



***UND***

***Department of Occupational Therapy***

***Fieldwork Manual***

***2021-2022***

# **Manual for Occupational Therapy**

## **Fieldwork Educators**

### **University of North Dakota**

This manual is designed to provide fieldwork educators with easily accessible information about the academic and fieldwork portions of the occupational therapy program at the University of North Dakota, with campuses in Grand Forks, North Dakota and Casper, Wyoming.

Fieldwork is intended to complement academic preparation by offering additional opportunities for growth, to apply knowledge, develop and test clinical skills and validate abilities that comprise professional competence. The academic setting emphasizes the acquisition of knowledge and affective growth of the student. The fieldwork site provides opportunity to practice and apply knowledge through supervised intervention and professional role modeling.

The goal of level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork is integral to the program's curriculum design and provides students with an in-depth experience in delivering occupational therapy services to clients, focusing on the application of evidence-based and meaningful occupation. Fieldwork experiences are designed to promote clinical reasoning and reflective practice and to transmit the values and beliefs that enable ethical practice and the development of professional competence.

The fieldwork program is possible through the cooperative efforts of the UND Occupational Therapy Program, fieldwork partners, and participating students. Information relevant to each party regarding policies, procedures, and general guidelines pertaining to both level I and level II fieldwork education can be found in this manual.

The occupational therapy faculty at the University of North Dakota would like to express appreciation to our fieldwork partners for their continuing contribution to the education of future occupational therapists.

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### **ACCREDITATION AND CERTIFICATION**

Only students who have successfully matriculated through an accredited entry-level program in occupational therapy are eligible to sit for the certification exam.

#### **Statement of Accreditation**

The Occupational Therapy Program has been granted Pre-Approval Accreditation status for entry-level Occupational Therapy Doctorate by the Accreditation Council for Occupational Therapy Education (ACOTE). The program will complete the on-site accreditation visit in October 2021. For information regarding accreditation, contact ACOTE at (301) 652-2682, or ACOTE, 4720 Montgomery Lane, Suite 200, Bethesda, Maryland, 20814-3449. The web address is [www.acoteonline.org](http://www.acoteonline.org). All basic professional programs must comply with the *Standards for an Accredited Educational Program for the Occupational Therapist, 2018*.

#### **Certification**

Graduates of the program will be able to sit for the national entry-level certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy, INC. (NBCOT, 800 South Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150; (phone 301-990-7979). After successful completion of this examination the graduate will be an Occupational Therapist Registered (OTR). Most states require licensure to practice; state licenses may be based on the results of the NBCOT certification examination.

It is important to be aware that a felony conviction may affect a graduate's ability to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination or to attain state licensure as an Occupational Therapist. You will be asked to respond to the following questions when registering for the NBCOT exam:

- Have you ever been charged with or convicted of a felony?
- Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?
- Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct, which resulted in harm to another?

Information regarding NBCOT's process of screening applicants for Character Review may be found at: [www.nbcot.org](http://www.nbcot.org). If you have any questions, the department will assist you in this process.

## **OCCUPATIONAL THERAPY DOCTORATE DEGREE PROGRAM**

The **Department of Occupational Therapy** at the **University of North Dakota** offers an eight-semester entry level Occupational Therapy Doctorate (OTD) degree. We think you will agree with us that occupational therapy is a rewarding career choice because of the opportunity it affords to make a positive difference in people's lives. Helping people of any age learn to recover from life's challenges and relearn the skills for the "job of living" is profoundly unique.

### **MISSION STATEMENT**

The Department of Occupational Therapy shares the mission of the University of North Dakota and the School of Medicine and Health Sciences to serve the public through: 1) teaching and preparation of highly skilled entry-level occupational therapists, 2) scholarly and creative activity, and 3) service. The mission is accomplished through integration of scholarly inquiry and application of occupation in teaching/learning and OT practice contexts. Best practices in the profession will reflect the exemplars of client-centeredness, occupation-centered, evidence-based, and culturally relevant practice. The skills for lifelong learning and ethical and effective leadership will be promoted to enhance the quality of life of all people with whom we engage.

### **VISION STATEMENT**

To prepare occupational therapists who engage in occupation-based, evidence-based, and culturally relevant practice supporting client-centered participation in meaningful occupation that promotes health and well-being.

### **OCCUPATIONAL THERAPY AS A PROFESSION**

Occupational therapy is a comprehensive health care profession, requiring a diverse set of skills and abilities that are utilized in varying degrees within OT careers. This variety within practice lends itself to the employment of individuals with many different interests and abilities. Occupational therapists, as a professional group, have a deep commitment to providing competent and ethical interventions in collaboration with clients who have many different occupational challenges due to health status, state of well-being, and development.

The Department of Occupational Therapy is dedicated to the education of students as generalist practitioners and has received candidacy status from the Accreditation Council for Occupational Therapy Education (ACOTE). Students are prepared for an occupational therapy career in all areas of practice, equipped with the skills needed to succeed in fieldwork experiences and in eventual clinical practice. After the successful completion of academic preparation, and fieldwork experiences, passing a national certification exam is required prior to practicing as an occupational therapist.

## **Philosophy of the Occupational Therapy Program**

### ***Beliefs About Occupation, Occupational Therapy, and Humanity***

Occupational therapy helps people of all ages engage in day-to-day activities through therapeutic use of occupations (AOTA, 2014). The word occupation refers to all of the activities that occupy the individual's time, meet personal needs, enable participation in family and community life, and sustain health and well-being (AOTA, 2017; Wilcock, 2006). Occupational therapists believe that humans need occupation to grow and thrive; as humans participate in occupation, the union of the mind, body, and spirit is expressed. Occupations are embedded in the everyday life of each person and are best understood in the context of the environment(s) in which they occur (Hooper & Wood, 2014). Occupational therapists believe that occupations and especially occupational participation have the power to impact humans' state of personal health. Restricted opportunity for participation in personally valued occupations is believed to result in states of dysfunction, dissatisfaction, and an overall diminished well-being (Hasselkus, 2011). Occupational therapists believe in occupational justice – the right to access occupational participation and meet basic occupational needs regardless of life circumstances and/or disability (Wilcock & Townsend, 2014).

The primary goal of occupational therapy is to promote engagement and participation in personally valued occupations to improve health and well-being. To meet this goal, contemporary occupational therapy practice is characterized by four principles: 1) client-centered practice; 2) occupation-based practice; 3) evidence-based practice; and 4) culturally relevant practice (Boyt Schell, Scaffa, Gillen & Cohen, 2014).

*Client-centered practice* reflects the occupational therapist's desire to understand the uniqueness of each individual and developing a profile descriptive of the individual's occupations. The client-centered therapist fosters development of a therapeutic relationship where the responsibility for decision-making, including goals and objectives of therapy, is shared with the individual (Law, 1998). The client is recognized as either a person, group, or population (AOTA, 2014).

At the core of client-centered practice is occupation. *Occupation-based practice* is firmly centered on the individual's desire for satisfactory occupational performance. The occupational therapist seeks to address the personally valued occupations of the individual in contexts most closely approximating the natural environment(s) of the individual (Boyt Schell, et al., 2014).

*Evidence-based practice* involves incorporating research evidence into the professional reasoning process to develop rationales supporting occupational therapy evaluation and intervention practices. The therapist evaluates relevant research, synthesizes the evidence to support intervention, and communicates the predicted outcomes to the individual who is encouraged to be a part of the decision-making in therapy (Law & MacDermid, 2008).

*Culturally relevant practice* recognizes that occupations are shaped by culture and that effective occupational therapy must attend to the social, political, and cultural milieu of the individual served (WFOT, 2010). Occupational therapists are challenged to reflect upon the assumptions

embedded in their own culture in order to remain open to new understandings present in other cultures.

We believe the therapist whose practice reflects client-centered, occupation-based, evidence-based, and culturally competent objectives is able to facilitate engagement and participation in occupations to meet personal and societal needs.

### **Beliefs About Teaching and Learning**

Reflecting our beliefs about the value of occupation to human beings, our philosophy of teaching and learning begins with the core subject of occupation. Subject-centered learning enables educators and their students to keep the profession's core subject at the center of learning (Hooper et al., 2014; Palmer, 1998). We believe maintaining occupation as our central focus is fundamental to students' development of sound professional reasoning and ultimately, professional identity (Bilics, 2014; Hooper et al., 2014).

Keeping occupation at the center, experiential learning philosophy guides our conceptualization of the learner, the educator, and methods utilized to facilitate learning. We believe that learning occurs when practical experiences are paired with methods that facilitate connection between these experiences and understanding occupation (Hooper et al., 2014; Merriam, Caffarella, & Baumgartner, 2007a). As students come to understand occupation, we intentionally provide opportunities for critical reflection in order to prepare students for self-authorship (Brookfield 1987; Fink, 2003; Hooper, 2010; Merriam et al., 2007b). Therefore, we complement our experiential learning philosophy with transformational learning methods. The outcome is students are capable of self-authorship where they can use their internalized understanding of occupation and their identity as an occupational therapist to solve novel problems and aspire to become agents of change in the profession (Hooper, 2010). With this in mind, we set forth our view of the learner, educator, context, and process of learning.

### **View of the Learner**

Learners will come with previous experiences which are used to connect to new learning about the occupational therapy profession (Merriam et al., 2007a; Hooper et al., 2014). Learners are motivated by the perceived necessity to learn the information (Merriam et al., 2007a). Learners are invested in their learning. With this motivation comes the ability to initiate and engage in self-directed inquiry. The learner takes responsibility for being an active participant—able to transfer knowledge and skills into both the professional and personal arenas of his or her life (Sell, 2008). The learner is curious and tolerates ambiguity as they engage in the learning process. The learner collaborates with others in an array of dynamic learning strategies as implored by environmental and situational demands (Merriam, et al., 2007a, 2007b).

### **Learning Process**

We believe learning how to reason like an occupational therapist is critical to the learning process. Initially, learning requires an individual to have some underlying foundational concepts (Fink, 2003; Sell, 2008), with attention being given to the learner being self-directed in acquiring foundational knowledge. Foundational concepts include an understanding and knowing of the profession's core, human occupation, in which all additional concepts and knowledge should be situated within (Hooper, et al., 2014). Once the learner has an understanding of the conceptual

foundation, the next stage in the progression of learning is “learning how to think like an OT”, where emphasis is given to mastering critical thinking within the domain of occupational therapy. Rather than an emphasis on content alone, learning involves mastering more complex ways of knowing through critical thinking processes (Boyt-Schell & Schell, 2008; Schon, 1987). To facilitate the process of learning, it is believed that learning occurs when learners are provided opportunities to readily engage with knowledge through application, evaluation, and synthesis. The final stage is the ability to synthesize learning or engage in self-authorship (Fink, 2003; Hooper, 2010). The ultimate outcome is when the learner has acquired the skills and attitude to be a life-long learner and change agent.

### **View of the Educator**

Educators establish a classroom culture that facilitates development of the inquisitive nature of the student to further enable them to ask the critical questions of themselves, of the occupational therapy profession and of the society in the future (Merriam et al., 2007a; Hooper et al., 2014). This includes understanding current practice, posing missing elements, and developing solutions for future practice (Hooper, 2010). The educator fosters positive relationships between the community of learners (student, educator, practitioner, researchers, and consumers). Educators carefully construct learning experiences from a repertoire of contextualized instructional methods based on where students are in the learning process (Merriam et al., 2007a, 2007b).

### **Context**

The context of learning should encompass a variety of learning activities to address both the needs of the learner and the learning outcomes. The best learning opportunities are those that provide authentic experiences to promote active engagement in higher order thinking and problem solving to prepare students for self-authorship (Boyt-Schell & Schell, 2008; Hooper 2010; Merriam et al., 2007a). Students are likely to learn more when they learn in collaboration with a community of learners (Boyt-Schell & Schell, 2008). Collaborative learning enhances cooperation, discourse, teamwork, and heightens the individual’s learning through self-reflection (Boyt-Schell & Schell, 2008). The community of learners takes equal responsibility to create a positive climate for learning. Assessment and feedback are fostered through a supportive environment and enable understanding of what learners bring to the classroom and aid in adjusting the context to promote effective learning (Angelo & Cross, 1993).

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## *UND OTD Curriculum Design Statement*

**Occupation is the center** of our curriculum (See Figure 1 Curriculum Design). This fulfills our vision, mission and philosophy to develop therapists who promote engagement and participation in personally valued occupations to improve health and well-being for a diverse society. Occupation at the core is fundamental to the development of sound professional reasoning and professional identity (Bilics, 2014; Hooper et al., 2014). Consequently, **four curriculum threads are connected to occupation and are integrated throughout courses in the program**: 1) Art and Science of Occupational Therapy); 2) Professional Identity and Collaboration, 3) Innovative and Intentional Leadership, and 4) Diversity and Inclusive Participation. These four threads organize our curriculum outcomes (see Table 1) and reflect those concepts inherent to understanding our profession (Giddens, Caputi, & Rodgers, 2015).

Integral to the **context of learning** is the community of learners, learning strategies, and learning process. Community of learners have equal responsibility in creating a positive and supportive learning environment. Context is particularly important in experiential and transformational philosophies where student engagement in **authentic experiences** is critical to the learning process. Consistent with our beliefs, learning occurs through **dynamic and interactive strategies**. These strategies function to connect threads to occupation throughout the curriculum. Faculty and fieldwork educators are experts at utilizing contextualized learning strategies. Our students equally contribute by building on **previous experience through critical reflection**, actively engaging in **self-directed inquiry and collaborative learning**.

The **learning process** occurs in **three stages** and is critical to how we sequence our curriculum (See Figure 1). During the first stage, students engage in understanding **foundational concepts** inherent to the profession and reflected in each of our curricular threads. Emphasis is placed on understanding occupation, occupational therapy, cultural competence, and leadership. Once students have the foundational concepts, they enter the second stage where facilitation of **critical thinking** about occupation begins. For example, students will apply reasoning in the occupational therapy process, use research for best practice, apply occupational therapy models during intervention, utilize management principles, and begin work on justice and policy. During stage three, students are able to **synthesize** learning and engage in the highest level of learning where students utilize critical thinking for innovative practice and are capable of initiating action steps to becoming agents of change.

Semester 1: Stage 1: Foundational Concepts

Semester 2: Transition from Stage 1: Foundational Concepts to Stage 2: Critical Thinking

Semester 3: Stage 2: Critical thinking

Semester 4: Stage 2: Critical thinking

Semester 5: Stage 2: Critical thinking

Semester 6: Stage 2: Critical thinking (Level IIA)

Semester 7: Transition from Stage 2: Critical thinking to Stage 3: Synthesis (Level IIB)

Semester 8: Stage 3: Synthesis (Experiential)

## **Overview of Course Sequence:**

Semester 1 encompasses Stage 1: Foundational Concepts where students are learning those skills foundational to occupational therapy practice regardless of practice context. OT 400 Culture and Occupation emphasizes understanding culture and its influence on occupational performance. OT 401 OT Process and Practice Contexts provides students with an understanding of the OT process, strategies for professional reasoning, and an understanding of practice contexts. OT 402 Research Foundations in OT students understand qualitative and quantitative research methodology as used in the occupational therapy profession and applies principles of evidenced-based practice investigation, critiques and the process of presentation and publication of research projects. OT 404 Occupation and Analysis emphasizes understanding the occupational nature of humans, theories of practice and analysis of occupation. OT 405 Forming Your Professional Identity addresses the history of OT, values and ethics, and the distinct value of occupational therapy along with the beginning of professional development. Lastly, OT 406 Integration and Fieldwork emphasizes safety in occupational therapy practice and provides hands-on opportunities in level I fieldwork to apply concepts learned across courses in the semester.

Semester 2 involves the transition from Stage 1: Foundational Concepts to Stage 2: Critical Thinking. During this semester, the primary emphasis is placed on critically thinking about occupation by applying foundational concepts as students begin to engage in the OT process with the primary emphasis being evaluation. Specifically, in OT 403 Research Methods in Occupational Therapy, students design qualitative and quantitative methodology and engage in analysis. In addition, students learn to apply evidence to practical clinical scenarios and develop further their identity as occupational therapy clinician-researchers. In OT 439 Health and Disease Affecting Occupational Performance, students understand normal development and disruptions of occupational performance by analyzing impacts on occupational performance. Concurrently, students are enrolled in OT 440 Evaluation of Occupational Performance where they begin to analyze occupational performance in the evaluation process across the lifespan and across practice contexts. OT 442 Integration and Fieldwork 2 provides opportunity to bring together concepts across courses in problem-based cases, hands-on learning in level I fieldwork and through exposure to consumers. OT 442 Leadership Foundations in OT students apply leadership theories and models, understand OT leaders, and analyze their own leadership skills in regard to professional development in preparation for Level II Fieldwork and the Doctoral Experiential Placement.

During semester 3, students are engaged in Stage 2: Critical Thinking as they continue to critically think about occupational performance. In OT 443 Movement and Occupational Performance, students study human anatomy and kinesiology in order to gain competence in the evaluation of and intervention planning for the occupational performance of human beings. Included are human body dissection, theory and techniques of musculoskeletal evaluation with analysis of normal and pathological human motion. The emphasis of this semester is completing the evaluation process and beginning to engage in intervention; thus students are enrolled in OT 444 Introduction to OT Intervention where students are applying intervention approaches and types, health literacy concepts, client/teaching/learning process approaches, and group process with opportunities to function as a group facilitator.

The student continues in Stage 2: Critical Thinking, as the focus of study transitions from evaluation to the intervention component of the OT process in semester 4. In OT 500 Interventions for Mental Functions Applied to Occupational Performance, students use evaluation data to plan interventions, intervention planning, implementation, review, and outcomes with specific emphasis for populations across the lifespan where occupational performance is affected by mental functions. In OT 501 Interventions for Neuro-musculoskeletal and Movement Functions Applied to Occupational Performance, students utilize critical thinking skills necessary to understand interventions across the lifespan for neuro-musculoskeletal and movement functions specific to occupational performance. In OT 502 Management and Advocacy for Occupational Therapy Practice, students will understand the role of the occupational therapy manager and be able to analyze public policy and apply leadership skills through advocacy efforts. OT 503 Integration and Fieldwork 3 is an opportunity for synthesis of content covered in this semester and students apply learning through integrated case studies, consumers, and level I fieldwork. In OT 510 Experiential 1, students will review expectations of the Doctoral Experiential Placement and process, IS/SP culminating project guidelines, samples of potential sites, procedures for contacting sites, and the Background/Purpose section of the Doctoral Experiential Memorandum of Understanding. Additionally, half of the students are enrolled in OT 469 Inter-professional Health Care course.

During Semester 5 students continue in Stage 2: Critical Thinking when they plan intervention in OT 512 Interventions for Sensory Functions Applied to Occupational Performance and OT 513 Community-based Practice Interventions. Concurrently, students are enrolled in OT 514 Innovative Practitioner where they critically think as they engage in needs assessment and program planning which brings together evaluation and intervention planning for populations or agencies. OT 516 Integration and Fieldwork 4 continues to provide an opportunity for integration of concepts learned across the semester as students learn through cases, consumers, and level I fieldwork. Students are also enrolled in OT 517 Education in OT where the primary emphasis is on understanding the role of OT as a fieldwork educator and as an academic educator. The remaining half of the students are enrolled in OT 469 Inter-professional Health Care. In OT 511 Experiential 2 students will develop a draft of the Memorandum of Understanding (MOU) for the Doctoral Experiential placement. The MOU will include an individualized learning plan, a schedule, and documentation of roles and responsibilities of all parties involved with the Doctoral Experiential Placement IS/SP. In addition, the experiential site will be secured with the Doctoral Experiential placement MOU signed and dated by the student, site and faculty mentors.

Semester 6 includes OT 583 Level II Fieldwork A, OT 518 Advanced Integration 1, and OT 589 Readings. Students are at the end of Stage 2: Critical Thinking. They are engaged in the first Level II experience and Advanced Integration 1 provides opportunities for students to apply their learning in occupational therapy clinical/health setting with emphasis on clinical reasoning, reflective practice, professionalism and competence in developing skills to meet career responsibilities. OT 589 Readings is focused on literature review and related work for the Doctoral Experiential Placement and Scholarly Project of Independent Study to be completed in Semester 8.

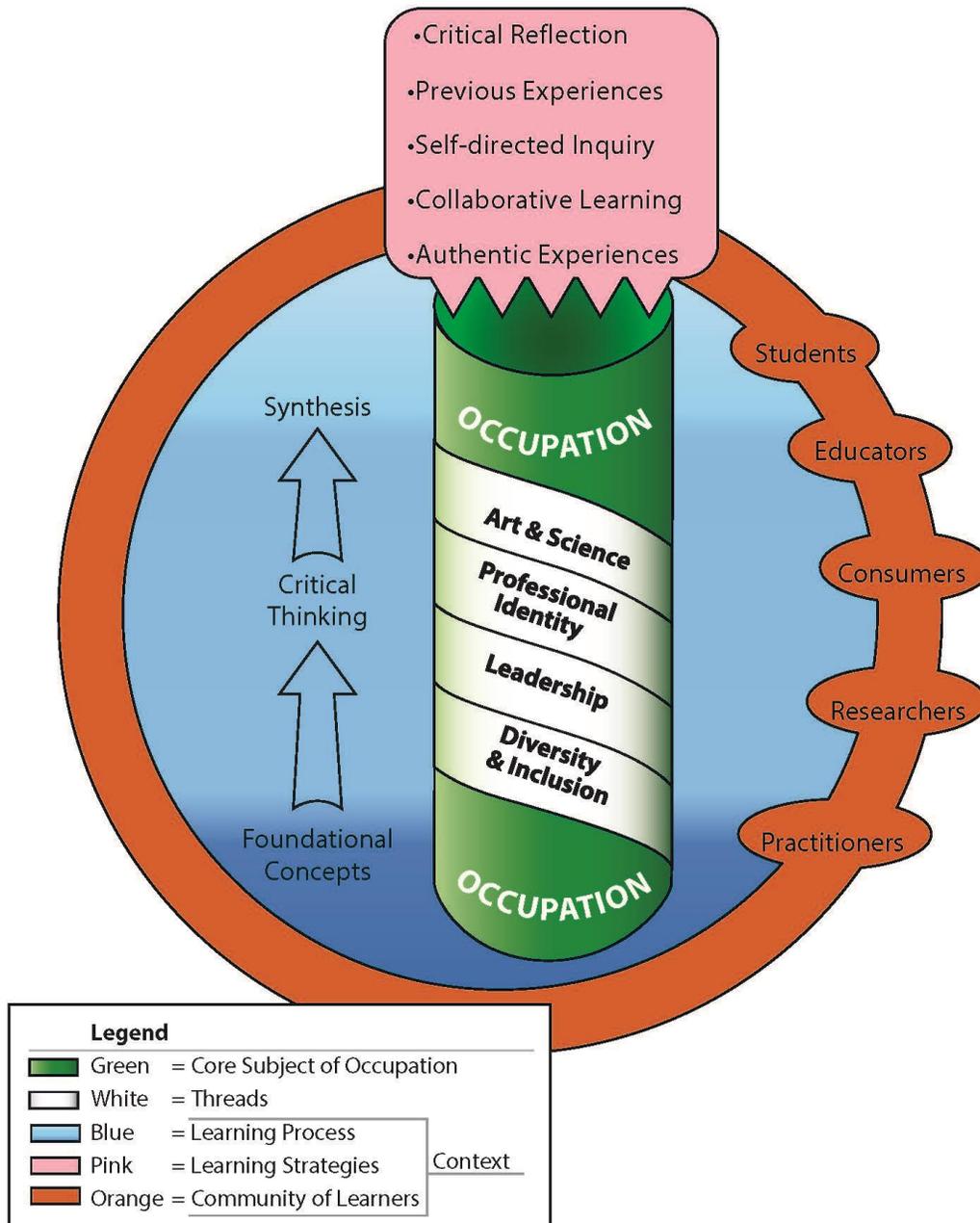
During Semester 7 students Transition from Stage 2: Critical thinking to Stage 3: Synthesis. During this semester, Students are enrolled in OT 584 Level II Fieldwork B, OT 520 Advanced Integration 2, and OT 589 Readings. The emphasis becomes focused on transitioning to synthesis where students are independent, innovative, and ready to become agents of change. OT 520 Advanced Integration provides opportunities as it challenges students to apply critical thinking in action. Students prepare for and take the department's competency exam. Students continue to refine and prepare for the Doctoral Experiential Placement in OT 589 Readings.

During Semester 8 students continue to engage in Stage 3: Synthesis. During these semester students are enrolled in OT 594 Doctoral Experiential Placement to develop advanced skills beyond the generalist level in one of the following areas: 1) clinical practice skills, 2) research/theory development, 3) administration/policy development, 4) program development, 5) advocacy, or 6) education. In conjunction with the Doctoral Experiential Placement, students complete a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area as they complete either OT 995 Scholarly Project (SP) or OT 997 Independent Study (IS). The culminating project will be consistent with the student's individualized learning objectives noted on the Doctoral Experiential memorandum of Understanding. The IS/SP culminating project can take one of the following forms: 1) Case study; 2) Program development/modification; 3) Course development; 4) Advocacy via professional journal or agency level, or 5) Research Report. The IS/SP culminating projects can be completed in groups, however, must still reflect each student's individualized goals and objectives indicated on the Doctoral Experiential Memorandum of Understanding.

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Figure 1: Curriculum Design



**Table 1: Curriculum Outcomes**

**Art and Science of Occupational Therapy:** Emphasis on student’s development of professional reasoning, capacity to engage in the occupational therapy process including the therapeutic relationship and becoming a research user and builder.

- The student will use **professional reasoning** strategies to provide rationale for decisions made during the occupational therapy process.
- The student will demonstrate ability to accurately implement the **OT process** in all potential practice areas including evaluation, intervention, and outcomes.
- The student will develop and maintain a **therapeutic relationship** with clients in order to collaborate during the OT process that would benefit the client’s health and well-being.
- The student will act as a **research user** in planning and modifying intervention in light of evidence
- The student will design, construct, and implement the process for building evidence to act as a **research builder**.

**Professional Identity and Collaboration:** Emphasis on student understanding of the occupational nature of humans, the Occupational Therapy profession, application and synthesis of occupation performance theories of practice throughout the OT process, participation and understanding of professional engagement, and understanding in thought and practice of intra-professionalism and inter-professionalism.

- The student will analyze and articulate the role of occupation and its influence on health and wellness in the examination of the **occupational nature of humans**.
- The student will articulate an understanding of the history, values, and ethics of **occupational therapy** and advocate with confidence what occupational therapy can offer society
- The student will apply **occupational based theories and models of practice** in order to construct, modify, and evaluate occupational performance related to the OT process.
- The student will actively participate in profession-specific and formal educational activities in a variety of context that enhance the role and awareness of occupational therapy demonstrating **professional engagement**.
- The student will apply skills necessary to effectively take part in **intra/interprofessional** collaborative practice.

**Innovative and Intentional Leadership:** Emphasis on student knowledge and understanding of public policy in acting to improve access to OT services, student implementation of effective management skills in creating OT services, and student utilization of leadership skills/strategies for innovative practice.

- The student will evaluate factors influencing **public policy** and create a course of action for improving access to occupational therapy services.
- The student will make use of **management** skills to create occupational therapy services for individuals and organizations.
- The student will use **leadership** skills and strategies in preparation for innovative practice.

**Diversity and Inclusive Participation:** Emphasis on student's ability to engage in culturally relevant practice and to promote justice through advocacy for occupational engagement for all beings.

- The student will develop and practice relevant and culturally sensitive strategies and skills when interacting with consumers across occupational therapy practice to demonstrate **cultural competence**.
- The student will analyze the effects of health disparities and inequalities and will advocate to increase occupational engagement for all occupational beings to promote **justice**.

## *Occupational Therapy Doctorate Curriculum Sequence*

### **Professional Year 1**

<b>Fall</b>		<b>Credits</b>
OT 400	Culture and Occupation	3
OT 401	OT Process and Practice Contexts	2
OT 402	Research Foundations in OT	3
OT 404	Occupation and Analysis	4
OT 405	Forming Your Professional Identity	2
OT 406	Integration and Fieldwork 1	3
<b>Total Credits</b>		<b>17</b>

<b>Spring</b>		<b>Credits</b>
OT 403	Research Methods in OT	4
OT 439	Health and Disease Affecting Occupational Performance	5
OT 440	Evaluation of Occupational Performance	5
OT 441	Leadership Foundations in OT	2
OT 442	Integration and Fieldwork 2	3
<b>Total Credits</b>		<b>19</b>

<b>Summer</b>		<b>Credits</b>
OT 444	Introduction to OT Intervention	2
OT 443	Movement and Occupational Performance	6
<b>Total Credits</b>		<b>8</b>

### **Professional Year 2**

<b>Fall</b>		<b>Credits</b>
OT 500	Interventions for Mental Functions Applied to Occupational Performance	5
OT 501	Interventions for Neuromusculoskeletal & Movement Functions Applied to Occupational Performance	5
OT 502	Management and Advocacy for OT Practice	3
OT 503	Integration and Fieldwork 3	2
OT 469	Interprofessional HealthCare *students take either F/S	1
OT 510	Experiential 1	1
<b>Total Credits</b>		<b>16 or 17*</b>

<b>Spring</b>		<b>Credits</b>
OT 512	Interventions for Sensory Functions Applied to Occupational Performance	4
OT 513	Community-Based Practice Interventions	4
OT 514	Innovative Practitioner	3
OT 516	Integration and Fieldwork 4	2
OT 517	Education in OT	2
OT 469	Interprofessional HealthCare *students take either F/S	1
OT 511	Experiential 2	2
<b>Total Credits</b>		<b>17 or 18*</b>

<b>Summer</b>		<b>Credits</b>
OT 583	Level II Fieldwork A	12
OT 518	Advanced Integration 1	1
OT 589	Readings	1
<b>Total Credits</b>		<b>14</b>

### **Professional Year 3**

<b>Fall</b>		<b>Credits</b>
OT 584	Level II Fieldwork B	12
OT 520	Advanced Integration 2	1
OT 589	Readings	1
<b>Total Credits</b>		<b>14</b>

<b>Spring</b>		<b>Credits</b>
OT 594	Doctoral Experiential Placement	16
OT 995	Scholarly Project	2
or		
OT 997	Independent Study	2
<b>Total Credits</b>		<b>18</b>

**Minimum Total Credits Required** **124**

## Course Descriptions

**OT 200: Introduction to Occupational Therapy:** 2 credits. Prerequisites: None. History, scope, objectives, and functions of Occupational Therapy. F, S

**OT 400: Culture and Occupation:** 3 credits. Gain an appreciation and understanding of the influence of cultural diversity across the domains of occupational therapy. Investigate the role culture takes in shaping clients as occupational beings.

**OT 401: Introduction to OT Process and Contexts of Practice:** 2 credits. Students develop foundational understanding of occupational therapy including OT process, types of professional reasoning, and contexts where occupational therapy occurs.

**OT 402: Research Foundations in OT:** 3 credits. This course engages the student in concepts used in qualitative and quantitative research methodology as used in the occupational therapy profession. Specifically, the student applies principles of evidenced-based practice investigation, critiques and demonstrates a foundational knowledge of research methodology, engages in beginning-level data analysis and interpretation, and is introduced to the process of presentation and publication of quantitative research projects.

**OT 403: Research Methods in OT:** 4 credits. This course engages the student in qualitative and quantitative research design methodology and analysis used in the occupational therapy profession and introduces the student to inter-professional research engagement. In addition, students learn to apply evidence to practical clinical scenarios and develop further their identity as occupational therapy clinician-researchers.

**OT 404: Occupation and Analysis:** 4 credits. Introduction to the concepts of occupation, relation to health and wellness, occupation-based models, and analysis.

**OT 405: Forming your Professional Identity:** 2 credits. Introduction to foundational concepts of the Occupational Therapy profession and exemplars of personal and professional growth. Topics include historical development of the OT profession as well as personal application of professional exemplars.

**OT 406: Integration and Fieldwork 1:** 3 credits. Integration courses are intended to apply content in the semester. Topics include application of OT process, professional reasoning, cultural competence and justice, therapeutic relationship, and occupation analysis.

**OT 439: Health and Disease Affecting Occupational Performance:** 5 credits. Students will understand normal development throughout the lifespan and how it impacts occupational performance when disruptions occur.

**OT 440: Evaluation of Occupational Performance:** 5 credits. This course engages the student in the critical thinking necessary to understand evaluation concepts and apply the OT process in the art and science of evaluation. Students will encounter diversity of OT practice and

professional identity concepts through assessing occupational performance and underlying factors (i.e., client factors and body functions).

**OT 441: Leadership Foundations in OT:** 2 credits. Students gain knowledge of leadership theories and models, OT leaders in the fieldwork, and analyze their own leadership skills in regard to professional development and practice.

**OT 442: Integration and Fieldwork 2:** 3 credits. Integration courses are intended to apply content in the semester. Topics include application of OT process with specific emphasis on professional reasoning in the evaluation process.

**OT 443: Movement and Occupational Performance:** 6 credits. This course combines the study of human anatomy and kinesiology to allow the student to grow competence in the evaluation of and intervention planning for the occupational performance of human beings. Included are human body dissection, theory and techniques of musculoskeletal evaluation with analysis of normal and pathological human motion.

**OT 444: Introduction to OT Intervention:** 2 credits. Didactic and experiential learning in a small group setting. Students are provided with an introduction to intervention approaches and types, health literacy, client/teaching/learning process, and group process with opportunities to function as a group facilitator.

**OT 469: Interprofessional Health Care (IPHC):** 1 credit. A process-learning course intended to provide experience in building a team of health professionals from different professions. The focus is on learning to work effectively with an interprofessional health care team. Emphasis is placed on effective teamwork, the unique contributions of different professions, patient or family centered approach in health care delivery and awareness of potential medical errors. S/U Grading F, S

**OT 500: Interventions for Mental Functions Applied to Occupational Performance:** 5 credits. This course focuses on intervention planning, implementation, review, and outcomes with specific emphasis for populations where occupational performance is affected by mental functions.

**OT 501: Interventions for Neuromusculoskeletal and Movement Functions Applied to Occupational Performance:** 5 credits. This course provides students with the opportunity to utilize critical thinking skills necessary to understand interventions for neuromusculoskeletal and movement related functions specific to occupational performance. Concepts will be applied to the OT process through intervention planning, implementation, review, and outcomes.

**OT 502: Management and Advocacy for OT Practice:** 3 credits. Students will understand the role of the occupational therapy manager, be able to analyze public policy and apply leadership skills through advocacy efforts.

**OT 503: Integration and Fieldwork 3:** 2 credits. Integration courses are intended to apply content in the semester. Topics include application of OT process with specific emphasis on professional reasoning in the intervention process.

**OT 510: Experiential 1:** 1 credit. Students begin developing the Doctoral Experiential Placement experience and the IS/SP Culminating Project.

**OT 512: Interventions for Sensory Functions Applied to Occupational Performance:** 4 credits. This course provides students with the opportunity to utilize critical thinking skills necessary to understand interventions for sensory functions specific to occupational performance. Concepts will be applied to the OT process through intervention planning, implementation, review, and outcomes.

**OT 513: Community-Based Practice Interventions:** 4 credits. This course provides students with the opportunity to utilize critical thinking skills necessary to understand various occupations for populations in community-based practice settings. The application of the OT process will be integrated through intervention planning, implementations and outcomes in relation to community-based practice and occupation-based models for these populations.

**OT 514: Innovative Practitioner:** 3 credits. This course will provide students with the opportunity to develop entrepreneurial skills in completing a needs assessment, develop a program proposal based on needs identified, as well as evaluate the effectiveness of programming for a community-based organization.

**OT 516: Integration and Fieldwork 4:** 2 credits. Integration courses are intended to apply content in the semester. Topics include application of OT process with specific emphasis on professional reasoning in the intervention process.

**OT 517: Education in Occupational Therapy:** 2 credits. Explores the methods and strategies used to develop, implement and assess education programs for students in academia and fieldwork settings, for patients/clients, businesses and professional staff. Information and discussion focus on the theory and research relevant to education in a variety of settings.

**OT 511: Experiential 2:** 2 credits. Students continue developing the Doctoral Experiential Placement experience and the IS/SP Culminating Project.

**OT 518: Advanced Integration 1:** 1 credit. Application of occupational therapy in a clinical/health setting with emphasis on clinical reasoning, reflective practice, professionalism and competence in developing skills to meet career responsibilities.

**OT 583: Level II Fieldwork A:** 12 credits. Application of occupational therapy concepts and the occupational therapy process including evaluation, intervention, and outcome measurement in varying fieldwork settings.

**OT 520: Advanced Integration 2:** 1 credit. Students analyze contextual elements influencing provision of culturally sensitive care at their final Level II Fieldwork experience. Competency of the 4 threads is demonstrated in preparation for Experiential Experience.

**OT 584: Level II Fieldwork B:** 12 credits. Application of occupational therapy concepts and the occupational therapy process including evaluation, intervention, and outcome measurement in varying fieldwork settings.

**OT 589: Readings in Occupational Therapy:** 1-2 credits, repeatable to 6 credits. Selected readings in the student's area of interest with oral and/or written reports. Consent of instructor required prior to enrollment. F, S, SS

**OT 594: Doctoral Experiential Placement:** 16 credits. Students will develop advanced skills beyond the generalist level in one or more areas including: clinical practice skills, research/theory development, administration/policy, program development, advocacy, or education.

**OT 995: Scholarly Project in OT:** 2 credits. A collaborative investigation of a relevant professional topic and production of a scholarly report with approval of the major faculty advisor. F, S, SS

**OT 996: Continuing Enrollment/Occupational Therapy:** 1-12 credits. Credits and hours arranged. F, S, SS

**OT 997: Independent Study:** 2 credits. Independent investigation of a relevant professional topic and production of an independent scholarly report with approval of the major faculty advisor. F, S, SS

## **FIELDWORK ACCREDITATION STANDARDS FOR A DOCTORATE DEGREE LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST**

Accreditation standards outline curriculum requirements for Level I and Level II occupational therapy fieldwork experiences. Attention is given to several aspects of the academic program’s fieldwork process including establishment, policy, procedure, and evaluation of fieldwork sites. The UND fieldwork program is designed in compliance with accreditation standards. Through familiarity with accreditation standards the fieldwork educator is better equipped to develop fieldwork objectives, assignments, policy and procedures that are reflective of best practice and congruent with the academic program.

Adopted 2018, Effective July 31, 2020

<b>SECTION C: FIELDWORK EDUCATION</b>	
<b>C.1.0: FIELDWORK EDUCATION</b>	
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 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 memorandum of understanding.
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.
<b>The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. The program will</b>	
C.1.8	Ensure that 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.	<p>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.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none"> <li>• Simulated environments</li> <li>• Standardized patients</li> <li>• Faculty practice</li> <li>• Faculty-led site visits</li> <li>• Supervision by a fieldwork educator in a practice environment</li> </ul> <p>All Level I fieldwork must be comparable in rigor.</p>

**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.	<p>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.</p> <p>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.</p>
C.1.11	<p>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.</p> <p>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.</p>
C.1.12	<p>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).</p>
C.1.13	<p>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.</p>
C.1.14	<p>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.</p>
C.1.15	<p>Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the <i>AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).</p>

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.
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## Description of Fieldwork

### Level I Fieldwork

The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. Level I fieldwork is integral to the program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended to be independent performance. Students are supervised by qualified competent personnel, who may or may not be occupational therapy personnel. Students are assigned in both semester-long community-based experiences and in block placements of five (5) day periods.

Semester-long community-based placements allow students to work with clients over a period of time and therefore experience the entire occupational therapy process, including assessment, treatment planning, treatment implementation and outcome measurement. Through this process students document their progress and gain valuable clinical reasoning skills. Block assignments of one-week periods allow students to experience the delivery of services to at-risk populations in community-based, non-community, and settings that offer both. Students are able to consider the role of occupational therapy in service delivery and benefit from the direct mentorship of seasoned professionals, who may or may not be occupational therapists.

### ***Level I Fieldwork Descriptions by Semester:***

- *Semester 1*
  - ***OT 406 – Integration and Fieldwork 1***
    - **Structure**: Students are matched with participants from community agencies who need to develop or improve occupational performance. The fieldwork will take place over the course of the semester for a total of 25 hours.
    - **Focus**: Students learn about the normative process of occupational participation within a cultural context and learn to recognize each component of the OT Process.
    - **Objective**: Students will develop an occupational profile for their participant, learn to analyze their interpersonal reasoning and will analyze their participants' performance through the lens of an occupation-based model (either PEO or EHP).

### **Semester 1 Fieldwork Objectives: Focus on Culture and Occupation**

Students will be able to:

1. Gather information contributing to the development of an occupational profile for their participant(s)

2. Articulate to participant(s) the value of occupation to support performance participation, health and well-being
3. Apply the intentional relationship model when working with participant(s)
4. Demonstrate professional behaviors including positive attitude, flexibility, respect, and responsibility
5. Demonstrate positive professional communication skills when working with participant(s) and agency partners (if applicable)
6. Demonstrate compliance with standards including confidentiality, safety, and ethics
7. Describe participant(s) experience of occupation and its value/meaning in their everyday context
8. Demonstrate ability to gain knowledge about their participant(s) as a cultural being
9. Describe the influence of context (cultural, health, political, social, and economic) on occupational participation and performance
10. Describe the influence of psychosocial factors on occupational participation and performance
11. Utilize activity analysis to appropriately select and modify activities while working with participant(s)

**Course Overview for Agency or Community Participants**

During Semester 1, students are learning and applying foundational concepts of occupational therapy practice. OT 406 Integration and Fieldwork is a lab course with approximately 10 students in each section. Each week students are applying concepts learned in other courses through in-class activities that reflect on their experience in the fieldwork aspect of the course. For the fieldwork experience aspect of the course, students are matched with a participant from the community or from an identified community agency. The occupational therapy program seeks participants who are in need of developing or improving occupational performance of some kind. The intent of the match is that students provide a service to the organization while also learning about the normative process of occupational participation within a cultural context, and the value of the therapeutic relationship. *It is noted that students cannot provide occupational therapy services, but instead function as a mentor or a volunteer to the participant.* The student group is expected to spend on average two hours per week with their participant. This overview provides a weekly topic description and agency role.

Week	Weekly Course Topics and Agency Responsibility
1	<p><b>Class:</b> Overview of course and orientation to the site</p> <p><b>Agency:</b> The agency will attend class to describe the agency and participants. The agency introduces the participant to the student pair. This is arranged at a time that works for the agency, participant and student. The meeting is typically 30-60 minutes</p>

	and it is encouraged that a warm-up or introduction activity be utilized. The agency and student explain the aims of the relationship. The agency will complete a brief evaluation form on each student. The evaluation provides feedback to the student on their initial interactions.
2	<b>Class:</b> Fieldwork preparation: Safety, confidentiality <b>Agency:</b> The agency finishes introducing the participants to remaining student pairs.
3	<b>Class:</b> Describing OT to your participant <b>Agency:</b> The agency is available to the students via email/phone. Each student pair will be meeting with their participant and describing OT to their participant. As a part of this process, students and their participant will determine occupational goals they would like to work during the semester.
4	<b>Class:</b> Students learn about providing feedback to peers and develop further strategies for getting to know your participant <b>Agency:</b> The agency is available to the students via email/phone. Students and participants are engaged in activities that facilitate meeting the occupational goals.
5	<b>Class:</b> Understanding your participant's value and meaning of occupation and OT Philosophy- how does this impact your participant? <b>Agency:</b> The agency is available to the students via email/phone. Student and participants continue to be engaged in activities to facilitate meeting the occupational goals identified but are also considering the value and meaning of this engagement.
6-7	<b>Class:</b> Participant and contexts of occupation <b>Agency:</b> The agency is available to the students via email/phone. Student and participants continue to be engaged in activities to facilitate meeting the occupational goals identified but are also considering the influence of context on meeting occupational goals.
8	<b>Class:</b> Professional and ethical reasoning- let's analyze reasoning strategies you are applying <b>Agency:</b> The agency is available to the students via email/phone. Student and participants continue to be engaged in activities to facilitate meeting the occupational goals identified while students are analyzing their application of reasoning skills to the experience in class.
9-11	<b>Class:</b> Applying the Intentional Relationship Model with your participant <b>Agency:</b> The agency is available to the students via email/phone. Student and participants continue to be engaged in activities to facilitate meeting the occupational goals identified but are also considering approaches to engaging individuals in the therapeutic relationship and applying these strategies in their interactions.
12-14	<b>Class:</b> Analyzing participant performance through the lens of an occupation-based model and presentations <b>Agency:</b> The agency is available to the students via email/phone. Student and participants continue to be engaged in activities to facilitate meeting the occupational goals identified. Now that students know more about their participant, they are analyzing their performance through an occupation-based model during in-class activities. During weeks 12-14 the agency schedules a second visit with the student pair and participant to observe and complete an evaluation. (one visit per group during the 3-week period).
15	<b>Class:</b> Preparing for termination of the participant relationship or preparing for future

	<p>engagement independent of the course</p> <p><b>Agency:</b> The agency is available to the students via email/phone. Student and participants continue to be engaged in activities to facilitate meeting the occupational goals identified; however, are moving toward termination of the experience. The students, participant and agency may elect to continue after the course ends.</p>
16	<p><b>Class:</b> Reviewing the OT process and reviewing outcomes with the agency</p> <p><b>Agency:</b> The agency attends class for wrap-up session and opportunity to gather data for agency use if needed.</p>

**University of North Dakota Occupational Therapy Program  
Initial Meeting Evaluation of OT Student**

*This evaluation form is to be completed by agency personnel based on observation of the initial meeting between OT student and participant. The focus of this evaluation is on professional behaviors.*

**Student Name:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

<b>Professional Behaviors: Does the Student...</b>	<b>YES</b>	<b>NEEDS IMPROVEMENT</b>	<b>NO</b>	<b>N/A</b>
<b>Positive Attitude</b> —Foster positive communication —Manage stressors in positive and constructive ways	4	2	0	4
<b>Flexibility</b> —Adapt and cope with change/challenges	4	2	0	4
<b>Professional communication skills</b> —Demonstrate positive verbal and non-verbal interpersonal communication skills in all interactions —Handle conflict constructively —Use assertive communication skills	4	2	0	4
<b>Respect</b> —Demonstrate support for others —Listen to other viewpoints whether agree/disagree —Respect diversity —Demonstrate attentiveness to participant’s needs —Demonstrate sensitivity to others timeframes —Meet deadlines, if unable to meet deadline informs necessary parties and schedules new deadline	4	2	0	4
<b>Personal responsibility</b> —Demonstrate punctuality —Demonstrate initiative —Follow safety precautions —Respect and maintains confidentiality —Follow the Code of Ethics —Demonstrate appropriate dress and hygiene	4	2	0	4

**Feedback/suggestions:**

**Total Evaluation Score:** \_\_\_\_\_ (20 points total)

**University of North Dakota Occupational Therapy Program  
Second Evaluation of OT Student**

*This evaluation form is to be completed by agency personnel typically toward the conclusion of the semester (last 4 weeks), based on observation during second interaction and interactions with the participant and agency throughout the semester. It can also be used over the course of the semester.*

**Student Name:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

<b>Professional Behaviors: Does the Student...</b>	<b>YES</b>	<b>NEEDS IMPROVEMENT</b>	<b>NO</b>	<b>N/A</b>
<b>Positive Attitude</b> —Foster positive communication —Manage stressors in positive and constructive ways	5	3	0	5
<b>Flexibility</b> —Adapt and cope with change/challenges	5	3	0	5
<b>Professional communication skills</b> —Demonstrate positive verbal and non-verbal interpersonal communication skills in all interactions —Handle conflict constructively —Use assertive communication skills	5	3	0	5
<b>Respect</b> —Demonstrate support for others —Listen to other viewpoints whether agree/disagree —Respect diversity —Demonstrate attentiveness to participant’s needs —Demonstrate sensitivity to others timeframes —Meet deadlines, if unable to meet deadline informs necessary parties and schedules new deadline	5	3	0	5
<b>Personal responsibility</b> —Demonstrate punctuality —Demonstrate initiative —Follow safety precautions —Respect and maintains confidentiality —Follow the Code of Ethics —Demonstrate appropriate dress and hygiene	5	3	0	5
<b>Fieldwork Objectives: Does the Student...</b>	<b>YES</b>	<b>NEEDS IMPROVEMENT</b>	<b>NO</b>	<b>N/A</b>
<b>Observed session</b> —Demonstrate understanding of who the participant is —Demonstrate engagement with activity —Describe the use of activity with participant —Describe meaningful activities of their participant	5	3	0	5

**Feedback/suggestions:**

**Total Evaluation Score: \_\_\_\_\_ (30 points total)**



- Semester 2
  - ***OT 442 – Integration and Fieldwork 2***
    - **Structure**: This fieldwork will occur as a one-week block placement (40 hours) in a community, non-community, or setting that offers both.
    - **Focus**: Students learn about evaluation (formative and summative), including aspects of selecting evaluation tools, administering evaluation, interpreting results in view of therapy needs, and writing an evaluation report.
    - **Objective**: Students will develop an occupational profile, select, administer, and interpret assessment results. They will utilize occupation-based analysis to evaluate occupational performance and utilize occupation-based theory to guide evaluation. Students will write up an evaluation report and demonstrate the ability to use report findings to make therapy modifications and to recognize indicators for referral to other disciplines.

### **Semester 2 Fieldwork Objectives: Focus on Evaluation**

Students will be able to:

1. Identify what occupation focused evaluation looks like in practice
2. Select appropriate follow-up assessments of pertinent client factors (i.e., strength, cognition, sensory-processing, emotional regulation etc.) based on client's occupational performance
3. Administer an assessment of an underlying client factor, performance skill or performance pattern
4. Distinguish between standardized and non-standardized assessments
5. Document their observations as a method of assessment
6. Appreciate the ongoing nature of evaluation
7. Appreciate the impact of assessment on intervention and discharge
8. Identify the impact of payer guidelines on assessment format
9. Analyze activity performance and recognize performance break-down
10. Recognize professional reasoning in practice
11. Recognize leadership styles used to promote and manage occupational therapy services delivery

12. Appreciate research evidence informing the assessment process
13. Identify client psychosocial factors impacting the evaluation process

### **Site-based Learning Activities Appropriate for Level I Fieldwork: Assessment**

Each Student Will:

1. Observe their supervising therapist interviewing clients to determine occupational priorities and evaluating occupation through activity analysis or use of a formal assessment tool.
2. Administer at least one occupational evaluation to include both observation and interview.
3. Observe their supervising therapist choosing follow-up assessments after completing an occupational evaluation and hear their rationale for their choice (for at least 2 different clients).
4. Observe at least one client's occupational performance, identify which factors interfere with performance, and identify an assessment tool that might be used to assess identified factors (reflected in evaluation report assignment below). Students will discuss their observations and recommendations with their supervising therapist.
5. Observe the supervisor administer at least one assessment of an underlying client factor, performance skill or performance pattern.
6. Administer at least one assessment of underlying client factor, performance skill or performance pattern.
7. Reflect on the assessment of underlying client factor etc. that was given and determine whether it was standardized or not and other properties of the assessment and if not, what alternative standardized tool might have been chosen.
8. Observe a client session (at least one) and document observations through writing a daily note following the format used at the facility.
9. Compare an assessment progress note to an initial evaluation and note the change (Part of evaluation report assignment noted below).
10. Compare an assessment progress note to a discharge summary. Student will document the progress needed to accomplish discharge.

11. Identify how reimbursement guidelines impact the assessment protocol at their assigned facility or from client to client. Students might also compare the assessment process at their assigned facility to a peer who completed the fieldwork at an alternative site and note differences.

**Semester 2 Fieldwork Performance Evaluation: Next document**

**Student Name:** \_\_\_\_\_

**Dates of Fieldwork:** \_\_\_\_\_

**Facility Name, City, State:** \_\_\_\_\_

The purpose of this performance report is to identify student’s growth in professional behaviors and skills in preparation for Level II experiences and entry-level practice. Level I experiences provide students with exposure to the role of occupational therapy and the opportunity to apply knowledge gained during coursework. We encourage as much “hands-on” experience as possible and appropriate and understand this will vary between sites. Please complete this form in its entirety. If there are areas you are unable to adequately assess, please indicate NA. We understand not all behaviors may be observed or demonstrated during the week. A score of a “no” in any of the three items listed below with \*\*\*, leads to automatic failure of fieldwork experience. Five or more areas scored “no”, leads to failure of fieldwork experience. Definitions for scoring are as follows:

Measurement	Behavior
Yes	Meets expectations as a Level I student. Performs easily, consistently; needs minimal supervision.
Needs Improvement	Student is willing and tries; somewhat awkward or lacking in confidence; needs additional guidance.
No	Skill is lacking; has poor ability to integrate or relate academic information; has difficulty relating to clients/staff.
NA	Not able to adequately assess.

Following completion of this form, please review the results with the student. Specific and timely feedback is important to assist students in improving their skills. If items are of concern prior to sharing this information, please feel comfortable enough to contact Cherie Graves @ 701-777-6086 or Andrea Young @ 307-268-2408. Thank you for your service, dedication, and assistance in the educational process of our occupational therapy students. We deeply appreciate the unique learning opportunities you provide, and the time and energy extended by you and other staff in creating a stimulating and successful experience.

### Professional Behaviors

Is the student able to:	Yes	Needs Improvement	No	NA
<b>AOTA Code of Ethics</b>				
Demonstrate compliance with policies, procedures, and rules of the facility directly related to safety ***				
Adhere to diagnostic safety precautions during evaluation under supervision of the fieldwork educator ***				
Demonstrate respect for patients’ and families right to confidentiality ***				
Demonstrate an understanding of professional standards and code of ethics applicable to this facility and AOTA				
Demonstrate ability to establish rapport, trust and confidence with others				
<b>Communication</b>				
Use language appropriate to the educational/learning level of the audience (clients, team members, etc.)				

Articulate clearly the need/purpose of OT				
Practice positive verbal and non-verbal interpersonal communication skills in all interactions				
Respond constructively when conflict is present (ex. Miscommunications, upset clients, other areas of tension)				
Demonstrate ability to set necessary limits in response to undesirable physical or social behavior of clients				
Use assertive communication skills to clarify information as needed				
Listen attentively and clarify any constructive feedback provided by fieldwork educator				
<b>Professional Conduct</b>				
Positively modify performance after receiving constructive feedback				
Accurately identify own personal strengths/challenges related to performance				
Effectively manage stressors in positive and constructive ways				
Adhere to program and facility guidelines with appropriate dress and hygiene				
Demonstrate punctuality in attendance and in meeting deadlines				
Demonstrate initiative and the ability to be self-directed				
Demonstrate respect and sensitivity in regard to cultural diversity				

### Professional Skills

Please consider student's performance in facility activities as well as UND assignments.	Yes	Needs Improvement	No	NA
<b>Preparation for Evaluation</b>				
Accurately listens, observes and then articulates FW setting evaluation process				
Distinguish between standardized and non-standardized assessment tools				
Recognize impact of payer guidelines on site evaluation process				
Understand ethical considerations in evaluation				
Prepare in advance for participation in the evaluation process				
<b>Evaluation</b>				
Accurately selects pertinent assessment tools for initial evaluation with prompts				
Follows interview format, while also engaging the client				
Effectively directs client to perform assessments of occupational performance				
Accurately observes and records occupational performance (i.e.. ADL, IADL, Work, Social Participation, Rest, etc.)				
Effectively administers assessment(s) of underlying skills or client factors				
Administer appropriate assessments and makes adjustments as needed				
Communicate verbally about evaluation findings				
Analyze and use evaluation results (at a beginning level) to establish client-centered goals				
Effectively compares progress note to initial evaluation and notes change in client status				
Recognize need to adjust assessment procedure in response to client behavior				
<b>Documentation</b>				
Accurately records interview data (occupational profile)				
Accurately documents evaluation findings				

Consistently produces documentation free of spelling and grammatical errors				
Appropriately uses abbreviations approved by the fieldwork site				
Produce concise and legible written reports				

**Based on performance, did student pass this Level I experience?**      \_\_\_\_\_ **YES**      \_\_\_\_\_ **NO**

(A score of a “no” in any of the three items with \*\*\*, leads to automatic failure of fieldwork experience. Five or more areas scored “no”, leads to failure of fieldwork experience).

-----  
**Please identify one strength the student demonstrated and document through an example.**

Area of strength:

Example:

**Please identify one area for improvement and document through an example.**

Area of improvement:

Example:

**Additional comments:**

\_\_\_\_\_  
 Signature of Fieldwork Educator

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Student

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of UND Faculty

\_\_\_\_\_  
 Date

Semester 4/5

- **OT 503 – Integration and Fieldwork 3**
- **OT 516 – Integration and Fieldwork 4**
  - **Structure:** This fieldwork will occur as a one-week block placement (40 hours) in a community, non-community, or setting that offers both.
  - **Focus:** The focus of this fieldwork experience is on Interventions for Neuromusculoskeletal and Movement-Related Functions or Interventions for Mental Functions. Half of the students will complete a Neuromusculoskeletal and Movement-Related Functions Level I and the other half will complete a Mental Functions Level I.
  - **Objective:** Students will utilize occupation-based theory to guide the intervention process, apply rationale for intervention selection, intervention approach, and intervention type, use research evidence to support intervention choice, document the intervention process, and utilize professional reasoning throughout the intervention process.

**Semester 4/5 Fieldwork Objectives: Interventions for Mental Functions**

Students will be able to:

1. Demonstrate professional behaviors including positive attitude, flexibility, respect, and responsibility
2. Demonstrate positive and appropriate professional communication skills with others
3. Demonstrate compliance with standards including fieldwork site policies and procedures, confidentiality, safety, and ethics
4. Demonstrate positive and appropriate professional conduct (i.e., Receiving and using feedback, identifying personal strengths/challenges, managing stressors, appropriate dress and hygiene, punctuality, initiative, etc.)
5. Use evidence-based practice to inform the selection of appropriate interventions
6. Recognize impact of payer guidelines on intervention process (if any)
7. Identify and demonstrate appropriate use of Frames of Reference throughout the intervention process
8. Clearly articulate the need for and purpose of occupational therapy
9. Identify what best practice intervention looks like in practice (client-centered, evidence-based, occupation-based, culturally relevant)
10. Observe and analyze activity performance and recognize performance break-down
11. Identify client psychosocial factors impacting occupational participation and performance

12. Distinguish between intervention approaches and types used at fieldwork site
13. Accurately select and provide rationale for intervention approaches and activities (with prompts)

### **Learning Activities Appropriate for a Level I Fieldwork in Mental Functions**

1. Review AOTA code of ethics and discuss expectations for professional behavior in fieldwork setting with fieldwork educator.
2. Review course assignments with fieldwork educator early in the experience; receive feedback regarding evaluation process proposed and ability to form appropriate client-centered goals and interventions.
3. Observe and then co-facilitate an interview or observation-based assessment session and compare findings with the fieldwork educator following the assessment session. It is helpful for students to discuss which assessment method might be most appropriate for evaluating a particular client and to participate in documenting assessment results.
4. Orient students to the rationale for selection of interventions, including the use of crafts, leisure activities or skill-building sessions; engage students in identifying appropriate interventions for specific clients.
5. Observe ADL sessions (with attention to privacy protection) including understanding of sequencing and grading the steps of the activity and use of environmental adaptations/compensatory strategies to accommodate for cognitive and skill abilities.
6. Participate in intervention sessions directed toward addressing an area of IADLs, so students can appreciate the impact of context on occupational performance. For example, they might observe a kitchen assessment or intervention session related to cognition so that they can appreciate unsafe elements for cognitively impaired individuals in the kitchen context.
7. Observe and participate in leading group activities. If available, students would benefit from planning and co-leading a group session directed toward skill development and then meeting with the fieldwork educator to reflect on the therapy session.
8. Observe groups led by other disciplines, if available, to learn to appreciate the impact of various disciplinary and theoretical approaches to group work and the impact on problem-solving and goal-setting processes.
9. Participate in or observe use of various sensory approaches or sensory room interventions, if available.
10. Receive feedback from fieldwork educator early in the Level I Fieldwork in regard to student strengths and challenges in relation to therapeutic use of self; respond responsibly to feedback provided.

11. Document outcomes of occupational therapy services including assessment of progress and rationale for continuation or termination of services following guidelines and protocol of the facility.
12. Observe and participate responsibly in a team meeting to learn to appreciate how disciplines work together to provide comprehensive treatment.
13. Observe a family conference, consultation, or discharge meeting to learn more about family-centered care.
14. Practice explaining the purpose of OT to OT staff, team members and clients.
15. Share an appropriate resource with fieldwork educator or staff, (this could be demonstration of a new assessment, an appropriate research article, etc.) demonstrating appropriate communication skills and professionalism.
16. Identify diagnostic safety precautions during evaluation and intervention under supervision of the fieldwork educator.
17. Identify aspects of diversity that are present at the fieldwork setting and communicate implications of diversity on evaluation and treatment of clients served.

#### **Semester 4/5 Fieldwork Objectives: Interventions for Neuromusculoskeletal & Movement-Related Functions**

Students will be able to:

1. Demonstrate professional behaviors including positive attitude, flexibility, respect, and responsibility
2. Demonstrate positive and appropriate professional communication skills with others
3. Demonstrate compliance with standards including fieldwork site policies and procedures, confidentiality, safety, and ethics
4. Demonstrate positive and appropriate professional conduct (i.e. Receiving and using feedback, identifying personal strengths/challenges, managing stressors, appropriate dress and hygiene, punctuality, initiative, etc.)
5. Use evidence-based practice to inform the selection of appropriate interventions
6. Recognize impact of payer guidelines on intervention process (if any)
7. Identify and demonstrate appropriate use of Frames of Reference throughout the intervention process

8. Clearly articulate the need for and purpose of occupational therapy
9. Identify what best practice intervention looks like in practice (client-centered, evidence-based, occupation-based, culturally relevant)
10. Observe and analyze activity performance and recognize performance break-down
11. Identify client psychosocial factors impacting occupational participation and performance
12. Distinguish between intervention approaches and types used at fieldwork site
13. Accurately select and provide rationale for intervention approaches and activities (with prompts)

### **Learning Activities Appropriate for a Level I Fieldwork in Neuromusculoskeletal and Movement-Related Functions**

1. Review AOTA Code of Ethics and discuss expectations for professional behavior in fieldwork setting with fieldwork educator.
2. Review course assignments with fieldwork educator early in the experience; receive feedback regarding evaluation process proposed and ability to form appropriate client centered goals and interventions.
3. Observe and then co-facilitate an interview or observation-based assessment session and then compare findings with the fieldwork educator following the assessment session. It is helpful for students to discuss which assessment method might be most appropriate for evaluating a particular client and to participate in documenting assessment results.
4. Observe ADL sessions (with attention to privacy protection) with understanding of sequencing and grading the steps of the activity and use of environmental adaptations/compensatory strategies to accommodate for cognitive and skill abilities.
5. Participate in a kitchen assessment or treatment session related to cognition so that the student can appreciate unsafe elements for cognitively impaired individuals in the kitchen context.
6. Practice various preparatory activities (i.e., exercise, inhibition of high tone,). Determine purposeful activities reflective of a specific client's lifestyle that might be utilized instead of or alongside preparatory activities (i.e., washing mirror for ↑ROM) Develop occupation-based interventions (i.e., ADLs or leisure) that target certain skills (i.e., ROM, strength, balance) while meeting functional/occupational goals.

7. Complete active or passive range of motion intervention with a client with attention to safety features and the influence of muscle tone on movement.
8. Observe an intervention session where principles of NDT or other frames of reference are used to facilitate movement.
9. Observe and then practice safety procedures related to transfers and mobility; allow students to observe and then practice principles with staff and, once competency is established, with patients.
10. Receive feedback from fieldwork educator early in Level I FW in regard to student strengths and challenges in relation to therapeutic use of self and respond responsibly to feedback provided.
11. Document outcomes of occupational therapy services including assessment of progress and rationale for continuation or termination of services following guidelines and protocol of the facility.
12. Observe and participate responsibly in a team meeting and/or observe a given patient in physical therapy, speech therapy or other disciplines to appreciate how disciplines work together to provide comprehensive treatment.
13. Observe video fluoroscopy, discuss dysphagia protocols, observe dysphagia groups and appropriate equipment.
14. Complete a home visit with the therapist present.
15. Observe specialized interventions available for particular populations within your healthcare setting. For example, the BIG program for individuals with Parkinson's disease, driving programs, aquatic therapy programs, etc.
16. Practice wheelchair handling, such as locking breaks, adjusting leg rests, using iv poles, etc.
17. Practice maneuvering hospital equipment, such as beds, IV pole, monitors, etc.
18. Identify aspects of diversity that are present at the fieldwork setting and communicate implications of diversity on evaluation and treatment of clients served.
19. Practice explaining the purpose of OT to fieldwork educator, team members, families, and/or clients.

**Semester 4 & 5 Fieldwork Performance Evaluation: Next Document**

**Student Name:** \_\_\_\_\_ **Dates of Fieldwork:** \_\_\_\_\_

**Facility Name, City, State:** \_\_\_\_\_

The purpose of this performance report is to identify student’s growth in professional behaviors and skills in preparation for Level II experiences and entry-level practice. Level I experiences provide students with exposure to the role of occupational therapy and the opportunity to apply knowledge gained during coursework. We encourage as much “hands-on” experience as possible and appropriate and understand this will vary between sites. Please complete this form in its entirety. If there are areas you are unable to adequately assess, please indicate NA. We understand not all behaviors may be observed or demonstrated during the week. A score of a “no” in any of the three items listed below with \*\*\*, leads to automatic failure of fieldwork experience. Five or more areas scored “no”, leads to failure of fieldwork experience. Definitions for scoring are as follows:

Measurement	Behavior
Yes	Meets expectations as a Level I student. Performs easily, consistently; needs minimal supervision.
Needs Improvement	Student is willing and tries; somewhat awkward or lacking in confidence; needs additional guidance.
No	Skill is lacking; has poor ability to integrate or relate academic information; has difficulty relating to clients/staff.
NA	Not able to adequately assess.

Following completion of this form, please review the results with the student. Specific and timely feedback is important to assist students in improving their skills. If items are of concern prior to sharing this information, please feel comfortable enough to contact Cherie Graves @ 701-777-6086 or Andrea Young @ 307-268-2408. Thank you for your service, dedication, and assistance in the educational process of our occupational therapy students. We deeply appreciate the unique learning opportunities you provide and the time and energy extended by you and other staff in creating a stimulating and successful experience.

**Professional Behaviors**

Is the student able to:	Yes	Needs Improvement	No	NA
<b>AOTA Code of Ethics</b>				
Demonstrate compliance with policies, procedures, and rules of the facility directly related to safety ***				
Adhere to diagnostic safety precautions during evaluation under supervision of the fieldwork educator ***				
Demonstrate respect for patients’ and families right to confidentiality ***				
Demonstrate an understanding of professional standards and code of ethics applicable to this facility and AOTA				
Demonstrate ability to establish rapport, trust and confidence with others				
<b>Communication</b>				
Use language appropriate to the educational/learning level of the audience (clients, team members, etc.)				
Articulate clearly the need/purpose of OT				

Practice positive verbal and non-verbal interpersonal communication skills in all interactions				
Respond constructively when conflict is present (ex. Miscommunications, upset clients, other areas of tension)				
Demonstrate ability to set necessary limits in response to undesirable physical or social behavior of clients				
Use assertive communication skills to clarify information as needed				
Listen attentively and clarify any constructive feedback provided by fieldwork educator				
<b>Professional Conduct</b>				
Positively modify performance after receiving constructive feedback				
Accurately identify own personal strengths/challenges related to performance				
Effectively manage stressors in positive and constructive ways				
Adhere to program and facility guidelines with appropriate dress and hygiene				
Demonstrate punctuality in attendance and in meeting deadlines				
Demonstrate initiative and the ability to be self-directed				
Demonstrate respect and sensitivity in regard to cultural diversity				

### Professional Skills

Please consider student's performance in facility activities as well as UND assignments. Is the student able to:	Yes	Needs Improvement	No	NA
<b>Preparation for Intervention</b>				
Accurately listen, observes and then articulates FW setting intervention process				
Distinguish between intervention types used at FW setting				
Recognize impact of payer guidelines on intervention process				
Understand ethical considerations in intervention				
Prepare in advance for participation in the intervention process				
<b>Intervention</b>				
Review client goals and accurately selects pertinent intervention approaches and activities (with prompts)				
Provide accurate rationale (verbal or written) for use of activity with a client or group				
Utilize observation skills to identify client's performance during intervention session				
Accurately identify client's response to intervention and adjust as needed				
Communicate verbally about ongoing assessment gathered through intervention				
Effectively compare intervention note to prior documentation and notes change in client status				
Identify and demonstrate appropriate use of Frames of Reference throughout the intervention process				
Use evidence-based practice to inform the selection of appropriate interventions				
Identify what best practice intervention looks like in practice (client-centered, evidence-based, occupation-based, culturally relevant)				
<b>Documentation</b>				
Accurately records updates to occupational profile, as needed				
Accurately documents intervention session				
Consistently produces documentation free of spelling and grammatical errors				

Appropriately uses abbreviations approved by the fieldwork site				
Produce concise and legible written reports				

**Based on performance, did student pass this Level I experience?**      \_\_\_\_\_ **YES**      \_\_\_\_\_ **NO**

(A score of a “no” in any of the three items with \*\*\*, leads to automatic failure of fieldwork experience. Five or more areas scored “no”, leads to failure of fieldwork experience).

-----  
**Please identify one strength the student demonstrated and document through an example.**

Area of strength:

Example:

**Please identify one area for improvement and document through an example.**

Area of improvement:

Example:

**Additional comments:**

\_\_\_\_\_  
 Signature of Fieldwork Educator

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Student

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of UND Faculty

\_\_\_\_\_  
 Date

## Level II Fieldwork

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork is integral to the program's curriculum design and includes in-depth experiences in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation, research, administration and management of occupational therapy services. At minimum, the equivalent of 24 weeks of full time Level II fieldwork is required. This may be completed on a full time or part time basis but may not be less than half time as defined by the fieldwork site.

In collaboration with on-site fieldwork coordinators, all fieldwork settings will be categorized similarly to coursework and Level I fieldwork, into one of the following categories: Neuromusculoskeletal and Movement-Related Functions and Mental Functions. They will also be categorized as community-based, non-community, or a setting that offers both. Students will be required to complete one placement in a setting categorized as Mental Functions and one placement in a setting categorized as Neuromusculoskeletal and Movement-Related Functions. Students are likely to address Sensory Functions in both of the previously mentioned fieldwork categories. Students will be required to complete one of their Level II placements with the adult population and the other placement will be determined based on students' interest and placement availability.

### ***Level II Fieldwork Descriptions by Semester:***

- Semester 6
  - ***OT 583 – Level IIA Fieldwork***
    - **Structure:** This level II fieldwork experience will occur as a 12 – week placement in a community-based, non-community, or a setting that offers both.
    - **Focus:** The focus will be either on Neuromusculoskeletal and Movement-Related Functions or Mental Functions. The placement will be either with the adult population or other population based on students' interest and placement availability.
    - **Objective:** Students will apply their academic learning to the occupational therapy clinical/healthcare setting with an emphasis on development of clinical reasoning, reflective practice, professionalism and competence in developing skills to meet career responsibilities.

### **Course Objectives:**

- |  |
|--|
| 1. Provide OT services in an ethical and safe manner.  |
| 2. Demonstrate ability to effectively communicate verbally and in writing the values, and beliefs of the profession, and the role of the OT to clients, families, significant others, colleagues, service providers, and the public. |

3. Understand and demonstrate application of screening and evaluation tools used in OT practice, including assessments of occupational functioning, client factors, context, and determination of an occupational profile.
4. Develop occupation-based intervention plans and strategies based on sound clinically reasoning and demonstrate the ability to apply them to client situations.
5. Have the ability to analyze and apply occupation-based theories, models of practice, and frames of reference to guide occupational therapy evaluation and intervention.
6. Consider and integrate into therapy psychosocial factors influencing engagement in occupation to ensure client-centered outcomes.
7. Understand and apply principles of management and systems in the provision of OT services including timeliness, correct and complete documentation, adherence to policy and procedure, collaboration, delegation, program evaluation, and supervision.
8. Understand and utilize professional literature and other research-based resources in order to make informed evidence-based practice decisions.
9. Participate responsibly in the supervisory process; utilizing available resources, communicating assertively and respectfully and responding appropriately to constructive feedback.

- Semester 7

- **OT 584 – Level IIB Fieldwork**

- **Structure:** This level II fieldwork experience will occur as a 12 – week placement in a community-based, non-community, or a setting that offers both.
- **Focus:** The focus will be either on Neuromusculoskeletal and Movement-Related Functions or Mental Functions. Students will complete the opposite fieldwork experience as they did in Semester 6. The placement will be either with the adult population or other population based on students’ interest and placement availability.
- **Objective:** Development of clinical reasoning, reflective practice, professionalism and competence in developing skills to meet career responsibilities will be the initial focus of this experience. Students will recognize and reflect upon application of best-practice ideals within the therapy context and demonstrate ability to collaborate with others to introduce change as appropriate to the practice setting.

**Course Objectives:**

1. Provide OT services in an ethical and safe manner.
2. Demonstrate ability to effectively communicate verbally and in writing the values, and beliefs of the profession, and the role of the OT to clients, families, significant others, colleagues, service providers, and the public.
3. Understand and demonstrate application of screening and evaluation tools used in OT practice, including assessments of occupational functioning, client factors, context, and determination of an occupational profile.
4. Develop occupation-based intervention plans and strategies based on sound clinically reasoning and demonstrate the ability to apply them to client situations.
5. Have the ability to analyze and apply occupation-based theories, models of practice, and frames of reference to guide occupational therapy evaluation and intervention.
6. Consider and integrate into therapy psychosocial factors influencing engagement in occupation to ensure client-centered outcomes.
7. Understand and apply principles of management and systems in the provision of OT services including timeliness, correct and complete documentation, adherence to policy and procedure, collaboration, delegation, program evaluation, and supervision.
8. Understand and utilize professional literature and other research-based resources in order to make informed evidence-based practice decisions.
9. Participate responsibly in the supervisory process; utilizing available resources, communicating assertively and respectfully and responding appropriately to constructive feedback.

## Resources for Fieldwork Education

### ***RESOURCES FOR DEVELOPMENT OF SITE-SPECIFIC FIELDWORK OBJECTIVES***

The purpose of writing site-specific objectives is to identify entry-level competencies unique to your practice setting. ACOTE defines “entry-level competency” as being prepared to begin generalist practice as an occupational therapy practitioner with less than 1-year experience. The site-specific objectives answer the question, “What are the essential knowledge, skills, and abilities required of a new hire in your practice setting to facilitate the OT process?” If an item on the Fieldwork Performance Evaluation (FWPE) is clear, relevant, understandable, measurable, behavioral, and achievable, you do NOT need to write another objective.

Achievement of the site-specific objectives will demonstrate the student’s knowledge, skills, and abilities to practice in a safe and ethical manner and effectively carry out the occupational therapy process in your practice setting.

The following two documents provide unique resources for your use in developing site-specific fieldwork objectives. The first document, “The UND guide for writing site-specific fieldwork objectives provides an overview of issues to consider when tailoring fieldwork objectives for different fieldwork experiences within the same facility or healthcare system. Attention to the information in this guide will assist you with designing objectives that consider the major categories of the FWPE and that are unique to the requirements of your practice site.

The second resource, “Template for level II objectives,” provides a template with several options for your use in developing objectives unique to your site. You may use these sample objectives, revising them as needed for your site, and delete the sample objectives that do not apply to your site. This resource will enable you to develop learning objectives specific to your site while minimizing the time requirement.

#### UND GUIDE FOR WRITING SITE-SPECIFIC FIELDWORK OBJECTIVES

When writing objectives, you are communicating to your students the expectations of entry-level practice at your facility. Objectives should include a behavioral statement or targeted behavior, a criterion statement that identifies the level of performance expected of the student, and a condition statement that identifies the expected context of the identified behavior. The FWPE was designed to measure entry level competency which is reflected in categories relating to: 1. Fundamentals of Practice, 2. Basic Tenets 3. Screening and Evaluation, 4. Intervention, 5. Management of Occupational Therapy Services, and 6. Communication and Professional Behaviors. Below you will find basic questions to assist you in developing objectives in each category, followed by sample objectives written for a particular practice area, or objectives applicable to all practice areas.

**Fundamentals of Practice: What will be your measure of whether the student is practicing in a safe and ethical manner?**

**All:** Consistently follows facility guidelines for patient confidentiality in written and personal interactions with clients, staff members, and family.

**Children:** Consistently follows facility policies regarding entering and leaving school settings and transportation of students.

**Mental Health:** Consistently monitors sharp objects at all times and follows facility precautions for elopement.

**Physical Health:** Consistently uses safety belt as indicated during patient transport and transfers.

**Basic Tenets of OT: What will show you that the student understands and can explain the basic values and beliefs of OT? To whom and how will they be communicated?**

**Children:** Can clearly explain during IEP process how purposeful activities used will allow students to engage successfully in their educational process.

**Mental Health:** Can clearly explain to treatment team members how OT services will assist clients to participate more effectively in social, work and leisure occupations.

**Physical Health:** Can clearly explain to family members and significant others how participation in occupational therapy will assist clients to regain participation in ADL and IADL occupations.

**Evaluation and Screening: What background information should be gathered regarding the occupational functioning (occupational profile) of clients at your facility? What sources should be utilized to obtain information? What specific assessments/screening tools are used: how will you measure competency in assessment selection and administration? How should evaluation results be reported? How should evaluation results influence the treatment plan?**

**All:** Document evaluation results according to standard format and accurately and thoroughly reports assessment information in team planning conference.

**All:** Utilizes assessment information to establish a treatment plan in collaboration with the occupational therapist that considers client lifestyle, strengths, needs and discharge status.

**Children:** Accurately completes record reviews, interviews, general observations, and checklists to gather information regarding client, parent and teacher perspectives of occupational function.

**Children:** Accurately completes standardized assessments of sensory-motor skill handwriting ability, fine/gross motor skills and collaborates with occupational therapist in interpretation of data collected to establish treatment intervention.

**Mental Health:** Accurately administers standardized assessments chosen by the occupational therapist and interviews client to assist the occupational therapist in determining client level of occupational function and factors which support and hinder function within 7 days of client admission.

**Mental Health:** Through chart review and client interview gathers historical data on client functioning in ADL's, IADL's, leisure and work, clearly articulating differences between client report and actual client performance.

**Physical Health:** Will gather medical information from chart as well as client interview to identify client pattern of participation in relevant areas of occupation prior to present hospitalization including client priorities for participation.

**Physical Health:** Accurately completes standardized OT evaluation assessments for assigned clients and reports and assists occupational therapist in interpretation of data collected to establish treatment plan.

**Intervention: What interventions (preparatory, purposeful and occupation-based) do you expect the student to be competent in using by the end of the fieldwork experience and how can competency in intervention use be measured? How will you determine whether interventions selected are appropriate? How do you expect collaboration between the therapist and the client to occur during the intervention process? What will demonstrate to you that the student can adapt activities and modify interventions when appropriate? How can the student demonstrate competency in documentation of services?**

**All:** Consistently selects intervention activities that incorporate the desired occupations of the client.

**All:** Uses professional literature and accepted resources to guide intervention selection.

**Children:** Provides sensory-integrative therapy according to established protocol; modifying task approach and environment as necessary.

**Children:** Accurately reviews client progress in relation to established IEP goals.

**Mental Health:** Will effectively utilize group activities and therapeutic group process to encourage client social participation and leisure skills.

**Physical Health:** Will demonstrate ability to utilize principles of Neuro-Developmental Treatment approach during self-care occupations with CVA clients as appropriate.

**Physical Health:** Will confidently fabricate a resting hand splint, following policies of the facility, and provide instruction to client in regard to splint wear and care.

**Physical Health:** Completes progress notes on a weekly basis, clearly indicating client potential for return to anticipated discharge disposition.

**Communication: What would demonstrate to you that the student possesses the essential verbal, nonverbal, and written communication skills required at your facility?**

**All:** Clearly and effectively communicates observations during treatment intervention to occupational therapist and provides regular and thorough written and verbal updates to relevant family and treatment team members regarding treatment progress.

**All:** Demonstrates ability to modify language according to needs of intended audience whether third-party-payers, family members or treatment team members.

**All:** Interacts with others in such a way that invites client collaboration and respect for OT services.

**Professional Behaviors: What do you expect of a student in regard to essential work skills and behaviors of a health care professional at your facility?**

**All:** Participates responsibly in the supervisory process; utilizing available resources, communicating assertively and respectfully, and responding appropriately to constructive feedback.

**All:** Follows through on all assigned duties and responsibilities; seeks out additional learning opportunities.

**All:** Demonstrates respect for lifestyle choices of clients.

**All:** Demonstrates ability to be flexible, modifying approach and expectations as the situation warrants.

If you design your objectives to match these categories, you will find it easier to clarify your expectations of students from the beginning of the rotation and objectives developed will be consistent with the OT Practice Framework and the UND curriculum design. In addition, you will be able to more efficiently monitor and evaluate the student's performance throughout the fieldwork experience. Although you do not necessarily have to have an objective for each item on the FWPE, you will want to address the general questions for each category.

Please feel free to use and modify any of the above objectives to reflect the particular competencies expected of students at your facility. Please be aware that the above list is not comprehensive but is intended to give you a good start on writing objectives which match the competencies unique to your site.

Some of the above items have been adapted from "The Essential Guide to Occupational Therapy Fieldwork Education, 2<sup>nd</sup> edition" edited by Donna Costa, DHS, OTR/L, FAOTA available at AOTA Press, ISBN # 978-1-56900-366-4. This manual would be an excellent overall resource for the fieldwork educator and covers information on several relevant topics. In addition, the AOTA website ([www.aota.org](http://www.aota.org)) offers helpful information and guidelines for both new and experienced fieldwork educators. The website that will take you directly into fieldwork education resources is: <https://www.aota.org/Education-Careers/Fieldwork.aspx>

## Template for Site-Specific Objectives for Level II OT Fieldwork Students

(Site Name)

### Site-Specific Objectives for Level II OT Fieldwork Students

(Type of setting)

<b>FUNDAMENTALS OF PRACTICE</b>		
<b>1.</b>	<b>Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations.</b>	<p>Adheres to all HIPAA and FERPA guidelines of confidentiality of client information/records.</p> <p>Adheres to state licensure requirements.</p> <p>Adheres to organizational policies and procedures of the facility.</p> <p>Demonstrates work behaviors in alignment with professional standards and the AOTA Code of Ethics.</p>
<b>2.</b>	<b>Adheres to safety regulations and reports/documents incidents appropriately.</b>	<p>Adheres to universal precautions for infection control.</p> <p>Explains fire extinguisher use and fire procedures within the building.</p> <p>Adhere to all fieldwork site policies and procedures related to safety.</p>
<b>3.</b>	<b>Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.</b>	<p>Anticipates potentially hazardous situations and takes steps to prevent accidents.</p> <p>Consistently sets-up and cleans up work environment in a manner that prevents injury.</p> <p>Reports potential safety hazards and unusual occurrences to fieldwork educator.</p> <p>Provides appropriate level of client supervision during client interactions.</p> <p>Adheres to identified client treatment precautions and contraindications.</p> <p>Identifies changes in client status and the environment which may impact client or staff safety.</p> <p>Reviews records and/or seeks information from appropriate personnel to attend to changes in status.</p> <p>Seeks assistance when activity or client’s behavior is beyond the level of own experience, knowledge, or student role.</p>
<b>BASIC TENETS</b>		
<b>4.</b>	<b>Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.</b>	<p>Articulates the values and beliefs of the occupational therapy profession.</p> <p>Articulates the distinct perspective of the occupational therapy profession.</p>
<b>5.</b>	<b>Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.</b>	<p>Articulates the importance of incorporating occupations into the client’s intervention plan.</p> <p>Articulates the client’s daily occupations within the context of the fieldwork site.</p> <p>Articulate how the occupational profile was used within the context of client’s intervention plan.</p>

6.	<b>Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.</b>	<p>Utilizes AOTA official documents to analyze respective responsibilities of COTA/OTR.</p> <p>If no COTA on site, adapts OTR job description to create a mock OTA job description based on state regulations and AOTA official documents.</p> <p>Verbalizes the OTR/OTA similarities/differences in job responsibilities in current or similar settings.</p>
<b>SCREENING AND EVALUATION</b>		
7.	<b>Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of references, and/or practice models.</b>	<p>Articulates rationale for the occupational therapy evaluation process to fieldwork educator.</p> <p>Articulates purpose and scope of evaluation process to client at their level of understanding.</p> <p>Articulates application of a selected theory, frame of reference, and/or practice model to the evaluation process.</p>
8.	<b>Obtains sufficient and necessary information from relevant sources throughout the evaluation process.</b>	<p>Obtains relevant information from available records, client/family interview and consultation with colleagues.</p> <p>Obtains information on client's diagnosis or condition that is impacting occupational performance.</p> <p>Identifies the need for additional or supplementary information.</p>
9.	<b>Selects relevant screening and assessment tools based on various factors.</b>	<p>Demonstrates knowledge of the various assessments available for use.</p> <p>Selects and provides rationale for choice of assessments for a specific client.</p> <p>Articulates the differences among screening, consult, and evaluation.</p> <p>Incorporate resources from test manuals and research articles that justify appropriateness of tool.</p> <p>Critiques assessment tools to identify their appropriateness for use with designated clients.</p>
10.	<b>Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.</b>	<p>Compiles occupational profile by gathering pertinent information through interview with client and relevant others.</p> <p>Gathers pertinent information through discussion with relevant treatment team members.</p> <p>Determines client's occupational performance by demonstrating skilled observation.</p>
11.	<b>Evaluates and analyzes client factors and contexts that support or hinder occupational performance.</b>	<p>Assesses client factors including values, beliefs, spirituality.</p> <p>Assesses client factors including body functions and body structures.</p> <p>Assesses client contexts including environmental and personal factors.</p>
12.	<b>Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.</b>	<p>Gathers and prepares materials and equipment required to complete the assessment.</p> <p>Administers assessment procedures according to standardized techniques.</p> <p>Accurately records assessment findings.</p> <p>Demonstrates competency in administering the following assessments _____ <i>(to be identified by fieldwork educator).</i></p> <p>Accurately and objectively interprets findings gathered through skilled observation.</p>

13.	<b>Modifies evaluation procedures based on client factors and contexts.</b>	<p>Identifies the need for modifying evaluation procedures or environment to optimize client's performance and comfort.</p> <p>Modifies evaluation procedures or environment based on client factors and contexts (e.g., fatigue, behavior, etc.).</p> <p>Reviews acceptable adaptations that can be applied without altering validity of assessment results.</p>
14.	<b>Interprets evaluation results to determine the client's occupational performance strengths and challenges.</b>	<p>Analyzes and selects pertinent data from one or more assessments to identify client's strengths and challenges.</p> <p>Identifies occupational performance strengths and challenges based on evaluation data.</p> <p>Articulates the significance of data in relation to client goals.</p> <p>Articulates evaluation findings to appropriate individuals.</p>
15.	<b>Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.</b>	<p>Objectively and concisely documents evaluation findings into a written note.</p> <p>Clearly documents any modifications to evaluation procedure.</p> <p>Accurately documents clients plan of care based on evaluation process.</p> <p>Collaborates with client and relevant others to identify priorities for OT services.</p>
<b>INTERVENTION</b>		
16.	<b>Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.</b>	<p>Identifies correlation between problem areas and possible intervention ideas.</p> <p>Describes rationale for sequencing a series of activities to meet client goals and needs.</p> <p>Identifies and provides rationale for selecting an appropriate theory, frame of reference, or practice model that will be most effective in maximizing the client's occupational performance.</p>
17.	<b>Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of references, practice models, and evidence.</b>	<p>Identifies relevant and measurable goals in collaboration with client and relevant others.</p> <p>Identifies additional consultation and/or referrals needed.</p>
18.	<b>Uses evidence from research and relevant resources to make informed intervention decisions.</b>	<p>Reads, interprets, and applies scholarly information to justify selected intervention.</p> <p>Conducts literature search on relevant topics and applies to clinical decision making.</p>
19.	<b>Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.</b>	<p>Selects interventions that are meaningful and appropriately challenging to client.</p> <p>Articulates clinical reasoning regarding selection and use of treatment interventions.</p> <p>Demonstrates ability to utilize a variety of intervention types to address goal areas.</p> <p>Selects appropriate methods and tasks to prepare client for occupational performance.</p> <p>Demonstrates ability to sequence interventions to meet client goals.</p>
20.	<b>Implements client-centered and occupation-based intervention plans.</b>	<p>Demonstrates integration of client-centered practice throughout the intervention process.</p> <p>Demonstrates integration of occupation-based practice throughout the intervention process.</p> <p>Demonstrates creativity by exploring treatment ideas reflecting various areas of</p>

		occupation.
21.	<b>Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes.</b>	<p>Selects appropriate intervention approaches to direct the intervention process.</p> <p>Articulates rationale for selecting the intervention approaches used.</p> <p>Demonstrates flexibility to change from one intervention to another when the client's environment, behavior, or emotional response changes.</p> <p>Adjusts intervention approach given the client's needs (e.g., age, diagnosis, and home/work situation).</p>
22.	<b>Modifies task and/or environment to maximize the client's performance.</b>	<p>Demonstrates ability to "grade" tasks to meet the client's needs.</p> <p>Selects interventions considering client abilities to promote progress without undue frustration.</p> <p>Identifies behaviors in client that require adjustment or termination of intervention to maintain and/or maximize client performance.</p>
23.	<b>Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.</b>	<p>Consults with the team members regarding client's progress, concerns, and any changes in plan of care.</p> <p>Gathers data in preparation for staff/treatment team meetings.</p> <p>Recognizes when a change in client's plan of care is needed.</p> <p>Selects and implements appropriate modifications to client plan of care.</p> <p>Accurately updates client plan of care at required intervals.</p>
24.	<b>Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.</b>	<p>Documents client's response to treatment clearly and concisely.</p> <p>Documents clearly the skilled nature of occupational therapy services provided.</p> <p>Accurately and objectively documents client's occupational performance.</p> <p>Accurately and objectively documents client's progress toward goals.</p>
<b>MANAGEMENT OF OT SERVICES</b>		
25.	<b>Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment.</b>	<p>Utilizes AOTA official documents to identify and analyze the respective tasks and responsibilities of the OT and OTA in the fieldwork site. (May hypothetically select tasks which would be delegated to COTA in this type of setting).</p> <p>Identifies state practice requirements for performance and supervision of OT personnel.</p> <p>Describes collaboration to facilitate successful intra-professional team with COTA (e.g., establishing rapport, clarification of roles and responsibilities, evaluating competency, assisting with professional growth, establishing supervision needs, documentation of supervision, etc.).</p>
26.	<b>Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.</b>	<p>Demonstrates appropriate documentation as required by fieldwork site and reimbursement systems.</p> <p>Demonstrates understanding of reimbursement systems relevant to fieldwork site. (e.g., private pay, Medicaid, Medicare, private insurance, Workers Compensation, etc.)</p> <p>Identifies costs of common occupational therapy CPT codes use at fieldwork site (e.g., occupational therapy evaluation, self-care/home management, etc.).</p>
27.	<b>Demonstrates knowledge about the organization.</b>	<p>Reviews the mission and vision statement of the fieldwork site.</p>

		<p>Identifies accreditation status (if any) of the fieldwork site (e.g., CARF, JCAHO).</p> <p>Understands and articulates the mission and priorities of the fieldwork site.</p> <p>Provides services in alignment with fieldwork site mission and priorities.</p>
<b>28.</b>	<b>Meets productivity standards or volume of work expected of occupational therapy students.</b>	<p>Delivers effective and safe occupational therapy services at level expected of occupational therapy students.</p> <p>Assumes responsibility for caseload of (____) by completion of fieldwork.</p>
<b>COMMUNICATION AND PROFESSIONAL BEHAVIORS</b>		
<b>29.</b>	<b>Communicates clearly and effectively, both verbally and nonverbally.</b>	<p>Demonstrates active listening skills during interactions.</p> <p>Effectively adjusts language/approach based on the needs of the recipient (staff, client, family, outside agencies).</p> <p>Clearly, concisely and independently summarizes and reports OT information and ideas in all pertinent staff and client-related meetings.</p>
<b>30.</b>	<b>Produces clear and accurate documentation.</b>	<p>Completes all documentation requirements according to fieldwork site's guidelines.</p> <p>Complies with fieldwork site policies for approved abbreviations.</p> <p>Demonstrates clear, concise, accurate, and well-organized documentation, reflecting information on client's occupational performance.</p> <p>Incorporates appropriate terminology to convey functional progress and positive client outcomes.</p>
<b>31.</b>	<b>Collaborates with fieldwork educator(s) to maximize the learning experience.</b>	<p>Communicates with fieldwork educator readiness to assume greater responsibility.</p> <p>Communicates with fieldwork educator if an adjustment to level of supervision is needed.</p> <p>Comes prepared and participates in weekly meetings with fieldwork educator(s).</p>
<b>32.</b>	<b>Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.</b>	<p>Utilizes free time to search/read literature or other resource materials available on-site or electronically.</p> <p>Request information on areas other than those scheduled, to gain overall knowledge of the fieldwork site.</p> <p>Initiates collaboration with fieldwork educator to participate in additional learning opportunities available throughout the fieldwork site.</p> <p>Seeks out answers to questions and takes initiative in acquiring knowledge.</p>
<b>33.</b>	<b>Responds constructively to feedback in a timely manner.</b>	<p>Incorporates suggested changes in treatment or approach immediately and consistently thereafter, as directed by fieldwork educator.</p> <p>Generalizes fieldwork educator's feedback to other situations.</p> <p>Responds to constructive feedback with openness and willingness to hear feedback.</p> <p>Seeks feedback from fieldwork educator and others to maximize learning experience.</p>
<b>34.</b>	<b>Demonstrates consistent and acceptable work behaviors.</b>	<p>Adheres to scheduled hours as determined by fieldwork site.</p> <p>Communicates to fieldwork educator regarding any changes in OT student schedule (e.g., illness, weddings, etc.).</p> <p>Maintains punctuality and preparedness for all fieldwork responsibilities.</p>

		Maintains work area, equipment, and supplies in an efficient and safe manner.
<b>35.</b>	<b>Demonstrates effective time management.</b>	<p>Completes written documentation and assignments within timelines specified by the fieldwork educator.</p> <p>Uses free time constructively and requests additional responsibilities as free time becomes available.</p> <p>Collaborates with fieldwork educator to establish priorities in workload.</p> <p>Arrives on time for meetings, treatment sessions, etc.</p>
<b>36.</b>	<b>Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.</b>	<p>Establishes rapport and maintains an atmosphere conducive to positive interactions.</p> <p>Maintains a positive attitude and demonstrates flexibility in situations as they arise.</p> <p>Observes professional boundaries.</p> <p>Anticipates and identifies situations in which therapeutic mode needs to shift to adjust to needs of others.</p>
<b>37.</b>	<b>Demonstrates respect for diversity factors of others.</b>	<p>Demonstrates respect for diversity factors of all individuals (e.g., culture, SES, beliefs, identity, etc.).</p> <p>Demonstrates willingness to work with all clients.</p>

**FIELDWORK RESPONSIBILITIES:**  
**DEPARTMENT, FIELDWORK FACILITIES, AND STUDENT**

This document is consistent with the American Occupational Therapy Association's Code of Ethics, the University of North Dakota Occupational Therapy Affiliation Agreements and the University of North Dakota Code of Student Life.

**UND Occupational Therapy Department Responsibilities**

To assume responsibility for assuring continuing compliance with the educational standards as established in the *Standards for an Accredited Educational Program for the Occupational Therapist*.

1. To maintain the complete set of syllabi for all occupational therapy courses in the Occupational Therapy Department, to be available for students, fieldwork educators and others for review in the Department.
2. To maintain files of current information on fieldwork in the Occupational Therapy Department. This is the information provided by the fieldwork facilities annually and/or when major changes occur.
3. To follow due process on working with students and fieldwork facilities.
4. To comply with affirmative action.
5. To establish and maintain on-going honest communication with fieldwork facilities and students.
6. To schedule students for occupational therapy fieldwork and to assign only those students who have satisfactorily completed the required academic work. There will be close planning between faculty, students and fieldwork educators.
7. To collaborate with fieldwork facilities in defining measurable objectives for fieldwork education.
8. To counsel students in fieldwork in collaboration with fieldwork educators.
9. To communicate with fieldwork educators regularly (through mailings, electronic communication and fieldwork visits).
10. To evaluate the total Occupational Therapy Program regularly, including the fieldwork experiences. Fieldwork facilities are to be evaluated as described in the fieldwork facility evaluation format.
11. To provide liability insurance for occupational therapy students in assigned fieldwork placements.

### **Fieldwork Facility Responsibilities**

1. To maintain competency in practice, keeping abreast of current theories and techniques.
2. To provide the Occupational Therapy Department with current information on the educational program for occupational therapy students in fieldwork. This includes philosophy, purpose, types of patients/clients, evaluation and treatment theories and techniques, learning experiences available, measurable objectives, policies and procedures of the facility and method(s) of evaluating students.
3. To maintain honest communication with students and with UND faculty to improve practice, assist in improving academic course content and learning experiences and identify trends in occupational therapy health care and rehabilitation.
4. To provide meaningful sequential learning experiences for students in fieldwork. It is the responsibility of the fieldwork site to determine level of independence the student is prepared to undertake, and to provide students sequenced learning experiences to prepare them for independent performance.
5. To make available to students at the beginning of fieldwork and throughout the fieldwork experience, the policies and procedures of the facility.
6. To provide supervision of students by qualified personnel.
7. To clearly define to students, the channels of communication within the facility.
8. To evaluate students on a routine basis throughout the fieldwork experience. While UND recommends and provides a format for weekly performance reviews, it is mandatory that at the least, all students be evaluated by midterm. If there appears to be a problem, this should be discussed with the student as soon as possible, the problem documented and all parties (student, fieldwork educator and AFWC) given a copy of the documentation. The academic fieldwork coordinator should be notified as soon as possible so that arrangements can be made for remediation. Consultation with the O.T. Department and/or University should be maintained until the problem is resolved. If a student's performance in relation to patient treatment is unsatisfactory, and/or the student is unable to function satisfactorily to meet the measurable objectives of the fieldwork experience, the student's fieldwork may be terminated by the facility and the Occupational Therapy Department. Due process must be adhered to throughout the proceedings.
9. To notify the Occupational Therapy Department as soon as possible of major changes in program, scheduling, etc.

### **Student Responsibilities**

1. Professional behavior begins in the classroom. The student will demonstrate professional judgment in all didactic activities by:

- (a) being prepared for class, paying attention and participating with relevant material in class discussion
- (b) showing respect for the instructor and guest lecturers

These characteristics carry over into the clinical situation. The individual with professional behavior is respected by patients, family, other members of the health care team and society. The professional person's behavior reflects the credibility of the profession.

2. The student is expected to adhere to the Occupational Therapy Code of Ethics as adopted by the American Occupational Therapy Association.
3. Students are expected to know and to adhere to the regulations within the agencies in which they are assigned fieldwork. Such regulations may involve dress, behavior and attendance.
4. Students are expected to maintain respect and courtesy toward their own colleagues as well as toward their faculty, fieldwork educators, patients/clients and others with whom they come in contact.
5. Students are expected to assist in promoting honest and harmonious working relationships in the classroom and fieldwork facilities.
6. Students are expected to maintain good health habits and regular physical examinations during both academic and fieldwork experiences. Students are expected to maintain appropriate health insurance during academic and fieldwork education.
7. Students are expected to engage in only those procedures in which they have achieved an appropriate level of competence.
8. Students are expected to integrate material from previous courses as they progress through the academic and fieldwork program.
9. Students are expected to take the initiative for their own learning in addition to required course content.
10. Students are expected to analyze the information in fieldwork manuals and to review appropriate material necessary for their assigned placement.
11. Students are expected to take the initiative in regard to analyzing and synthesizing their perceptions of the learning experiences in both the academic and fieldwork phase of their education. If a student has a concern about any phase of the learning experience, he/she will follow the appropriate channels of communication in the facility/agency. These channels are:

Academic: Student, Instructor, Departmental Chairperson, School of Medicine and Health Sciences Dean. The student is encouraged to seek counsel throughout the process.

Fieldwork Experience: Immediate fieldwork educator, then through the established channels of communication at the facility/agency. Both the student and facility must communicate with the UND academic fieldwork coordinator in Occupational Therapy throughout the process.

12. Students are expected to complete candid and constructive written evaluations of each course in which they are enrolled, including fieldwork.
13. Students are expected to complete pre-requisite fieldwork requirements and all course assignments in a timely manner.

Students who are in non-compliance with the above may be placed on professional probation or may have his/her enrollment in either coursework or fieldwork canceled.

*Revised: 2018*

# FIELDWORK POLICIES AND PROCEDURES

## ***General Fieldwork Policies***

### **Fieldwork Pre-Requisite Policy:**

The UND Occupational Therapy Department has initiated a standard list of pre-requisites that must be completed before students are considered for fieldwork placement (Level I or Level II). A specific timeline for completion is provided, and it is the students responsibility to complete the pre-requisites within the timelines provided. Lack of attention to this requirement may lead to professional probation and cancellation of fieldwork placements. In addition, it is important that students take the initiative to update departmental pre-requisites as needed to stay current throughout the duration of the OT professional program.

Level I and Level II fieldwork pre-requisite requirements that expire during a student's fieldwork placement will not meet the departmental requirements. It is the students' responsibility to verify and ensure that these time sensitive requirements will be in effect through the duration of the fieldwork placement. If any of the time sensitive requirements are set to expire before the end of the student's placement, he or she must complete these requirements again to ensure they are up to date for the duration of the placement. In the event the student attends fieldwork without pre-requisites being met and in effect through the duration of the placement, the placement may be terminated immediately.

### **Approval to Participate in Fieldwork:**

If a student is on probation, he/she is not permitted to complete Level I or Level II placement unless special permission from faculty is granted. The student must formally request permission in writing. Students on academic probation must have a 76% or higher in all courses to petition to be scheduled for Level I fieldwork. Refer to policies on *Student Probation and Dismissal*.

### **Disability Accommodation in the Fieldwork Setting:**

The Department of Occupational Therapy has a responsibility for the welfare of clients treated or otherwise affected by students enrolled in the program as well as the educational welfare of its students. The technical standards have been developed for the Occupational Therapy Doctorate program to identify knowledge, skills, and abilities required for entry-level occupational therapists. Thus, students must meet the technical standards of the program with or without reasonable accommodations throughout the course of study, including their fieldwork experiences. Reasonable accommodations will be made for students with documented disabilities in accordance with federal disability laws (Section 504 and ADA). Each student must meet all of the occupational therapy program standards with or without reasonable accommodation. We are committed to equal opportunity for all students. All school representatives including faculty, staff, Disability Services for Students (DSS) staff, and (Academic Fieldwork Coordinator) AFWC are not legally able to provide any information about a student's disability circumstances without first receiving explicit approval from the student, including what information and to what degree it may be disclosed to the site.

Students who are requesting disability accommodations for their courses are expected to register with Disability Services for Students (DSS). How to register can be found at <http://www1.und.edu/disability-services/> or by contacting DSS at 701-777-3425 (190 McCannel Hall).

For students in Casper, WY: once registered with UND DSS, the student will need to provide recommendations to the Disability Support Services Counselor at Casper College and work with that office to arrange delivery of the accommodations as necessary.

It is the student's responsibility to register and obtain verification from UND DSS and notify his or her instructors and/or Academic Fieldwork Coordinator to request and arrange for accommodations. When requesting and working out arrangements for the specific accommodations, the student may be asked to provide proof of support from DSS (DSS Verification Accommodation document) updated each semester) to his or her course instructor(s) and to the Casper DSS if Casper DSS are assisting with accommodation delivery.

### ***Disability Accommodation for Level I Fieldwork***

All students are scheduled for their first Level I fieldwork placement in the fall semester of the first year of OT school. Therefore, any student wishing to request disability accommodations for his/her fieldwork placement will be encouraged to contact the AFWC, as the fieldwork course instructor, as soon as the need for disability accommodation is identified, preferably prior to the start of the first semester coursework.

The AFWC will meet with the student to discuss Level I fieldwork expectations and if appropriate, may encourage the student to visit their assigned fieldwork site to evaluate what type of disability accommodations may be needed. Following the AFWC and/or site visit, the student is encouraged to meet with the DSS office and the AFWC to discuss disability accommodations that will meet his/her learning needs based on the student's understanding of the fieldwork site. Disability Services for Students will assist the student in determining what disability accommodations would be indicated based on the individual student's circumstances. The disability access specialist will provide the student with a Verification of Accommodations Form that describes the functional impact of the disability and recommended accommodations.

Upon receipt of the Verification of Accommodations Form, the student may either 1) contact the fieldwork site, by phone or in person, and specify the disability accommodations he/she will be requesting during the fieldwork placement; or 2) give permission to the AFWC to notify the fieldwork site of requested disability accommodations. The student is not required to provide the Verification of Accommodations Form to the fieldwork setting. Once notified, the fieldwork site will determine whether the disability accommodations identified are reasonable given the resources available to the site and the UND OT program. If accommodations are available, the student will be placed for fieldwork at the site. If the site is not able to provide the requested accommodations, the AFWC will assign the student to an alternative placement.

### ***Disability Accommodation for Level II Fieldwork***

In the spring semester of the first year of OT school, all students will participate in the Level II fieldwork lottery and fieldwork selection process as outlined in the section titled *Student*

*Placement Process and Policies* in the student manual. Once fieldwork selections have been chosen, a student wishing to request disability accommodations for his/her fieldwork placement will be encouraged to contact the AFWC, as the fieldwork course instructor, as soon as the need for disability accommodation is identified. The AFWC will meet with the student and encourage the student to visit the chosen fieldwork site to evaluate what type of disability accommodations may be needed. Following the site visit, the student is encouraged to meet with the DSS office and the AFWC to discuss disability accommodations that will meet his/her learning needs based on the student's understanding of the fieldwork site. Disability Services for Students will assist the student in determining what disability accommodations would be indicated based on the individual student's circumstances. The disability access specialist will provide the student with a Verification of Accommodations Form that describes the functional impact of the disability and recommended accommodations. The student will be asked to maintain this document in his/her personal records, as well as provide a copy to the AFWC which will be placed in an individual file labeled DSS next to the active student folders and cleaned out at the end of each year.

Upon receipt of the Verification of Accommodations Form, the student may either 1) contact the fieldwork site, by phone or in person, and specify the disability accommodations he/she will be requesting during the fieldwork placement; or 2) give permission to the AFWC to notify the fieldwork site of requested disability accommodations. The student is not required to provide the Verification of Accommodations Form to the fieldwork setting. Once notified, the fieldwork site will determine whether the disability accommodations identified are reasonable given the resources available to the site and the UND OT program. If accommodations are available, the student will be placed for fieldwork at the site. If the site is not able to provide the requested accommodations, the AFWC will assist the student in choosing an alternative placement.

In the circumstance that a student has already begun the Level II fieldwork experience and during the fieldwork identifies the need for disability accommodations, the student will be encouraged to meet with the DSS office and/or the AFWC to discuss disability accommodations that will meet his/her learning needs based on the student's understanding of the fieldwork site. Disability Services for Students will assist the student in determining what disability accommodations would be indicated based on the individual student's circumstances. The disability access specialist will provide the student with a Verification of Accommodations Form that describes the functional impact of the disability and recommended accommodations.

Upon receipt of the Verification of Accommodations Form, the student may either 1) contact the fieldwork site, by phone or in person, and specify the disability accommodations he/she will be requesting during the fieldwork placement; or 2) give permission to the AFWC to notify the fieldwork site of requested disability accommodations. The student is not required to provide the Verification of Accommodations Form to the fieldwork setting. Once notified, the fieldwork site will determine whether the disability accommodations identified are reasonable given the resources available to the site and the UND OT program. If accommodations are available, the student placement will continue at the site as scheduled or with a timeframe modification if needed. If the site is not able to provide the requested accommodations, the AFWC will assist the student in choosing an alternative placement.

## ***Level I Fieldwork Policies and Procedures***

### **Attendance policy for Level I Fieldwork (one-week block placements; 40 hours):**

Students are required to attend and participate in all scheduled Level I fieldwork placements for the entire period of the assignment. It is the responsibility of the student to report any fieldwork schedule changes to the UND OT department in accordance with departmental attendance policies. If the student misses more than 4 hours of a scheduled one-week block placement due to constraints that are out of the students' control (i.e., weather conditions, illness, funerals, etc.), the student must notify the AFWC and the course instructor so that alternative arrangements can be made to fulfill the course requirement.

### **Attendance policy for Level I Fieldwork (across semester):**

Students are required to attend and participate in approximately in direct contact with their assigned participant during the fieldwork experience. In the case that the student must miss a previously scheduled visit, it is expected that he/she will email the community agency and their small group instructor. Level I fieldwork hours must be fully completed as outlined in the syllabus.

### **Establishment of Level I Fieldwork Sites (C.1.2):**

Level I fieldwork sites may be initiated by the facility or by the UND Occupational Therapy Department. Level I fieldwork sites are located within an 8-hour distance from the central campus (Casper, WY and Grand Forks, ND) for one-week block placements and within the campus community for community placements. Each facility must fill out the Fieldwork Curriculum Site Assessment Form to ensure that learning experiences available are consistent with the UND OT department curriculum design. If alignment is present, an affiliation agreement will be established. An AOTA Data Form, which includes contact information, prerequisite requirements, and detailed description of the learning experiences available at the site will be completed. UND OT department Level I learning objectives and suggested learning activities will be shared with the fieldwork site. Once the facility has been approved as a fieldwork site, information from the site is added to UND fieldwork database, Exxat. Ongoing site evaluation will occur as the academic fieldwork coordinator reviews completed student evaluations of Level I fieldwork in view of fieldwork objectives. If it is determined that a site no longer meets the learning objectives for a Level I experience, the site will be notified. Facilities not approved as fieldwork sites will be provided specific rationale as to the decision made and will be provided with suggestions should they wish to pursue approval as a fieldwork site in the future. If a fieldwork facility chooses to withdraw from offering fieldwork experiences to UND students, they are also expected to notify the UND OT department of the decision and the reasoning behind it. The information concerning that facility will then be removed from the fieldwork information on Exxat.

### **Assignment of Level I Fieldwork:**

Students must complete level I fieldwork coursework in sequential order. Students are assigned for level I fieldwork experiences in both one-week block placements and a semester-long placement. The one-week block placement can occur up to 8 hours away from the central campus. In year one students are assigned to a semester-long community-based setting and a

one-week block placement with a focus on assessment. In year two, students are assigned to two, one-week block placements, with a focus on neuromusculoskeletal and movement related function interventions and a focus on mental function interventions. Students are responsible for their own accommodations and travel expenses incurred during these one-week block placements. Students will complete at least one fieldwork (level I or level II) experience in the state of Wyoming or North Dakota.

Students with extenuating circumstances which interfere with assigned level I placements must petition the faculty for placement exemption. If the petition is approved, the level I placement will be rescheduled at a later date in the semester that is convenient for the student and site availability. Courses must be completed in sequence so rescheduled placements must be successfully completed before students are eligible for upcoming fieldwork placement assignments.

Semester 1: OT 406 – Integration & Fieldwork 1: Students will be assigned to work in pairs with a classmate. Each pair will be matched with participants from community agencies who are in need of developing or improving occupational performance. The fieldwork will take place over the course of the semester for a total of 25 hours. This placement will occur within the community in which the central campus is located (Grand Forks or Casper).

Semester 2: OT 442 – Integration & Fieldwork 2: Students will be assigned to a one-week block placement (40 hours) in a community, non-community, or setting that offers both.

Semester 4: OT 503 – Integration & Fieldwork 3: Students will be assigned to a one-week block placement (40 hours) in a community, non-community, or setting that offers both.

Semester 5: OT 516 – Integration & Fieldwork 4: Students will be assigned to a one-week block placement (40 hours) in a community, non-community, or a setting that offers both.

### **Evaluation of Student Performance on Level I Fieldwork (C.1.9):**

During the course of the professional program students will participate in a series of Level I fieldwork experiences that use a satisfactory/unsatisfactory grading scale. Formal evaluation of student performance will be conducted at the conclusion of all Level I fieldwork experiences. Students receiving an unsatisfactory (U) grade for a Level I fieldwork component of any course will receive an Incomplete for the course. The student will have one opportunity to repeat the Level I fieldwork for a passing grade.

### **Evaluation of the Effectiveness of Level I Fieldwork Supervision (C.1.12):**

Upon completion of Level I fieldwork, students will complete the Student Evaluation of Level I Fieldwork. These documents were created for the purpose of further understanding the learning experiences available to students during Level I fieldwork and to monitor the ongoing quality of the fieldwork experience. Students will complete the Student Evaluation of Level I Fieldwork following Level I placements completed in Semester 1, Semester 2, Semester 4, and Semester 5.

## ***Level II Fieldwork Policies and Procedures***

### **Attendance policy for Level II Fieldwork:**

A minimum of 24 weeks of full-time Level II fieldwork is required. The academic program will allow students to complete fieldwork on a part-time basis and eligibility is considered on a case-by-case basis (C.1.10). Level II fieldworks are scheduled for a twelve (12) week rotation. If a student will be absent or tardy, he/she must inform their fieldwork educator at the facility prior to the beginning of the workday. In addition, the student must notify the occupational therapy department by 8:00 am at 701-777-2209. A student who misses a day of work for any number of reasons (sickness, job interviews, funeral, wedding, etc.) is required to make up absences during the 13<sup>th</sup> week or make arrangements with the fieldwork educator to make-up the time equivalent in the 12-week time frame. If more than 2 days of fieldwork are missed due to weather related facility closures, the student is required to make them up. Any special arrangements to make up time must be approved by the site fieldwork educator and confirmed by the academic fieldwork coordinator. Students must notify academic fieldwork coordinators regarding all alternations to the originally planned schedule. In addition, Level I fieldwork experiences cannot be substituted for any part of a Level II fieldwork experience (C.1.9).

### **Establishment of Level II Fieldwork Experiences (C.1.2):**

Level II fieldwork sites may be initiated by the facility or by the UND Occupational Therapy Department. Level II fieldwork sites must be located within a 14-state region including Arizona, Colorado, Idaho, Iowa, Minnesota, Montana, Nebraska, Nevada, North Dakota, South Dakota, Utah, Washington, Wisconsin, and Wyoming. Each facility must fill out the Fieldwork Curriculum Site Assessment Form to ensure that learning experiences available are consistent with curriculum design. If alignment is present, an affiliation agreement will be established. An AOTA Data Form, which includes contact information, pre-requisite requirements, and detailed description of the learning experiences available at the site will be completed. UND OT departmental Level II learning objectives will be shared with the fieldwork site. UND OT department will also provide a template for writing learning objectives in case the fieldwork site desires to write site-specific objectives. A template for sequencing the learning experience will also be shared with the fieldwork site. Once the facility has been approved as a fieldwork site, information from the site is added to UND fieldwork database, Exxat. The site is then listed as a possible choice for students when choosing fieldwork. Ongoing site evaluation will occur as the academic fieldwork coordinator reviews completed student evaluations of Level II fieldwork in view of fieldwork objectives. If it is determined that a site no longer meets the learning objectives for a Level II experience, the site will be notified. Facilities not approved as fieldwork sites will be provided specific rationale as to the decision made and will be provided with suggestions should they wish to pursue approval as a fieldwork site in the future. If a fieldwork facility chooses to withdraw from offering fieldwork experiences to UND students, they are also expected to notify the UND OT department of the decision and the reasoning behind it. The information concerning that facility will then be removed from the fieldwork information on Exxat.

### ***Outside the Geographic Region***

Additional contracts outside the 14-state geographic region are established only upon approval of the Fieldwork Petition Committee. International fieldwork placements are not available at the University of North Dakota Occupational Therapy program (C.1.16).

The student who wishes to arrange for a fieldwork experience outside the geographical region must follow this procedure:

1. It is the student's responsibility to contact an agency which will meet the criteria of the American Occupational Therapy Association and that of the Department of Occupational Therapy, and which will agree to accommodate the student during the specific time frame requested.
2. The student, after securing a commitment by the facility to reserve a space, must petition the fieldwork committee to be allowed to complete the fieldwork out of the geographic region. This petition should include information about the facility and should outline how the education experiences offered by this particular facility meet the student's educational and career goals.
3. The fieldwork committee, which consists of the chairperson of the Occupational Therapy Department along with up to two (2) representatives from the fieldwork agencies, will consider the request and inform the student in writing of their decision.
4. If the petition is approved, the student is directed to meet with one of the UND academic fieldwork coordinators and provide to the coordinator all information regarding the facility. The academic fieldwork coordinator then follows the process as developed by the department for establishing fieldwork education experiences within the geographic region. Because of the costs and time involved in establishing these unique fieldwork experiences, students pursuing this option will not be allowed to petition for changes once the fieldwork contract has been established.
5. If the petition is not approved, it is the student's responsibility to contact the facility and inform them of the committee's decision, so that the facility does not continue to hold the reservation. If the student is not satisfied with the decision made by the fieldwork committee, he/she may request to appeal the decision and meet with the departmental faculty in person. Other appeals follow the normal UND School of Medicine and Health Sciences channels.

### **Choosing Level II Fieldwork Placements:**

The academic fieldwork coordinator meets with all of the Year I students in the late fall or early spring semester of their first year. At that time, the coordinator describes the purposes of the fieldwork experience and presents guidelines to assist students in making their fieldwork choices. Available Year III students who have completed a level II fieldwork may also be invited to talk about their experience.

At this time, students will be given a handout that lists the facilities where the Occupational Therapy Department presently sends students for fieldwork experiences with focus areas of

neuromusculoskeletal and movement related functions and mental functions. Students are given a listing of those fieldwork settings with current reservations and the specific dates.

A second meeting with the Year I OT students is scheduled to plan the process for selecting Level II fieldwork experiences. A lottery method is used to give equal opportunity for all students to choose fieldwork experiences. At this meeting, each student's name will be drawn; the student who is number one will have first choice of the facility he/she selected and so forth, down the list of students.

Questions regarding the process of choosing fieldworks are once again addressed and students have the opportunity to meet with the academic fieldwork coordinator for a one-hour time period to be shared among 6 – 10 students. During this time period, students will have an opportunity to read fieldwork information and to ask the coordinator pertinent questions. Fieldwork information on Blackboard contains specific information regarding the types of learning experiences available at each facility. Before putting fieldwork choices in writing, all students are expected to view the fieldwork information located in Blackboard regarding chosen centers.

Once all students have met with their AFWC in small groups, students will meet with one of the AFWC individually, in order of their lottery number, for a 15 – 20 minute time period to make their fieldwork selections. Each student will bring a completed form detailing their top three choices for each of their required fieldwork experiences and will be prepared to provide a rationale for their fieldwork choice, using the fieldwork reflection worksheets provided to them. During this meeting, the AFWC will assist the student to carefully select the fieldwork setting which is a best fit for the student's career interests. After each group of 10 students has selected their fieldwork choices, the AFWC will post the choices made, so that students with higher lottery numbers are aware of remaining fieldwork options.

After all students in the cohort have made their fieldwork selections, the data is entered into the UND fieldwork data base and an official fieldwork request form is generated for each student. Students are advised to carefully review the information on the form and then sign if in agreement. The AFWC also signs the form, and it is sent to the fieldwork site as an official record of the fieldwork site request. If the facility can accommodate the student, the site fieldwork coordinator signs the facility request form, verifying that the fieldwork educator who will be assigned to the student has at least one year of experience as an OTR and is adequately prepared for the position. Once the form is signed by all parties (the facility representative, the AFWC and the student), the agreement is binding. Changes requested by the student can be made only by appeal to the fieldwork committee as described in the previous section. This must be completed at least three months prior to the level II experience.

It should be noted that although students may commit themselves to a fieldwork site at this time, they also may elect to delay making a choice. This will allow them to complete more advanced study and/or observation at a site, prior to commitment. Many fieldwork sites also have reservations about accepting students until the student completes an interview or spends time visiting the site. Through this process the OT personnel at the facility can determine whether the student can meet facility expectations. Any student already scheduled for a Level II fieldwork

might also determine, through completing observation, that a particular site does not meet his/her educational goals and initiate the process to initiate a change, if desired.

Currently, many fieldwork facilities are requiring proof of immunizations, drug testing, fingerprints, and/or criminal background checks. It is the responsibility of the student to check facility information to ensure that requirements for both Level I and Level II fieldwork have been met. In addition, each student will review site contracts for his/her assigned facility to ensure that he/she is aware of and responsible to meet all facility pre-requisites. The University of North Dakota Occupational Therapy Department is not responsible for ensuring that students meet facility requirements nor is the department a clearing house for these records.

### **Level II Fieldwork Experiences Where No OT Services Exist (C.1.14):**

#### **Student Procedure for Role Emerging Fieldwork Placement includes the following steps:**

1. The student will complete a reflective self-assessment of his/her experience and capabilities in regard to the role emerging fieldwork placement. This reflection will include the following steps:
  - a. The student will read the description of role emerging practice fieldwork model and describe how he/she might accomplish his/her learning goals through this type of experience.
  - b. The student will provide at least one example of when he/she has participated in an independent learning situation in the past and the outcome of that experience.
  - c. The student will self-assess regarding the competencies required for role emerging placement.
  - d. The student will interview another student who had already completed a role-emerging placement and write a one-page reflection regarding the benefits and drawbacks to the experience.
2. The student will meet with the Academic Fieldwork Coordinator to discuss what he/she has learned from the assigned reading and self-assessment regarding his/her readiness for a role-emerging placement. Based on AFWC approval, student initiates a request for full faculty review of role-emerging fieldwork readiness. This readiness evaluation will require student submission of self-assessment documents.
3. Once faculty approval has been obtained, the student meets with AFWC to discuss and prioritize potential placement options.
4. Once a placement option has been secured, the student will communicate with the AFWC and the fieldwork site to understand and participate in the development of learning objectives and learning activities prior to placement. If possible, the student will meet the on-site supervisor, and become aware of potential resources available to ensure an understanding of the expectations of the learning experience. The student is expected to be familiar with the learning objectives, required reading materials, and expected sequence of the learning experience prior to placement.

#### **Policies regarding role-emerging fieldwork placement:**

1. The level II student must have completed all required academic work before the role-emerging level II placement.
2. This cannot be the student's first level II placement.
3. The student must be approved for the role emerging placement at least six months prior to placement start. See Appendix for the Evaluation of Student Readiness for Role Emerging Level II Fieldwork Placement.
4. The student must follow-up on all facility requirements prior to placement to remain placement eligible.
5. The Fieldwork educator must have at least three years of experience prior to supervising the level II student, must be available to the student at all times during the level II placement and must be on site for at least 8 hours per week.

### **Level II Placement Restrictions:**

1. No student may do both Level II fieldwork placements in the same facility unless the two fieldwork programs are structurally and/or administratively separate.
2. No student may complete a mental functions Level II fieldwork placement at a facility where he/she has previously received occupational therapy services.

### **Changing Level II Fieldwork Experiences:**

Once the student has signed a fieldwork request form indicating his/her willingness to complete Level II fieldwork at a specific facility, this agreement is binding, and exceptions are only made in rare cases due to the impact of these changes on the program and fieldwork facilities. The student may make changes only by petitioning the fieldwork committee in the following manner:

1. Students will write a letter to the committee outlining the reasons for the requested change. The student should indicate the scope of the occupational therapy program at the scheduled facility and should discuss why this program does not meet his/her educational goals. The student should also provide information as to the process he/she used to come to this conclusion. The letter should conclude with a short description of the type of program or learning experience that the student is seeking to better meet his/her educational goals.

All requests for change must be received by the fieldwork committee no later than three months prior to the scheduled level II fieldwork experience. Requests received after this deadline will be considered on a case-by-case basis. Faculty or the fieldwork committee will review both the student's past performance in the OT program as well as any extenuating circumstances surrounding the request.

2. The fieldwork committee, which consists of the chairperson of the Occupational Therapy Department along with up to two representatives from the fieldwork agencies, will consider the request and inform the student in writing of their decision.

3. If the petition is approved, the student is directed to contact the academic fieldwork coordinator, who will take responsibility for canceling the original contract and will work with the student to find a fieldwork experience matching his/her educational goals. If the student is requesting a fieldwork outside of the geographic region, all policies and procedures involved in establishing such fieldwork will be observed.

### **Evaluation of Student Performance on Level II Fieldwork (C.1.15):**

During the course of the professional program students will participate in six (6) months of fieldwork, three (3) months in neuromusculoskeletal and movement-related functions and three (3) months in mental functions. Level II fieldwork experiences are graded using a satisfactory/unsatisfactory grading scale. Students will be evaluated by their fieldwork educator using the AOTA Fieldwork Performance Evaluation (FWPE; Appendix B) at both midterm (end of week 6) and final (end of week 12). In order to pass each fieldwork, the student must receive the minimum passing score on the FWPE. A student will not receive a grade in the fieldwork courses until the FWPE and the Student Evaluation of Fieldwork Experience (SEFWE; Appendix C) are received by the University of North Dakota OT Department AFWC. In addition, all additional assignments for the fieldwork course must be met before the AFWC assigned to the fieldwork course assigns a grade for the course and the Registrar's Office updates the student's transcript.

It is the Occupational Therapy Department's expectation that students will not experience major difficulties and will successfully complete all fieldwork requirements. However, should the student have trouble leading to the discontinuation of fieldwork, the following categories for termination apply as described below:

**Student Initiated Withdrawal:** Students can take an incomplete in the course only if withdrawal occurs within the first three weeks of the course.

**Terminated Passing:** In this situation, the student, fieldwork educator and University of North Dakota academic fieldwork coordinator agree that the student is unable to perform to his/her potential due to a mismatch of student and facility. Students may choose to withdraw from the fieldwork site at any point up until midterm. If they withdraw within three weeks of the fieldwork start date, they may take an incomplete in the course and be re-scheduled at another facility when available. After three weeks the withdrawal will be reflected on the student transcript as a withdrawal (w) for the course and the student must re-register and pay tuition for the course. Students may withdraw from a fieldwork course only once; the second registration in each fieldwork course will culminate in a grade.

**Terminated for Medical Reasons:** This may occur at any time during the fieldwork experience in which the student is currently meeting competencies. The student can withdraw or take an incomplete for the course and complete it when he/she is medically stable, upon recommendation by the referring medical professional.

**Terminated Failing:** The student is not meeting competencies and receives a non-satisfactory (failing) mid-term evaluation. At this point, the fieldwork facility may enter into an agreement

of remediation with the student to rectify the deficiencies identified. However, the fieldwork facility may terminate, at any time, a student whose performance is not meeting competency or threatens the patients' treatment or safety.

If a student is terminated and/or receives a failing evaluation, the student is subject to termination from the professional program and must petition the faculty to remain in the program. Upon unanimous affirmation by the faculty, the student can remain in the program on academic probation. If unanimous affirmation through a formal vote by the faculty is not received, the student will be terminated from the professional program and his/her registration cancelled. This decision may be appealed by the student according to the appeal policies of the School of Medicine and Health Sciences and/or the University.

### **Evaluation of the Effectiveness of Level II Fieldwork Supervision (C.1.12; C.1.13):**

During Level II fieldwork experiences, students benefit from direct supervision initially, which is decreased as appropriate to the student's ability and the demands of the client and setting. The ration of fieldwork educators to students should be sufficient ot enable adequate role-modeling, ensure protection of consumers, and frequent assessment of student progress in achieving fieldwork objectives. Weekly supervision meetings afford the opportunity to evaluate student progress and adjust accordingly. Additionally, the AFWC will send email check-ins to Level II fieldwork sites at approximately week 3/4 and week 8/9 of a student's 12-week Level II placement. This serves as a check-in point to provide Level II fieldwork educators with an opportunity to respond and communicate any questions or concerns to the AFWC.

Within the last two weeks of Level II fieldwork, students will complete the Student Evaluation of Fieldwork Experience (SEFWE). This document will be used for the purpose of further understanding the learning experiences available to students during Level II fieldwork and to monitor the ongoing quality of the fieldwork site. A copy of this evaluation tool can be found in Appendix C.

## EVALUATION OF FIELDWORK SITES

Each fieldwork site offering Level I or Level II learning experiences will complete the UND Fieldwork Curriculum Assessment Form to determine whether they are able to offer learning experiences consistent with the UND curriculum design.

Fieldwork sites who are not approved as fieldwork sites will be provided specific rationale as to the decision made and will be provided with suggestions should they wish to pursue approval as a fieldwork site in the future. Conversely, if a fieldwork facility chooses to withdraw from offering fieldwork experiences to UND students, they are also expected to notify the UND Academic Fieldwork Coordinator of this decision and the reasoning behind it. The information concerning that facility is then identified as “inactive” within the UND fieldwork database.

Information collected will be used to:

1. Assist student in the fieldwork selection process.
2. Inform fieldwork partners of curriculum content, expectations and learning experiences currently offered in the UND Occupational Therapy Program curriculum.
3. Determine whether fieldwork partners are offering learning experiences compatible with those presented in the UND Occupational Therapy Program curriculum.
4. Provide a method of objectively evaluating existing fieldwork partners.
5. Provide an instrument to guide faculty in selecting new fieldwork partners in an objective manner.

During Level II fieldwork experiences, data is gathered through the use of the Student Evaluation of Fieldwork Experience and informally collected through discussion with students during fieldwork placements.

# Occupational Therapy Department Fieldwork Curriculum Assessment Form

Fieldwork site assessment ensures that quality fieldwork experiences consistent with our curricular design are provided and to meet ACOTE Accreditation Standards. *Occupation is the center* of our curriculum. This fulfills our vision, mission and philosophy to develop therapists who promote engagement and participation in personally valued occupations to improve health and well-being for a diverse society. Occupation at the core is fundamental to the development of sound professional reasoning and professional identity (Bilics, 2014; Hooper et al., 2014). Consequently, *four curriculum threads are connected to occupation and are integrated throughout courses in the program*: 1) Art and Science of Occupational Therapy); 2) Professional Identity and Collaboration, 3) Innovative and Intentional Leadership, and 4) Diversity and Inclusive Participation. These four threads organize our curriculum outcomes and reflect those concepts inherent to understanding our profession (Giddens, Caputi, & Rodgers, 2015). Please indicate if you are able to provide learning experiences consistent with our core of occupation and curricular threads.

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

**Facility Location (City/State):** \_\_\_\_\_

**Fieldwork Site Representative:** \_\_\_\_\_

**Contact Information:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

<b>Core: Occupation</b>		
ADL's, IADL's, Work, Education, Play, Leisure, Social Participation, Rest and Sleep		
Learning experiences with occupation are available:	YES	NO
Describe the use of occupation in this setting (e.g. ADL's are addressed frequently; often incorporate health maintenance and management and medication management into treatment plans):		
<b>Thread #1: Art and Science of Occupational Therapy</b>		
Development of professional reasoning, engagement in the occupational therapy process, establishing therapeutic relationships, and becoming a research user and builder		
Learning experiences representing the above areas are available:	YES	NO
Describe learning experiences that offer opportunities to address this thread (e.g. Students have opportunity to talk through professional reasoning with professionals; participate in entire OT process from assessment to treatment plan writing to implementation and discharge):		
<b>Thread #2: Professional Identity and Collaboration</b>		
Understanding occupational nature of humans, the OT profession, use of occupation performance theories, professional engagement, and development of intra/inter-professional skills		
Learning experiences representing the above areas are available:	YES	NO
Describe learning experiences that offer opportunities to address this thread (e.g. Students use OT theory to guide treatment, they work on an inter-professional team where the unique contribution of OT is evident):		
<b>Thread #3: Innovative and Intentional Leadership</b>		
Understanding of public policy in improving access to OT services, effective management skills in creating OT services, and utilization of leadership skills/strategies for innovative practice		
Learning experiences representing the above areas are available:	YES	NO
Describe learning experiences that offer opportunities to address this thread (e.g. Students are able to participate in and advocate for innovative practices/changes as needed):		
<b>Thread #4: Diversity and Inclusive Participation</b>		
Engagement in culturally relevant practice and promotion of occupational justice through advocacy for occupational engagement for all beings		
Learning experiences representing the above areas are available:	YES	NO
Describe learning experiences that offer opportunities to address this thread (e.g. Students are able to alter ADL sessions to meet specific cultural needs of clients; engage in therapy sessions by use of interpreter service to best communicate with client and family; advocate for occupational engagement for clients who are unable to advocate for themselves):		

Our curriculum uses the concepts of (1) mental functions, (2) neuromusculoskeletal and movement-related functions, and (3) sensory functions to organize our courses. Students complete Level I and Level II fieldwork in mental functions and neuromusculoskeletal and movement-related functions. Check below the functions that you address and indicate the most prevalent in your practice.

Mental Functions (affective, cognitive, perceptual):

Specific mental functions (Higher-level cognitive, Attention, Memory, Perception, Thought, Mental functions of sequencing complex movement, Emotional, Experience of self and time)

Global mental functions (Consciousness, Orientation, Temperament and personality, Energy and drive, Sleep)

Neuromusculoskeletal and Movement Related Functions:

Functions of joints and bones (Joint mobility, Joint stability)

Muscle functions (Muscle power, Muscle tone, Muscle endurance)

Movement functions (Motor reflexes, Involuntary movement reactions, Control of voluntary movement, Gait pattern)

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Sensory functions are addressed in both of the above focus areas in our curriculum. Please indicate whether you address sensory functions in your practice area.

Sensory Functions:

Visual Functions, Hearing Functions, Vestibular Functions, Taste Functions, Smell Functions, Proprioceptive Functions, Touch Functions, Pain (e.g. diffuse, dull, sharp, phantom), Sensitivity to temperature and pressure

YES \_\_\_\_\_ NO \_\_\_\_\_

Students complete Level I and Level II fieldwork in community and non-community practice settings. Examples of community practice settings include early intervention, productive aging, work and industry, community mental health programs, accessibility, community integration, health promotion and wellness, assisted living facilities, nursing homes. Does the bulk of student learning experiences at your facility occur within a community or non-community setting?

\_\_\_\_\_ Community \_\_\_\_\_ Non-Community

\_\_\_\_\_  
Fieldwork Site Representative Signature:

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

---

For Use by University of North Dakota Representatives Only:

The fieldwork site is able to provide learning experiences consistent with the UND OT Department Curriculum Design

Yes/No

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
UND OT Dept Representative Signature:

\_\_\_\_\_  
Date

# Appendices

## Appendix A: Level I Fieldwork Education Verification

**Level I Fieldwork:** There are four Level I fieldwork experiences in the curriculum and each occurs within a Fieldwork and Integration course. The first fieldwork is scheduled weekly throughout the semester while the last three are all one-week block placements occurring in a variety of practice contexts. The first Level I experience occurs in *semester 1* and focuses on foundational concepts inherent to the profession such as understanding culture, occupational nature of humans, professional reasoning, and therapeutic relationships. The remaining three Level I fieldworks focus on critical thinking about occupation and occur during semesters 2, 4, and 5. The focus of coursework in *semester 2* is on human development and implications for occupational performance and resulting evaluation process and methods. *Semester 3* focuses on the occupational therapy intervention process as related to movement and occupational performance. Coursework in *semester 4* builds on information provided in semester three, concentrating on interventions for neuromusculoskeletal & movement-related functions (NMS&MRF), or mental functions (MF) applied to occupational performance. During semester 4, students complete a Level I fieldwork experience focusing on interventions for NMS&MRF or MF. Coursework in *semester 5* builds on semester 4, continuing a focus on interventions, adding attention to sensory functions and community-based practice interventions. In semester 5, students complete a Level I fieldwork experience focusing on the opposite of what was completed in semester 4.

**Level II Fieldwork:** Congruent with course offerings and curriculum design, UND OT students complete required Level II fieldwork in *semester 6* and *semester 7*, in the areas of MF and NMS&MRF in community or non-community settings. Students work with a variety of clientele throughout the life span although one experience must occur with adults while the other may occur with clients across the age span. Each scheduled Level II fieldwork course occurs concurrently with an Advanced Integration course where students integrate academic content with their Level II fieldwork experience.

By typing your name below you are affirming that you have been informed of the curriculum and fieldwork design and are able to support the Level I fieldwork experience.

---

Name of fieldwork facility:

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Identify your qualifications to be a Level I fieldwork educator. Examples include but are not limited to licensed or otherwise regulated OT, OTA, psychologists, physician assistant, teachers, social workers, physicians, SLP, nurses, PT, etc.

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## Appendix B: AOTA Level II Student Fieldwork Performance Evaluation (FWPE)



aota.org

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

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

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

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

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

## Appendix C: Level II Student Evaluation of Fieldwork Experience (SEFWE)

### STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

#### Purpose:

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

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

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

#### Instructions to the Student:

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

#### Instructions to the Fieldwork Educator(s):

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

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

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

## STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

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

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

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

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

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

Student work schedule:

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

Weekends required  Evenings required

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

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

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

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

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

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

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

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

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

FW Educator's years of experience \_\_\_\_\_

AOTA SEFWE Task Force, 2016

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

Occupational Performance Issues

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

\_\_\_\_\_

\_\_\_\_\_

## OCCUPATIONAL THERAPY PROCESS

### I. EVALUATION

List assessment tools used	Observed	Performed

### II. INTERVENTION

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

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

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

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

**III. OUTCOMES**

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

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?

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

Study the following evaluations:

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Study the following intervention methods:

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Read up on the following in advance:

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

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

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

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

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**INSTRUCTIONS**

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

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

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

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

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

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

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