.

## Essential Functions of the FW Student:

Students must meet the written site-specific essential functions of an occupational therapist and/or occupational therapy student at each fieldwork placement. In addition to providing occupational therapy services to clients, students are also responsible for active participation in the hands-on learning process including the completion of assignments; proactive communication with the fieldwork educator; continual self-assessment and reflection; and participation in formal and informal assessments utilized by the site. The student will require orientation and training to site documentation system, and to review the state’s regulations impacting student delivery of OT services. Students must complete their daily tasks without comparing caseloads, documentation or treatment responsibilities with other professionals at the site; as many responsibilities of fulltime clinicians may not be transparent.

By the end of the fieldwork experience, the student should demonstrate the skills of an entry-level practitioner, including actively addressing client needs and independent problem solving.

## Site Interview:

Students will complete an interview with the site prior to the start of the assignment of a fieldwork rotation. If a site or student determines a misfit for the placement, every effort to reassign the student will be made.

## Fieldwork Grading:

Students are graded on a pass/fail basis for all fieldwork experiences. The student must complete all assignments by the deadline date. Students missing a deadline will be assigned additional assignments to complete to elevate to the criteria of passing. The AFWC has

final determination of a student passing a fieldwork rotation.

## Fieldwork Safety:

Students must adhere to all site safety and compliance practices. Universal safety precautions are required in all client care settings. This includes proper hand washing and infection control practices. Additionally, the student must adhere to safe body mechanics and ergonomics in all procedures that require handling of a client. Use of a gait belt is recommended in all transfers, unless otherwise contradicted (i.e., term pregnancy, or abdominal/cardiac restrictions) or not required by site specific guidelines. The student should ask for assistance as needed to ensure safe handling practices. ***The student must immediately report any unsafe situation or injury to themselves or the client to the fieldwork educator AND AFWC.*** If such an incident occurs, an incident report will need to be completed the same day according to the facility and NKU guidelines. Noncompliance with all safety requirements may result in immediate removal from the site and potential failure of the rotation.

## Cancellation:

The goal of the NKU Occupational Therapy Faculty is to promote student success during academic and fieldwork experiences. If a student experiences a medical or life situation which prohibits the student from completing the rotation, the student must notify the AFWC immediately. The AFWC will discuss options and guide the student to policies for obtaining accommodations or extended time to complete the fieldwork experience. If a student cancels a fieldwork experience for any reason it is an automatic failure of the required rotation. If a site cancels a fieldwork experience, the AFWC will make every effort to re-locate the student to a site that closely matches the prior placement.

# Level 1 Fieldwork

Level I fieldwork helps students become acquainted to the clinical aspect of the occupational therapy process, apply book knowledge to clinical practice, and to develop an understanding of the needs of clients (ACOTE 2018 Standards). In this rotation, students can learn to evaluate, treat, and observe various clinical situations in all practice areas. Students learn to translate theory into practice, while further developing a therapeutic use of self.

Three five-day (or 35-hour) Level I rotations are required for completion of the OTD.

Students are supervised by qualified licensed personnel who understand the fieldwork requirements and OTD curriculum. Per AOTA guidelines, “Qualified personnel for supervision of Level I Fieldwork may include but are not limited to, academic or fieldwork educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience” (ACOTE 2018 Standards). The ratio of fieldwork educators to students must ensure proper supervision and opportunities to role model the OT process as well as ensure students receive feedback on student progress, therefore NKU program requires the ratio to be no more than 2:1 (students to educator) (ACOTE C.1.4.).

**Fieldwork educator resources can be found in appendices (a, c, e, f, i, j, k, l, m, n).**

*The NKU OTD students will complete the Mayerson project, a service-learning opportunity and community-based partnership in the Level 1B Psychosocial Health and Wellness fieldwork. The AFWC and other appointed OTD faculty will serve as the student’s supervisor during this grant-funded service-learning opportunity that occurs during this fieldwork experience.* Every off-campus clinical fieldwork placement requires a legally binding memorandum of understanding between NKU and the clinical site. ***If a site has not agreed upon or failed to complete the memorandum of understand per our accreditation standards at least 30days prior to the start date of the experience, the student will be placed in a location where an agreement is already finalized.***

Student performance is graded on a satisfactory/unsatisfactory basis*.* The syllabus and evaluation forms will be available to students prior to the start of each Level I Fieldwork. Each fieldwork site will need to review and discuss the finalized Fieldwork Performance Evaluation (FWPE) with the student at the completion of the rotation (appendix d).A copy of the completed form will then be submitted to the Academic Fieldwork Coordinator. *NKU faculty will oversee all supervised fieldwork practice and provide assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program curriculum and learning objectives.*

*Students are responsible to arrange their own transportation, housing and finances as needed for all fieldwork experiences.*

## **Student Objectives:**

1. Demonstrate ability to articulate the importance of the role of occupational therapy in an intervention setting.
2. Demonstrate effective interpersonal skills and professionalism by utilizing effective communication and interdisciplinary collaboration with consumers and other health care professionals in the clinical setting.
3. Apply theoretical concepts to generate purposeful activity and client-centered treatment planning.
4. Engage in professional scholarship practices and community collaborations.
5. Develop awareness concerning the effect of physical, social, cultural and political environments on intervention.
6. Demonstrate respect for the diversity among individuals who are consumers of occupational therapy.
7. Demonstrate a clear understanding and compassion for the psychosocial implications of disease and dysfunction as they affect occupational performance.

Level I fieldwork is not substituted for any part of Level II fieldwork. The Level I NKU OTD fieldwork will involve different learning objectives, and involve a combination of simulated experiences, student role-playing, the use of standardized patients, grant-funded outreach, and faculty-led case studies. For the final Level 1 Children and Youth, the experience will include a combination of these learning objectives *and* a community-based site experience.

# Level 2 Fieldwork

An OTD student must complete 24 weeks of full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement’s usual and customary personnel policies, as long as it is at least 50% of an FTE at that site (*Extenuating Circumstances* see below). 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 (ACOTE Standards, C.1.10.). Typically, OTD students will complete two 3-month (12 week) internships, one occurring in the spring of their third year, and one beginning in August of the same year. Students requesting an alternate Level II fieldwork schedule must follow the fieldwork hardship status policy. Given extenuating circumstances, the NKU OTD program will allow completion of the Level II fieldwork experience on a part-time basis of 20 hours/week (minimum) to fulfill the 12-week requirement.

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

1. *Students sends written request (including* ***justification*** *and plans for completion) to the Academic Fieldwork Coordinator (AFWC).*
2. *The AFWC presents the request to faculty members for a group vote approving or denying the request.*
3. *The AFWC will provide the student with a written notification of the decision and next steps.*

Level II Fieldwork serves as an in-depth experience that promotes occupation-based methods and implementation of meaningful tasks to promote optimal quality of health. Level II Fieldwork is designed to support entry-level occupational therapists who are competent in delivering occupational therapy services.

A fieldwork educator must be “a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork” (ACOTE 2018 Standards, C.1.11). In the case where an occupational therapy clinician is not employed, the student should be supervised by another professional familiar with the role of occupational therapy in collaboration with an occupational therapy practitioner (AOTA, 2009). The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level II Fieldwork experience” (ACOTE 2018 Standards). The ratio of fieldwork educators to students must ensure proper supervision and opportunities to role model the OT process as well as ensure students receive feedback on student progress, therefore NKU program requires the ratio to be no more than 2:1 (students to educator) (ACOTE C.1.4.).

Level II fieldwork supervision is direct for the first few weeks and then decreases to less supervision as the student demonstrates competency while meeting the needs of the facility. This allows student’s progress towards entry-level occupational therapy competence (per ACOTE C.1.13). If at any time a student is not demonstrating sufficient competence and/or the FWE feels a need for a student success plan, please contact the AFWC. *For more supervision requirements see the Appendices.*

Level II fieldwork outside of the U.S. must be supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and who has at least 1 year of experience in clinical practice (per ACOTE C.1.16.). If a fieldwork setting has no current occupational therapy service, there must be a clearly documented plan for dissemination of new occupational therapy intervention. The student should have a minimum of 8 hours of direct supervision each week from an occupational therapist with at least 3 years of clinical experience (per ACOTE C.1.14.). The supervisor must be available to the student during all onsite hours through phone, email, etc. Another on-site supervisor, from any profession, must be designated to supervise the student when the occupational therapist is off site (ACOTE C.1.14.).

The FWE will complete the Fieldwork Performance Evaluation (FWPE) at midterm AND at completion of the rotation (Appendix J). In addition, the student completes the Student Evaluation of the Fieldwork Experience (SEFWE) at the end of the FW experience (Appendix K). Results shall be discussed, reviewed and signed at the fieldwork site during the final week of placement. Performance is assessed per a satisfactory/unsatisfactory scale*.* A passing score of 122 points must be attained for satisfactory performance. Furthermore, all "Fundamentals of Practice" items must be passed with a minimum score of three. This will be completed at midterm and during the final week of the rotation.

**Fieldwork educator resources can be found in appendices (a, c, e, f, i, j, k, l, m, n).**

**Educators can find the direct link to NKU Formstack evaluations**

at[: https://nku-edu.formstack.com/forms/fwpe\_mid\_term\_ots](:%20%20https://nku-edu.formstack.com/forms/fwpe_mid_term_ots)

or use the provided QR code here: 

Students will have the ability to review and compare sites prior to this rotation. Students can *request* up to three locations for their Level II clinical. Every effort will be made to match the student’s request with that rotation. However, no guarantees can be made due to site availability and supervisory challenges. Every off campus clinical fieldwork placement requires a legal binding memorandum of understanding between NKU and the clinical site. ***If a site has not agreed upon or failed to complete the memorandum of understand per our accreditation standards at least 30days prior to the start date of the experience, the student will be placed in a location where an agreement is already finalized.*** As part of NKU’s focus on diversity and inclusion, the OT program promotes student’s having diverse experiences and opportunities to integrate skills and values for supporting diversity and inclusion for all clients. Exposure to diversity through immersion experiences into a different culture can support growth in cultural awareness leading to enhanced skills and values for diversity, equity, and inclusion.  The NKU OT program encourages all students have one Level II Fieldwork experience outside the NKU region to provide an immersion experience into a different culture or sub-culture, based on availability.

***Students on level II experience will adhere to the same attendance policies as their site employees. Therefore, students who are on level II fieldwork will not be allowed to leave the experience for campus spring and fall breaks/holidays. If a break/holiday is already approved for other employees at the site, it will need to be approved through the students FWE.***

*NKU faculty will oversee all supervised fieldwork practice and provide assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program curriculum and learning objectives.*

*Students are responsible to arrange their own transportation, housing and finances as needed for all fieldwork experiences.*

## Student Objectives:

1. Adhere to policies and procedures at the assigned clinical fieldwork site, seeking feedback and constructive criticism for the purpose of evaluating personal and professional skills related to direct client service.
2. Demonstrate integration of professional reasoning with critical thinking when analyzing, interpreting, and prioritizing data gathered for the purpose of providing occupational therapy services.
3. Plan and implement effective, evidence-based intervention programs using appropriate assessment, evaluation, interpretation, and intervention planning to achieve set goals with adherence to safety regulations and respect for client diversity.
4. Effectively educate and communicate/collaborate with clients, family, significant others, and colleagues regarding the occupational needs of each client in order to provide comprehensive, holistic intervention.
5. Incorporate therapeutic use of self as part of the therapeutic process, demonstrating an appreciation for the physical, mental, emotional, and spiritual being of each client.
6. Complete documentation in a concise and thorough manner.
7. Recommend environmental modifications as appropriate for individual clients including the fabrication and/or adaptation of materials, supplies, equipment, or tools to optimize client’s functional performance.
8. Demonstrate appropriate professional and ethical behavior.

The FWE and student must review and sign the Fieldwork Learning Objectives form prior to the fieldwork experience. Any additional site-specific objectives must be identified prior to the student starting the rotation (*see Appendix l).*

**Assignments and Schedule :**

Students start their spring fieldwork ***level IIa*** in January and typically enter the fall ***level IIb*** experience in September to complete 12 weeks of full-time fieldwork at their matched site.

1. AFWC will schedule a midterm site visit with fieldwork educator (FWE) and OT student.
2. Students and FWE will complete midterm AOTA Fieldwork Performance Evaluation (FWPE) and review collaboratively.
3. ***Students will design a fieldwork project that supports and benefits site-specific objectives with a focus on best practice and evidenced based practices prior to the end of the rotation. Students will need to have this reviewed and approved by the FWE and will complete a brief presentation to staff regarding how to utilize a project beyond the student’s fieldwork experience.***
4. Students will complete the Student Evaluation of the Fieldwork Experience (SEFWE)prior to the last week if the 12-week rotation.
5. FWE will complete the AOTA Fieldwork Performance Evaluation (FWPE) and review collaboratively with the student.

***All evaluative documents will be completed and submitted per Formstack management portal.***

There are various types of fieldwork sites available in occupational therapy education. These include:

1. Traditional – hospitals, outpatient clinics and rehabilitation centers.
2. Nontraditional- specialty clinics such as pelvic floor therapy rehab, driver’s re-education, multi-specialty sites that see a combination of outpatient pediatric, hands and neuro clients.
3. Emerging sites- community based psychosocial health and wellness centers.

# Capstone Experience

The capstone project must be completed within two years of completing didactic campus-based coursework and Level I/ II rotations. It is a *14-week* (or 560 hours) opportunity to refine clinical practice skills, research skills, or to promote program and policy development. The student supervisor does not need to be an occupational therapist, yet experienced in the area of expertise consistent with the student’s area of focus (ACOTE D.1.6.). The capstone experience consists of two parts: the capstone experience and the capstone project. The capstone project will allow the student to apply proficiency and scholarship in a chosen practice area.

*\*See Capstone requirements and further details from the Capstone Coordinator*

# Student Responsibilities/Considerations

## Communication

Students shall…

* Utilize professional communication with ALL employees at fieldwork site. **This includes adhering to HIPPA laws/regulations *regarding client confidentially at all times (see below- Code of Ethics),***site-specific regulations, limiting cell phone use to breaks only, and not requesting staff members “friend” you on social media sites.
* Students should value constructive feedback from FWE and AFWC to enhance clinical learning experiences and professional development.
* Express any concerns or questions regarding their rotation to the AFWC or FWE.
* Communicate their individual learning style to their FWE and work on a plan to emulate this during the rotation to benefit clinical learning and development.
* Adhere to the Occupational Therapy Code of Ethics as adopted by the American Occupational Therapy Association. Students are expected to maintain amicable relationships with all professionals in the fieldwork placement facility as well as in the classroom.
* ***Per AOTA Code of Ethics 6a-d, students must…***

1. “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”
2. “Maintain privacy and truthfulness in delivery of occupational therapy services, whether in person or virtually”
3. “Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws”
4. “Demonstrate responsible conduct, respect, and discretion when engaging in digital media and social networking, including but not limited to refraining from posting protected health or other identifying information” (AOTA, 2020).

## Dress Code

* Acceptable attire includes khakis, the NKU OTD polo, and your student ID.
* The basic campus dress code applies to all OTD students during fieldwork.
* No piercing with exception of ear piercing (***studs only***) shall be visible.
* Safe footwear is required to protect against injury. No open-toed shoes, sandals, clogs or flip flops are allowed.
* Unacceptable clothing includes hats, sweats, shorts and tee shirts with or without logos (other than NKU logos), or any clothing that is revealing.
* Good grooming and neatness practices are required at all times, no visible stains or tears, and tattoos should be covered.
* NKU logo sweater/jackets are allowed in the classroom
* Each fieldwork site may have separate dress code policies that vary. It is the student’s responsibility to be informed and adhere to specific site requirements at all times.

## Cell Phone Use

* The personal use of cell phones is prohibited during any fieldwork rotation. A student should refrain from any cell phone use outside of a scheduled break time. At no time shall a personal cell phone be within client view. It should be kept in a cabinet or bag, away from treatment areas.
* If a site requires the use of a cell phone for the purpose of research or tracking, a student must notify the AFWC so a cell phone plan is established.
* Personal calls should only occur on scheduled breaks if pre-approved by the site FWE.

## Time Management

* Students should arrive a few minutes early or on time for each day of their fieldwork experience.
* Multiple late arrivals, poor work ethic or time management issues shall be communicated to the AFWC.
* Students must strictly adhere to allotted “breaks” during the rotation and demonstrate sincere compliance with clinical time management.
* Routine healthcare visits are not to be scheduled during fieldwork. If a student requires accommodations for multiple necessary medical visits, please see the AFWC.

## Competency

* Students are only to engage in those procedures and interventions in which they have achieved or established competence per FWE and student collaboration.

## Grounds for termination from a fieldwork placement

* Hazardous/unsafe practices, and/or risks to patient
* Violation of patient rights/HIPPA law
* Excessive tardiness
* Unsatisfactory performance based on FW objectives
* Insubordination or disrespectful behavior to FWE or other staff members
* Failure to successfully complete the objectives of the student success plan once initiated

(Also see *Student Objectives* specific to each experience)

# Grading Procedures

Level I and Level II fieldwork experiences are graded on a pass/fail basis. If a student is failing at midterm, a success plan will be established. Weekly site updates and meetings with the student and AFWC will occur (*per ACOTE C.1.2, C.1.3.).*

At the end of the fieldwork experience, the student will complete the student evaluation of the fieldwork experience (SEFWE). Review and discussion of the completed evaluation forms will occur at the fieldwork site prior to end of the rotation with the FWE and student present.

If the student does not pass the level II fieldwork even after conclusion of the midterm success plan, a meeting between the student, FWE, and AFWC will occur to determine a plan of action. A student can only repeat a Level I or II fieldwork **once. *If the student fails a Level II fieldwork a second time, they will be unable to complete the program or reapply to the NKU OTD program on a future date.*** The NKU student graduate appeals process can be found at <https://inside.nku.edu/scra/information/students/graduate-honor-code.html#appeals>. Per the policy on appeals in cases of expulsion… “*will first determine whether the student has stated a ground for appeal listed in section F.2. An appeal that does not state such a ground for appeal will be denied, and the decision and consequences being appealed from will stand” (F5 Graduate Student Honor Code/Appeals).*

As OTD faculty, we will make EVERY attempt to remediate issues to prevent a student from failing., Ultimately, it is ***the student*** who must take responsibility for their fieldwork performance and midterm success plan to ensure a passing grade.

# Absence Policy

Students must make up all time missed on Level I fieldwork experiences**.**

Each student is required to complete the 12 weeks of Level II placement (or the equivalent). If a site is closed for a holiday (or other scheduled days off) and other full time employees are off, the student is not required to be there. If for example, a school-based site is out for a spring break, the student does not have to make that time up as long as the other fulltime staff members are also not required to be present *(per ACOTE C.1.5.).* Students may request additional fieldwork days to make up time the site was closed for holidays or other days off to increase their educational experience. Requests will be granted only if the fieldwork site agrees.

**Students are allowed a maximum of two sick days per Level II fieldwork experience.**

# Course Repeat Policy

Per university policy, graduate students can only repeat a total of two courses.  A *specific* course may be repeated only once.  These courses must be taken at NKU, unless the student has permission from the graduate program director through the Greater Cincinnati Consortium of Colleges and Universities (GCCCU). *Please refer to the Graduate Academic policy at* [*http://onlinecatalog.nku.edu/content.php?catoid=17&navoid=1808*](http://onlinecatalog.nku.edu/content.php?catoid=17&navoid=1808), or the OT retention policy in the ’21-22 NKU graduate student handbook.

# Documentation

* Students will need an orientation and review of the required documentation system at their fieldwork setting.
* The purpose of documentation is to state the rationale for occupational therapy services, reflect clinical reasoning, communicate client performance from an occupation-based perspective, and provide a record of client status and outcomes (AOTA, 2005).
* **Documentation needs to be client centered and measurable.**
* **Documentation should include steps for caregiver training, caregiver (s) response (i.e.: demonstrated competence/verbalized understanding) and how carryover of client care will be established. What was the client’s response to this training?**
* **Indicate how your intervention will promote the functional performance outcome.** Use **abbreviations *that are identified on the facility’s list of accepted medical abbreviations.***

***See Appendices for further documentation tips and approved abbreviations.***

# Fieldwork Site Requirements

***Site requirements may vary. It is the responsibility of the student to review and be informed of site-specific requirements prior to starting the FW placement.***

**Medical and Liability Insurance**- Each student must be enrolled in a personal or family medical insurance program. NKU provides each OTD student with professional liability insurance at 1,000,000 per occurrence *(see site agreement contract).*

**Site requirements-** May include but is not limited to background check (Student Check), fingerprinting and drug screening as required by sites. The fees for background checks are $39.50, and the cost of the drug screen is $46.00. The student is responsible for fees associated with the pre-checks prior to the fieldwork experience.

**Immunizations**- Proof of a Covid Vaccination. Students must have proof of a negative TB test or chest X-ray within the last year, record of all immunizations, including MMR, Hepatitis B, Chicken Pox (varicella), and most sites require a current influenza vaccination. A review of necessary immunizations will be determined before the rotation. The fee for student immunization tracking is $35.00, and the student’s responsibility to complete prior to the fieldwork experience.

**CPR Certifications-** may be obtained through either the American Heart Association or the American Red Cross. Some sites require a specific certification. Proof of current CPR certification may be requested by fieldwork sites.

**Students must complete the required background check, immunization tracking and other site requirements before the Level 1 and Level II rotations. Therefore, each student will complete these TWICE while an OTD student. The deadline for the first student check is June 1st of the first year and November 1st, year three (just before starting the Level II rotation).**

Vaccinations are mandated by fieldwork sites. Students who request a vaccination waiver must do so with the Assistant Dean of the College of Health and Human Services. Please contract your AFWC for more information. Alternative fieldwork placements are not guaranteed, as most sites have strict site requirements.

# CEUs for Fieldwork Educators

We value your dedication to our future clinicians and offer the following advantages to our FWEs who foster clinical relationships:

* Certificates toward professional advancement will be provided upon completion of the fieldwork and serve as documentation for your professional development units for NBCOT certification and CEUs state licensure. CEUS vary by state.

In Kentucky, licensee may earn one (1) CEU per forty (40) hours of supervision for each Occupational Therapy fieldwork student supervised. Therefore, 1 CEU for supervision of a Level 1 student, 12 CEUs for a Level II fieldwork student and 14 CEUs for a Capstone level student - ***refer to rule 201 KAR 28:200***.

In Indiana,supervision of fieldwork for Level I and Level II students is One (1) contact hour awarded for every thirty- two (32) hours of supervision with a maximum of six (6) contact hours- ***refer to rule IN S24.b.3.***

In Ohio,supervision credit can be earned by supervising level II students. One (1) contact hour may be earned for every eighty (80) hours of student supervision completed, with a maximum of eight (8) contact hours per renewal-***refer to the Ohio Administrative Code Chapter  
 4755-9-01, b.7.***

In collaboration with NKU, the Kentucky Occupational Therapy Association (KOTA) will periodically provide professional development workshops to fieldwork educators and capstone site mentors accepting NKU students. Please contact Dr. Boyd if you would like to find out more information!

*Faculty Members visiting fieldwork sites will be reimbursed for time and travel per the CHHS employee guidelines.* [*https://inside.nku.edu/content/dam/facultysenate/docs/facultysenatecommittees/Budget/FSBudgetSurveys/2021facultybudgetsurveyreport-3.28.21.pdf*](https://inside.nku.edu/content/dam/facultysenate/docs/facultysenatecommittees/Budget/FSBudgetSurveys/2021facultybudgetsurveyreport-3.28.21.pdf)

# Appendices

1. Fieldwork Success Plan
2. Fieldwork Hardship Request
3. Weekly Communication Tool
4. AOTA Occupational Therapy Code of Ethics
5. ACOTE Standards for Fieldwork Curriculum
6. AOTA and Medicare Guidelines for Supervision
7. AOTA Practice Advisory
8. Tips for Maximizing Your Clinical Documentation
9. Common Approved Abbreviations
10. Fieldwork Performance Evaluation (FWPE) Guide for Educators
11. Student Evaluation of the Fieldwork Experience (SEFWE)
12. Self- Assessment Tool for Fieldwork Educator Competency
13. Student Learning Objectives Level II Fieldwork
14. Weekly Level II FW Plan for Educators

## Fieldwork Success Plan

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Strengths

|  |
| --- |
|  |

Areas of Growth Opportunities

|  |
| --- |
|  |

Action Plan (specific attainable goals moving forward)

|  |
| --- |
|  |

Timeline for meeting action plan

|  |
| --- |
|  |

Student Successful Yes/ No? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fieldwork Educator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Fieldwork Coordinator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Fieldwork Hardship Request

|  |  |
| --- | --- |
| Student Name |  |
| Reason for hardship request  (i.e., part time, geographical request, medical status) |  |
| Documentation attached |  |

Date Submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Committee Signatures

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

## Weekly Communication Tool for Student Success

Week #: \_\_\_\_\_\_\_\_\_\_

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fieldwork Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_

STRENGTHS

GROWTH AREAS

GOALS FOR NEXT WEEK

MEETINGS, ASSIGNMENTS DUE, ETC.

## AOTA Code of Ethics (2020) Link:

<https://www.aota.org/Practice/Ethics/code-of-ethics.aspx>

The *2020 Occupational Therapy Code of Ethics* (the Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs (AOTA, 2020).

***We ask all students to carefully review and be familiar with our professional code of ethics prior to their rotation.***

## ACOTE Standards for Fieldwork Education

C.1.0. FIELDWORK EDUCATION  
Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of a qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program’s compliance with fieldwork education requirements. The academic fieldwork coordinator will:

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

C.1.2. Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.

C.1.3. Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.

C.1.4. Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.

C.1.5. Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.

C.1.6. The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the

C.1.7. At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.

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

C.1.8. Ensure personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork.  
 Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.

C.1.9. Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.  
 The program must have clearly documented student learning objectives expected of the Level I fieldwork.

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

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

***The student can complete the Level II fieldwork in a minimum of one setting if it is reflective of more than none practice area, or in a maximum of four different settings.***

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

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

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

C.1.13. Initially, ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client’s condition, and the ability of the student to support progression toward entry-level competence.

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

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

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

***The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. The capstone consists of two parts: capstone project and capstone experience***

***The student will complete an individual capstone project to demonstrate synthesis and application of knowledge gained. The student will complete an individual 14-week capstone experience that must be started after completion of all coursework and Level II fieldwork, and completion of preparatory activities defined in D.1.3. The doctoral capstone coordinator will:***

D.1.1. Ensure that the doctoral capstone reflects the sequence and scope of content in the curriculum design so the doctoral capstone can allow for development of in- depth knowledge in the designated area of interest.

D.1.2. Ensure that the doctoral capstone is designed through collaboration of the faculty and student, and provided in setting(s) consistent with the program’s curriculum design, including individualized specific objectives and plans for supervision

D.1.3. Ensure that preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design and sequence and is completed prior to the commencement of the 14-week doctoral capstone experience.

D.1.4. Ensure that there is a valid memorandum of understanding for the doctoral capstone experience, that, at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. The memorandum of understanding must be signed by both parties.

D.1.5. Require that the length of the doctoral capstone experience be a minimum of 14 weeks (560 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and capstone project. No more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.

D.1.6. Document and verify that the student is mentored by an individual with expertise consistent with the student’s area of focus prior to the onset of the doctoral capstone experience. The mentor does not have to be an occupational therapist.

D.1.7. Document a formal evaluation mechanism for objective assessment of the student’s performance during and at the completion of the doctoral capstone experience.

D.1.8. Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.

## OT/OTA Student Supervision & Medicare Requirements

Historically, OT and OTA students have participated in the delivery of occupational therapy services under the supervision of occupational therapy personnel in a variety of fieldwork sites. The following provides information about the way in which the Centers for Medicare & Medicaid Services (CMS) interprets how and whether the Medicare program should provide payment for services provided by students.

For those settings that serve Medicare patients, it is important to be aware of both new and existing Medicare payment policies. CMS has published specific criteria relating to how and when the program will pay for services when the student participates in service delivery. When developing fieldwork plans for sites that serve Medicare patients, two issues must be considered:

1. Whether Medicare payment rules specifically allow students to participate in the delivery of services to Medicare beneficiaries, and
2. What type and level of supervision are required by the Medicare program

All relevant Medicare coverage criteria must be reviewed if reimbursement is sought for services when the student participates in service delivery. In addition, many state practice acts and regulations address occupational therapy services provided by students. You can find the regulatory board contact information on the State-by-State OT Law Database located in the Licensure section of this website. For details regarding AOTA’s position on Level II fieldwork, please see the document Practice Advisory: Services Provided by Students in Fieldwork Level II Settings.

The following sets out for each Medicare setting whether Medicare payment rules specifically allow or restrict coverage of services provided by students and what type and level of supervision Medicare requires to raise the services provided by students to the level of covered "skilled" occupational therapy. Practitioners should take care to ensure an appropriate level of supervision, whether or not a specific CMS rule regarding students has been issued.

**Medicare Coverage of Services When a Student Participates in Service Delivery** • **Medicare Part A—*Hospital and Inpatient Rehabilitation Facility (IRF)*Type and Level of Supervision of Student Required:**CMS has not issued specific rules, but in the excerpt here referencing skilled nursing facilities (SNFs), CMS mentions other inpatient settings. In the Final SNF PPS Rule for FY 2012 (76 Fed. Reg. 48510-48511), CMS stated: “*We are hereby discontinuing the policy announced in the FY 2000 final rule’s preamble requiring line-of-sight supervision of therapy students in SNFs, as set forth in the FY 2012 proposed rule. Instead, effective October 1, 2011,* ***as with other inpatient settings, each SNF/provider will determine for itself the appropriate manner of supervision of therapy students consistent with state and local laws and practice standards****.*” See relevant state law for further guidance on supervision for the services to be considered occupational therapy.

**\* CMS recently discussed a different interpretation of the use of students in IRF.** See our Joint Statement on Use of Students in Hospitals for information about ongoing AOTA advocacy on this issue. 4720 Montgomery Lane 301-652-2682 800-377-8555 TDD Bethesda, MD 20814-1220 301-652-7711 fax www.aota.org

• **Medicare Part A—*SNF*Type and Level of Supervision of Student Required:**The minutes of therapy services provided by OT and OTA students may be recorded on the Minimum Data Set (MDS) as minutes of therapy received by the beneficiary. Before October 1, 2011, services of OT and OTA students had to be provided in the "line of sight" of the OT. OTAs could provide clinical supervision to OTA students; however, if the services were to be recorded for payment purposes, they had to be performed in "line of sight" of an OT.

**CURRENT POLICY**: Effective October 1, 2011, line-of-sight supervision is no longer required in the SNF setting (76 Fed. Reg. 48510-48511). The time the student spends with a patient will continue to be billed as if it were the supervising therapist alone providing the therapy, meaning that a therapy student’s time is not separately reimbursable. See the MDS Version 3.0 Resident Assessment Instrument Manual (MDS 3.0 RAI Manual), Chapter 3, Section O Therapies for more details and examples. According to the MDS 3.0 RAI Manual, supervising therapists and therapy assistants within individual facilities must determine whether or not a student is ready to treat patients without line-of-sight supervision. The supervising therapist/assistant may not be engaged in any other activity or treatment, with the exception of documenting. It is AOTA’s policy that OTAs may supervise OTA students, not OT students.

o **Because of advocacy by AOTA, CMS recognized Recommended Guidelines by AOTA, APTA, and ASHA**: AOTA, APTA, and ASHA worked together to develop suggested guidelines for CMS to incorporate into its guidance on student supervision. CMS recognized the guidelines and posted them on its website after issuing the FY 2012 SNF PPS final rule. In the final rule, CMS stated, “we appreciate the detailed supervision guidelines that several of the trade associations have developed, which we recognize as playing a significant role in helping to define the applicable standards of practice on which providers rely in this context.”

• **Medicare Part A—*Hospice*Type and Level of Supervision of Student Required:**CMS has not issued specific rules. AOTA is recommending that the approach for Part A inpatient settings be followed for hospice providers. See relevant state law for further guidance on supervision for the services to be considered occupational therapy.

• **Medicare Part A—*Home health*Type and Level of Supervision of Student Required:**Regulations (§484.115) specifically cite definitions for "qualified personnel," which do not include students. However, CMS has not issued specific restrictions regarding students providing services in conjunction with a qualified OT or OTA. Services by students can be provided (as allowed by state law) as part of a home health visit, when the student is supervised by an OT or AOTA OT/OTA Student Supervision & Medicare Requirements updated November 2018 p. 3 OTA in the home. AOTA is recommending that the approach for Part A inpatient settings be followed for home health agencies. See relevant state law for further guidance on supervision for the services to be considered occupational therapy.

• **Medicare Part B—*Private Practice, Hospital Outpatient, SNF, CORF, ORF, Rehabilitation Agency, and other Part B providers including Home Health Agencies when providing Part B services*Type and Level of Supervision of Student Required:**

Under the Medicare Part B outpatient benefit, the services of students directly assisting a qualified practitioner (OT) are covered when the type and level of supervision requirements are met as follows: Students can participate in the delivery of services when the qualified practitioner (OT) is directing the service, making the skilled judgment, responsible for the assessment and treatment in the same room as the student, and not simultaneously treating another patient. The qualified practitioner is solely responsible and must sign all documentation.

The following is guidance to the entities that pay for Medicare benefits contained in the Medicare Benefit Policy Manual, Chapter 15–see Section 230B:

**1. General**

Only the services of the therapist can be billed and paid under Medicare Part B. The services performed by a student are not reimbursed even if provided under “line of sight” supervision of the therapist; however, the presence of the student “in the room” does not make the service unbillable. Pay for the direct (one-to-one) patient contact services of the physician or therapist provided to Medicare Part B patients. Group therapy services performed by a therapist or physician may be billed when a student is also present “in the room”.

**EXAMPLES:**

Therapists may bill and be paid for the provision of services in the following scenarios:  
• The qualified practitioner is present and in the room for the entire session. The student participates in the delivery of services when the qualified practitioner is directing the service, making the skilled judgment, and is responsible for the assessment and treatment.

• The qualified practitioner is present in the room guiding the student in service delivery when the therapy student and the therapy assistant student are participating in the provision of services, and the practitioner is not engaged in treating another patient or doing other tasks at the same time.

• The qualified practitioner is responsible for the services and as such, signs all documentation. (A student may, of course, also sign but it is not necessary since the Part B payment is for the clinician’s service, not for the student’s services).

AOTA continues to work with a coalition of organizations to advocate for additional government support for educating allied health providers and to develop long-term solutions to the problems caused by Medicare’s limitations on reimbursement when students participate in service delivery.

AOTA OT/OTA Student Supervision & Medicare Requirements updated November 2018 p. 4

Supervision Limits/Considerations

* A single OTR may not be responsible for supervision of more than two (2) students
* A single student shall not have more than two (2) supervising OTRs.

***In settings where occupational therapy practitioners are not employed:***

* Students should be supervised by another professional familiar with the role of occupational therapy in collaboration with an occupational therapy practitioner.

AOTA Practice Advisory. **Practice Advisory: Services Provided by Students in Fieldwork Level II Settings**

Level II fieldwork students may provide occupational therapy services under the supervision of a qualified occupational therapist or occupational therapy assistant in compliance with state and federal regulations. When adhering to the principles stated below, along with other regulatory and payer requirements, AOTA considers that students at this level of education are providing skilled occupational therapy intervention.

**General Principles:**

a. Supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings should ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice.

b. To ensure safe and effective occupational therapy services, it is the responsibility of the supervising occupational therapist and occupational therapy assistant to recognize when supervision is needed and ensure that supervision supports the student’s current and developing levels of competence with the occupational therapy process.

c. In all cases the occupational therapist is ultimately responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process. This would include provision of services provided by an occupational therapy assistant student under the supervision of an occupational therapy assistant (see Addendum 1).

d. Initially, supervision should be in line of sight and gradually decrease to less direct supervision as is appropriate depending on the (ACOTE, 2007a.; b.& c.):

* Competence and confidence of the student,
* Complexity of client needs,
* Number and diversity of clients,
* Role of occupational therapy and related services,
* Type of practice setting,
* Requirements of the practice setting, and
* Other regulatory requirements.

In settings where occupational therapy practitioners1 are employed:

* Occupational therapy students should be supervised by an occupational therapist.  
  Occupational therapy assistant students should be supervised by an occupational therapist or occupational therapy assistant in partnership with an occupational therapist.

## Tips for Maximizing Your Clinical Documentation

**Evaluation/Plan of Care**

**Link objective information or test scores to functional performance and participation.** Example: The child’s assessment results indicate a primary challenge with bilateral coordination and motor planning, resulting in the inability to complete desktop activities in the classroom at the level of his peers and to perform developmentally appropriate play activities such as a throwing, catching, and kicking a ball, in addition to other key activities of daily life.

**Add pertinent medical and/or family history that could have an impact on the plan of care.** Example: In addition to her painful arthritis, this client has significant vision loss due to macular degeneration, affecting her ability to safely perform household activities, such as cooking hot meals for her family.

**Address cognitive level if it has an effect on the intervention.** Example: This client’s performance is affected by his stroke, affecting his ability to understand concepts of directionality in dressing.

**Differentiate therapist-only skills from non-skilled services.** Example: Skilled therapy is necessary to design and fabricate a specialty hand splint to enable the client to write legibly while protecting joints.

**Include an adequate baseline of function to measure change.**Example: At initial evaluation, the client was not able to dress independently. The goal is for the client to dress with no more than 3 cues.

**Clearly state the frequency and duration of necessary therapy treatment.** The frequency and duration of the treatment alone should not be used to determine medical necessity, but they should be considered with other factors such as condition, progress, and treatment type to provide the most effective and efficient means to achieve the client’s goals.

**Intervention**

**Indicate why the frequency or duration of treatment has changed.** Example: The client’s frequency of treatment is reduced effective today from two to one session per week, as progress has been good. Further monitoring of the client’s progress will determine future frequency.

**Document current client status by identifying the specific outcome being addressed and how the client is responding at present.**Example: The client is working on independent lower-extremity dressing skills and has improved in this session from minimal physical assistance needed for putting on socks to verbal cues only.

**Document all gains toward treatment goals, even goals for sustaining gains.** Treatment must be effective to qualify for reimbursement.

**Be sure the coding, descriptions, and dates within the intervention notes are accurate and consistent.**

**Document when OTA notes have been reviewed by an OT and** indicate whether the goals and interventions will change or remain the same.

**Indicate whether group or concurrent therapy is being furnished.**Check payer guidelines to comply with coverage policies.

**Progress Notes**

**Goals must be client centered and measurable:** Example: The client will order 3 grocery products online through the store website with no verbal or physical cues; not the therapist activity of, the client will undergo cognitive testing within the next week.

**Use approved abbreviations and spell out the full abbreviation at the outset in your documentation.** Example: The abbreviation NCGF to mean “no caregiver follow through” may not be understood by anyone outside of the facility.

**Indicate how your interventions achieve functional performance, participation, or other outcome, rather than just describing the activities themselves.**Example: The child will put each leg into shorts during the morning dressing routine, maintaining balance with minimal assist, to improve dressing independence; not, The child will walk 4 steps on a balance beam without falling to improve balance.

**Use occupational therapy–specific goals to clearly demonstrate that your services aren’t duplicating those provided by another discipline.**Example: The client will be able to bathe independently, including transferring to and from the tub using a tub-mounted grab bar; not, the client will increase arm strength and range of motion.

**Address each original goal in the progress report.**Identify why any goals are dropped or changed.

**Use verbs such as evaluate, fabricate, analyze, tailor, grade, develop, design, optimize, stabilize, and educate** to describe skilled service in progress notes.

**Discharge Summary**

**Identify appropriate carryover training for the caregiver.**Example: Is the client able to comply with the medication routine? Has the home been evaluated for fall safety? Does the client have a list of follow-up appointments and any needed transportation assistance to make it safely to those appointments?

**Document progress**toward all goals.

## Common OT abbreviations

ABD - Abduction

ACA - Anterior Cerebral Artery

ADD - Adduction

AD - Assistive Device

ADLs - Activities of Daily Living

AFO - Ankle Foot Orthosis

AKA - Above Knee Amputation

ALS - Amyotrophic Lateral Sclerosis

AMA - Against Medical Advice

AROM - Active Range of Motion

AAROM - Active Assistive Range of Motion

AMA - Against Medical Advice

A/P - Anterior Posterior

A&O - Alert and Oriented

B - Bilateral

Bed Mob - Bed Mobility

BID - Twice Per Day

BKA - Below Knee Amputation

BOS - Base of Support

BP - Blood Pressure

BPM - Beats Per Minute

CABG - Coronary Artery Bypass Graft

CAD - Coronary Artery Disease

CGA - Contact Guard Assistance

CHF - Congestive Heart Failure

CMC - Carpometacarpal

CNS - Central Nervous System

C/O - Complains Of

Cont - Continue

COTA - Certified Occupational Therapy Assistant

COPD - Chronic Obstructive Pulmonary Disease

CP - Cerebral Palsy (or Cold Pack)

CPAP - Continuous Positive Airway Pressure

CPM - Continuous Passive Motion

CTS - Carpal Tunnel Syndrome

CVA - Cerebral Vascular Accident

CX - Cancel

D/C - Discharge

DDD - Degenerative Disc Disease

DIP - Distal Interphalangeal Joint

DJD - Degenerative Joint Disease

DME - Durable Medical Equipment

DOB - Date Of Birth

DVT - Deep Vein Thrombosis

DX - Diagnosis

DM - Diabetes Mellitis

ECC, EKG - Electrocardiogram

EOB - Edge of Bed

ETOH - Ethanol (Alcohol)

Eval - Evaluation

FES - Functional Electronic Stimulation

FOB - Foot of Bed

F/U - Follow Up

FWB - Full Weight Bearing

Fx - Fracture

GCS - Glasgow Coma Scale

GERD - Gastroesophageal Reflux Disease

GH - Glenohumeral

GI - Gastrointestinal

GSW - Gunshot Wound

H/A - Headache

Hemi - Hemiplegia or Hemiparesis

HEP - Home Exercise Program

HHA - Home Health Aide

HKAFO - Hip Knee Ankle Foot Orthosis

HNP - Herniated Nucleus Pulposus

H/O - History Of

HOB - Head of Bed

H&P - History and Physical

HR - Heart Rate

HTN - Hypertension

HX - History

ICU - Intensive Care Unit

IDDM - Insulin Dependent Diabetes Mellitus

I&O - Intake and Output

IR - Internal Rotation

ITB - Iliotibial Band

Jt - Joint

I/Indep - Independent

KAFO - Knee Ankle Foot Orthosis

L - Left

LB - Lower Body

LBP - Low Back Pain

LE - Lower Extremity/Extremities

LOS - Length of Stay

LQ - Lower Quadrant

LTG - Long Term Goal

L/S - Lumbar Spine

LUE - Left Upper Extremity

Max - Maximum

Max A - Maximum Assistance

MCP - Metacarpophalangeal Joint

MHP - Moist Heat Pack

MI - Myocardial Infarction

Min A - Minimum Assistance

Mm. - Muscle

MMT - Manual Muscle Test

Mod A - Moderate Assistance

MRI - Magnetic Resonance Imaging

MRSA - Methicillin-Resistant Staphylococcus Aureus

MTP - Metatarsophalangeal Joint

MVA - Motor Vehicle Accident

NBQC - Narrow Based Quad Cane

NG - Nasogastric

NIDDM - Non-Insulin Dependent Diabetes Mellitus

NICU - Neonatal Intensive Care Unit

NPO - Nothing by Mouth

N&V - Nausea and Vomiting

NVD - Nausea, Vomiting, Diarrhea

NWB - Non-Weight Bearing

O2 - Oxygen

OA - Osteoarthritis

OOB - Out of Bed

OT - Occupational Therapy

OTA - Occupational Therapy Assistant

PA - Physician’s Assistant

PACU - Post Anesthesia Care Unit

PD - Parkinson’s Disease

PE - Pulmonary Embolism

PF - Plantarflexion

PIP - Proximal Interphalangeal Joint

PMH - Past Medical History

PNF - Proprioceptive Neuromuscular Facilitation

POC - Plan of Care

Post-Op - Postoperative

Pre-Op - Preoperative

PRN - As Needed

PROM - Passive Range of Motion

Pt - Patient

PT - Physical Therapy, Physical Therapist

PTA - Physical Therapist Assistant

PVD - Peripheral Vascular Disease

PWB% - Partial Weight Bearing (With Percent)

Quad - Quadriceps

R - Right

RA - Rheumatoid Arthritis

RBC - Red Blood Cell/Count

Rehab. - Rehabilitation

Reps. - Repetitions

RLA - Rancho Los Amigo Scale

RLE - Right Lower Extremity

RN - Registered Nurse

R/O - Rule Out

ROM - Range of Motion

RTC - Rotator Cuff

RUE - Right Upper Extremity

RW - Rolling Walker

Rx - Treatment

SBA - Standby Assist

SBQC - Small Base Quad Cane

Script - Prescription

SCI - Spinal Cord Injury

SICU - Surgical Intensive Care Unit

SLP - Speech-Language Pathology/Pathologist

SLPA - Speech-Language Pathology/Pathologist Assistant

SOB - Shortness of Breath

S/P - Status Post

SPC - Single Point Cane

S/S - Signs and Symptoms

ST - Speech Therapy

STG - Short Term Goals

Sup - Supervision/Supervised (Level of Assist)

SW - Standard Walker

T-Band - TheraBand

TBI - Traumatic Brain Injury

TDWB - Touch Down Weight Bearing

TENS - Transcutaneous Electrical Nerve Stimulator

THA - Total Hip Arthroplasty

THR - Total Hip Replacement

Therex - Therapeutic Exercise

TIA - Transient Ischemic Attack

TKA - Total Knee Arthroplasty

TKR - Total Knee Replacement

TLSO - Thoracolumbosacral Orthotic

TMJ - Temporomandibular Joint

T/S - Thoracic Spine

TTWB - Toe Touch Weight Bearing

UB - Upper Body

UBE - Upper Body Ergometer

UE - Upper Extremity

UQ - Upper Quadrant

US - Ultrasound

UTI - Urinary Tract Infection

VC - Verbal Cue

Vent. - Ventilator

VO - Verbal Order

WB - Weight Bearing

WBQC - Wide Based Quad Cane

WBAT - Weight Bearing as Tolerated

W/C - Wheelchair

WFL - Within Functional Limits

WNL - Within Normal Limits

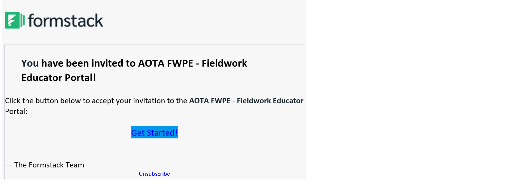
4WW - Four Wheeled Walker

## Fieldwork Performance Evaluation (FWPE) Guide for Educators This guidedescribes the steps to access and complete the mid-term and final FWPE forms in Formstack

**How to access and complete the mid-term FWPE form**

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

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



* Then click on “**Open Form**” next to the form name
* Follow the directions listed on the first page for completing the Fieldwork Performance Evaluation. **All the scores will be calculated for you automatically. You will have a chance to review the total score along with the scores for each question before you submit your evaluation.**

PASS/FAIL status

• Once you have completed the mid-term evaluation, you will receive an **email confirmation with an attached PDF copy of your submission** to the email address listed in the form.

Mid-term evaluation doesn’t have

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

**Completing the Final Evaluation**

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

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

**An email confirmation with an attached PDF copy of your submission** will be sent to the fieldwork educator’s email address listed on the form.

• **A separate email with the certificate** attached will also be sent to the fieldwork educator’s email address listed on the form after the final evaluation is completed.

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 at midterm ***AND*** before the end of your final week/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).

*Evaluating effectiveness of supervision occurs through student completion of the SEFWE at midterm and final evaluation.  The AFWC reviews all completed SEFWE forms. If an educator receives ratings of 1 (Strongly Disagree) or 2 (Disagree) on any area of the SEFWE, the AFWC will meet with the educator to discuss the area(s) of concern and develop a plan for enhancing the FWE’s supervision. A FWE who receives ratings of 1 (Strongly Disagree) or 2 (Disagree) ratings on the SEFWE from 2 or more students will not be used again without a discussion between the FWE, AFWC, and PD and evidence of progress in the areas of concern.*

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) |
|  |  | FW Educator’s years of experience \_\_\_\_\_\_\_\_\_\_\_\_ |

ORIENTATION—WEEK 1

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

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

CLIENT PROFILE

Check age groups worked with List most commonly seen occupational performance

issues in this setting

|  |  |  |  |
| --- | --- | --- | --- |
| Age |  |  | Occupational Performance Issues |
| 0–5 years old |  |  |  |
| 6–12 years old |  |  |  |
| 13–21 years old |  |  |  |
| 22–65 years old |  |  |  |
| 65+ years old |  |  |  |
|  |  |  |  |
|  |  |  |  |

Describe the typical population:

**OCCUPATIONAL THERAPY PROCESS**

I. EVALUATION

|  |  |  |
| --- | --- | --- |
| List assessment tools used | Observed | Performed |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

II. INTERVENTION

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

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

Identify theory(ies) that guided intervention:

III. OUTCOMES

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

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

\*\*OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

Yes No

|  |  |  |
| --- | --- | --- |
| 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?

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

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

Study the following evaluations:

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

Study the following intervention methods:

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

Read up on the following in advance:

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

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

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

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

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

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

Why or why not? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INSTRUCTIONS**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Check the box that best describes your opinion of the fieldwork educator’s efforts in each area  FIELDWORK EDUCATOR NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  FIELDWORK EDUCATOR YEARS OF EXPERIENCE: \_\_\_\_\_\_\_\_\_\_ | 1 = Strongly Disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly agree | | | | |
| 1 | 2 | 3 | 4 | 5 |
| 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:

## Learning Objectives for the Level II Occupational Therapy Student

*\* Required in accordance with ACOTE (2018) standard C.1.3*

Please review the learning objectives below and add your own site-specific objectives, sign, and return this form to the AFWC at **boyda9@nku.edu** or fax to **859-572-5248** (Attention: Dr. Boyd) Please complete BEFORE the first week the student rotation. Also, you must review it with the student at the beginning of the fieldwork experience.

**Level II Fieldwork Objectives**

1. Adhere to policies and procedures at the assigned clinical fieldwork site, seeking feedback and constructive criticism for the purpose of evaluating personal and professional skills related to direct client service.
2. Demonstrate integration of professional reasoning with critical thinking when analyzing, interpreting, and prioritizing data gathered for the purpose of providing occupational therapy services.
3. Plan and implement effective, evidence-based intervention programs using appropriate assessment, evaluation, interpretation, and intervention planning to achieve set goals with adherence to safety regulations and respect for client diversity.
4. Effectively educate and communicate/collaborate with clients, family, significant others, and colleagues regarding the occupational needs of each client in order to provide comprehensive, holistic intervention.
5. Incorporate therapeutic use of self as part of the therapeutic process, demonstrating an appreciation for the physical, mental, emotional, and spiritual being of each client.
6. Complete documentation in a concise and thorough manner.
7. Recommend environmental modifications as appropriate for individual clients including the fabrication and/or adaptation of materials, supplies, equipment, or tools to optimize client’s functional performance.
8. Demonstrate a clear understanding and compassion for the psychosocial implications of disease and dysfunction as they affect occupational performance.
9. The student will complete any additional assignments and requirements assigned by the Fieldwork Educator.

**Site-Specific Objectives**unique to your practice setting, population, facility, and/or specialty area.  Please include any additional objectives on another sheet of paper as needed. 

\* 9. The student will

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

\* 10. The student will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Objective (s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Nothing Additional\_\_\_\_\_\_

Fieldwork Educator Signature / Date  Student Signature / Date

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

# THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION SELF-ASSESSMENT TOOL FOR FIELDWORK EDUCATOR COMPETENCY

Fieldwork education is a vital component in preparing students for entry-level occupational therapy practice. This voluntary self-assessment tool supports the development of skills necessary to be an effective fieldwork educator (FWE) whose role is to facilitate the progression from student to entrylevel practitioner. This tool was designed to provide a structure for fieldwork educators to assess their own level of competence and to identify areas for further development and improvement of their skills. Competency as a fieldwork educator promotes the practitioner’s pursuit of excellence in working with students and ensures the advancement of the profession.

PURPOSE

Both novice and experienced OTA and OT fieldwork educators can use this tool as a guide for selfreflection to target areas for professional growth. Proficiency as a fieldwork educator is an ongoing process of assessment, education, and practice. It is essential for fieldwork educators to continually work toward improving their proficiency in all competency areas as they supervise OTA/OT students. Use of this assessment tool is intended to be the foundation from which each fieldwork educator will create a professional growth plan with specific improvement strategies and measurable outcomes to advance development in this area of practice.

CONTENT

The self-assessment tool includes the following features: 1) Addresses fieldwork educator competencies in the areas of professional practice, education, supervision, evaluation, and administration. 2) Uses a numerical rating (Likert) scale from 1 (Low Proficiency) to 5 (High Proficiency) to aid in self-assessment. 3) Includes a “Comment Section” intended to be used by the fieldwork educator in identifying aspects of competency for self-improvement. 4) Results in a “Fieldwork Educator Professional Development Plan.” Fieldwork educators can use the suggested format for recording a professional development plan of action. The suggested format or chart may be copied for additional space. Such a plan helps fieldwork educators meet the standards established for FWE s as stated in the Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guidelines (2006). 5) Explains terminology, which is based on the Practice Framework 2nd Edition.

WHO SHOULD USE THE TOOL This self-assessment tool is designed to be used by OTA and OT fieldwork educators at all levels of expertise in supervising students. While the tool is primarily oriented toward OTA/OT practitioners who directly supervise OTA and/or OT Level II fieldwork, it can easily be applied to Level I fieldwork and to non-OT supervisors.

The link can be found at <https://www.aota.org/-/media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20(2009).pdf>

## Level II Fieldwork Student Learning Objectives

1. Adhere to policies and procedures at the assigned clinical fieldwork site, seeking feedback and constructive criticism for the purpose of evaluating personal and professional skills related to direct client service.
2. Demonstrate integration of professional reasoning with critical thinking when analyzing, interpreting, and prioritizing data gathered for the purpose of providing occupational therapy services.
3. Plan and implement effective, evidence-based intervention programs using appropriate assessment, evaluation, interpretation, and intervention planning to achieve set goals with adherence to safety regulations and respect for client diversity.
4. Effectively educate and communicate/collaborate with clients, family, significant others, and colleagues regarding the occupational needs of each client in order to provide comprehensive, holistic intervention.
5. Incorporate therapeutic use of self as part of the therapeutic process, demonstrating an appreciation for the physical, mental, emotional, and spiritual being of each client.
6. Complete documentation in a concise and thorough manner.
7. Recommend environmental modifications as appropriate for individual clients including the fabrication and/or adaptation of materials, supplies, equipment, or tools to optimize client’s functional performance.
8. Demonstrate a clear understanding and compassion for the psychosocial implications of disease and dysfunction as they affect occupational performance.
9. The student will complete any additional assignments and requirements assigned by the Fieldwork Educator.

# Weekly Level II Plan for Educators

|  | **LEARNING ACTIVITY** | **INVOLVEMENT WITH PATIENTS** |
| --- | --- | --- |
| **Week 1** |  |  |
| **Week 2** |  |  |
| **Week 3** |  |  |
| **Week 4** |  |  |
| **Week 5** |  |  |
| **Week 6** |  |  |
| **Week 7** |  |  |
| **Week 8** |  |  |
| **Week 9** |  |  |
| **Week 10** |  |  |
| **Week 11** |  |  |
| **Week 12** |  |  |
| **Wrap up activities** |  |  |

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