

SPRINGFIELD
COLLEGE



Department of
Occupational Therapy

SPRINGFIELD COLLEGE
DEPARTMENT OF OCCUPATIONAL THERAPY

MASTER OF SCIENCE (MS)
in OCCUPATIONAL THERAPY and
DOCTOR of OCCUPATIONAL THERAPY (OTD)

OCCUPATIONAL THERAPY
FIELDWORK MANUAL
2024-2025

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MISSION STATEMENTS

Springfield College Mission Statement

The mission of Springfield College is to educate students in spirit, mind, and body for leadership in service to others by building upon its foundation of Humanities and academic excellence.

OT Department Mission Statement

The mission of the Springfield College Occupational Therapy Department is to educate professionals in the art and science of empowering people to use the skills and tools needed to fulfill life roles essential to productive living.

EXPECTED STUDENT OUTCOMES FOR LEVEL II FIELDWORK

Graduates of the Master of Science in Occupational Therapy and Doctor of Occupational Therapy programs will be prepared to demonstrate competencies required of entry-level occupational therapists. This includes the ability to:

Meet (performance consistent with entry-level practice) or exceed (performance is highly skilled and self-initiated) all standards related to the Fundamentals of Practice as demonstrated by:

FUNDAMENTALS OF PRACTICE

1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.
2. Adheres to safety regulations and reports/documents incidents appropriately.
3. Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.

Meet Entry-level competency standards as defined by the AOTA for areas outlined as follows:

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.
5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.
6. Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.

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.
9. Selects relevant screening and assessment tools based on various factors.
10. Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.
11.
 - a. Evaluates and analyzes client factors and contexts that support or hinder occupational performance.
 - b. Evaluates and analyzes psychosocial factors and contexts that support or hinder occupational performance.
12. Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.
13. Modifies evaluation procedures based on client factors and contexts.
14. Interprets evaluation results to determine the client's occupational performance strengths and challenges.
15. Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.

INTERVENTION

16. Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.
17. Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.
18. Uses evidence from research and relevant resources to make informed intervention decisions.
19. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.
20.
 - a. Implements client-centered and occupation-based intervention plans.
 - b. Selects and implements client-centered and occupation-based intervention plans that incorporate consideration of client's psychosocial factors that impact occupational performance.
21. Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes.
22. Modifies task and/or environment to maximize the client's performance.
23. Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.
24. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

25. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment.
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.
27. Demonstrates knowledge about the organization.
28. Meets productivity standards or volume of work expected of occupational therapy students.

COMMUNICATION AND PROFESSIONAL BEHAVIORS

29. Communicates clearly and effectively, both verbally and nonverbally.
30. Produces clear and accurate documentation.
31. Collaborates with fieldwork educator(s) to maximize the learning experience.
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.
35. Demonstrates effective time management.
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.

Course Objectives Adapted from The American Occupational Therapy Association's Fieldwork Performance Evaluation for the Occupational Therapy Student, AOTA, 2020.

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FIELDWORK EDUCATION PROGRAM

A. GENERAL OVERVIEW

Standards and Requirements

Standards and requirements for Fieldwork experiences are outlined by the American Occupational Therapy Association's (AOTA) Accreditation Council for Occupational Therapy Education [ACOTE®] in the *2018 Accreditation Council for Occupational Therapy Education (ACOTE®) standards and interpretive guide: August 2022 interpretive guide version*. (ACOTE, 2022). Consistent with standard C.1.1, Fieldwork experiences reflect 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 (ACOTE, 2022, p. 39). In consideration of all accreditation standards for Fieldwork, the goals and requirements for Level I and Level II Fieldwork are outlined below (ACOTE, 2022, August).

1. Level I Fieldwork Standards and Requirements:

- a. 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 (ACOTE, 2022, p. 41).
- b. Level I Fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process (ACOTE, 2022, standard C.1.9).
- c. The focus of these experiences is not intended to be independent performance. Qualified personnel for supervised Level I Fieldwork include, but are not limited to currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists (ACOTE, 2022, standard C.1.8).
- d. Level I experiences include a mechanism for formal evaluation of student performance (ACOTE, 2022, standard C.1.9) with specific student performance expectations outlined within the syllabus for the associated Level I course.
- e. Level I fieldwork is met through one or more of the following instructional methods: simulated environments, standardized patients, faculty practice, faculty led site visits, [and/or] supervision by a fieldwork educator in a practice environment. Virtual-based simulation is an acceptable instructional format (ACOTE, 2022, standard C.1.9).
- f. Ensure that fieldwork objectives for all experiences include a psychosocial objective (ACOTE, 2022, standard C.1.3).
- g. All Level I fieldwork is comparable in rigor (ACOTE, 2022, standard C.1.9).

2. Level II Fieldwork Standards and Requirements:

- a. The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists (ACOTE, 2022, p. 42).
- b. 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 (ACOTE, 2022, p. 42).
- c. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings (ACOTE, 2022, p. 42).
- d. Ensure that fieldwork objectives for all experiences include a psychosocial objective (ACOTE, 2022, standard C.1.3).
- e. Students may complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings (ACOTE, 2022, standard C.1.10).
- f. Level II Fieldwork experiences require a minimum of the equivalent of 24 weeks at a full-time equivalent (ACOTE, 2022, standard C.1.13).
- g. These Level II Fieldwork experiences may be completed on a part-time basis provided it is equal to at least 50% of a full-time equivalent at that site (ACOTE, 2022, standard C.1.10).
- h. These Level II Fieldwork experiences must be supervised by a currently licensed occupational therapist who has passed the National Board for Certification in Occupational Therapy Examination and practiced for a minimum of one year (ACOTE, 2022, standard C.1.11).
- i. Level II experiences must include a mechanism for formal evaluation of supervision (ACOTE, 2022, standard C.1.12).
- j. Level II experiences must provide protection of consumers and opportunities for appropriate role modeling of occupational therapy practice (ACOTE, 2022, standard C.1.4).
- k. Level II experiences must include a mechanism for formal evaluation of student performance (ACOTE, 2022, standard C.1.15).
- l. In settings where no occupational therapy services exist, there must be 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 of 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 (ACOTE, 2022, standard C.1.14). These experiences must also comply with the OT licensure requirements of the state in which the experience occurs.

Overview of Experiences at Springfield College

Springfield College adheres to all of the standards as defined by ACOTE (2022), and has developed a curriculum and program requirements in order to meet these accreditation standards and expectations. The OT Program provides a variety of practical application experiences and experiential learning opportunities through Level I and Level II Fieldwork as indicated by their associated clinical education courses listed below. Students also participate in a variety of field based, community, and service learning experiences throughout other courses in the academic curriculum, and inclusive of these and Level I and Level II experiences, are expected to adhere to all professional behavior standards and student expectations as outlined in the Student Handbook and this Fieldwork Manual. *(Note: In instances such as the COVID-19 global pandemic, modifications in Fieldwork experiences and/or course format may be necessary to ensure alignment with occupational therapy accreditation standards and requirements for Fieldwork experiences.)*

1. Required Level I Fieldwork within our Curriculum:

OCTH 584: Clinical Education I and Professional Seminar II (2 credits) Students participate in this experience during the first professional year of the program. This fieldwork experience allows students to participate in a combination of simulation, simulated environments, standardized patient encounters, faculty-led hands-on learning experiences, and/or virtual or in-person clinical/community experiences under the supervision of a fieldwork educator within a practice environment. The course provides experiences as an introduction to occupational therapy clinical skills of screening/evaluation, clinical observation, intervention planning and implementation, documentation, and safety awareness and clinical reasoning. This Level I also incorporates the application of professional behaviors.

OCTH 634: Occupation, Dysfunction and Adaptation in Adults IV (4 credits) Students participate in this experience during the second professional year of the program. This course includes design, development, and implementation of an 8-week series of group interventions provided for community members, and specifically addresses practice in behavioral health, or psychological and social factors influencing engagement in occupation. (ACOTE, 2022, standard C.1.7).

OCTH 625: Development, Dysfunction, and Occupational Therapy Adaptation in Adolescents (3 credits)

Students participate in this experience during the second professional year of the program. This course involves the study of human performance from school age through young adulthood, emphasizing normal and dysfunctional processes, which may affect growth and development, learning, self-care, leisure, peer relations, school, work, and family functioning. Various theories and occupational therapy frames of reference are utilized in understanding the life tasks of adolescents. This course also incorporates psychological and social factors influencing engagement in occupation. (ACOTE, 2022, standard C.1.7). This Level I is an on-campus experience provided to adolescent participants from the community. Occupational therapy students participate in this experiential opportunity that includes intervention development and implementation, and documentation of participants' response to engagement in client-centered and age-appropriate occupations and life skills.

2. Required Level II Fieldwork within our Curriculum:

OCTH 684: Clinical Education II (9 credits)

OCTH 685: Clinical Education III (9 credits)

To achieve the ACOTE standards for Level II Fieldwork experiences that require a minimum of the equivalent of 24 weeks at a full-time equivalent, The Springfield College Occupational Therapy Program meets this requirement through two separate experiences. Typically, each experience is 12-weeks (or the equivalent of 12-weeks) at full-time. To meet all requirements for Level II Fieldwork students must complete a minimum total of 24 weeks of full-time/full time equivalent experience, and achieve entry-level competence within a minimum of two different sites/settings. Each of the 2 separate experiences is associated with a required Clinical Fieldwork Education course.

These experiences must meet the following Program requirements:

- One fieldwork placement emphasizing the physical aspects of care for the adult client
- One fieldwork placement emphasizing the mental health, developmental, and/or social aspects of care

3. Optional Level II Fieldwork within our curriculum:

OCTH 686: Specialty Clinical Education (3 credits)

Each student has the option to request a **third (optional) Level II Fieldwork experience** in an area of specialty, personal interest, or intended employment (some examples include: hand therapy, pediatrics, community health, geriatrics, assistive technology, research, education, administration and/or political action). These placements are provided based on site availability.

Students may request a Level II Fieldwork placement outside the United States for OCTH 686; however, placements must meet ACOTE (2022) standard C.1.16 and all of the following conditions:

- The supervising therapist has graduated from a WFOT-approved school
- The supervising therapist has at least one year of practical experience
- The student is fluent (verbally and in writing) in the official language(s) spoken in the country and as per site requirements

B. LEVEL II ELIGIBILITY AND COURSE COMPLETION

1. Eligibility for Level II Fieldwork:

Students are eligible to initiate participate in Level II Fieldwork when they have met all of the following requirements:

- a. Successful completion of all academic/didactic coursework within standards defined by the SC OT Graduate Handbook (excludes any doctoral capstone preparation courses as outlined and specific to the OTD curriculum)
- b. Successful completion of all required courses associated with Level I experiences
- c. Successful completion of OCTH 683 Professional Seminar III
- d. No outstanding Incomplete (IC) grades
- e. In good standing within the OT Program. A student on probation or in remediation for academic or professional behavior requirements and/or standards, will not be considered eligible for participation in Level II Fieldwork, unless the student petitions the OTRC and a decision is rendered to allow continuation in the OT Program with or without specifically defined conditions. If any conditions are outlined by the OTRC, the student must adhere to those conditions outlined by the OTRC for the duration of their Level II Fieldwork experience(s).

2. Course Completion:

All required Level II Fieldwork must be completed within 24 months following the completion of the academic/didactic coursework in the program (excludes any doctoral capstone preparation courses as outlined and specific to the OTD curriculum). The completion of the academic program is defined by the OT Graduate Handbook as the end of the semester in which they last enrolled in and attended required classroom courses. The end point of the academic program is not extended by pending grades of "Incomplete" or unfinished research projects.

C. RESPONSIBILITIES OF PARTICIPANTS

Springfield College

1. Assign students for Clinical Fieldwork (FW) experiences who have met the academic prerequisites and professional behavior standards for participating in a FW experience.
2. Prepare students for fieldwork through academic classes, seminars and meetings in order to provide information about policies and practices concerning clinical fieldwork experiences, including recognition of completion of HIPAA and OSHA training and additional prerequisites required for fieldwork.
3. Assign students to fieldwork experiences that encompass exposure to clients across the lifespan and within a variety of settings and address the following:
 - a. Introduction of students to the fieldwork experience to apply knowledge to practice, and to develop understanding of the needs of clients, and to progress to more in-depth experiences in delivering occupational therapy services to clients
 - b. Application of purposeful and meaningful occupation in research, administration, and management of occupational therapy services
 - c. Ensure all experiences include a psychosocial objective
 - d. Interaction with occupational therapist role models whose practice is consistent with Springfield College's philosophy of practice
 - e. Opportunities for involvement in interprofessional care
 - f. Promote experiences that are supportive of the achievement of expected student outcomes
4. Complete and communicate assignment of clinical fieldwork experiences after having consulted the clinical fieldwork sites confirming availability of placements.
5. Ensure that students are aware of their responsibility to complete a health assessment, immunizations, maintain current CPR certification; maintain health insurance; and complete HIPAA and blood-borne pathogen education requirements prior to the start of clinical fieldwork experiences. (Refer to Appendix B: FORM: Student Requirements)
6. Complete on-site visit or phone/electronic communication during each full-time fieldwork experience, and discuss the clinical fieldwork performance of the student with the Fieldwork Educator (FWE) and/or site student coordinator, and student.
7. Be available to the FWE and/or student to offer assistance if problems arise during a clinical fieldwork experience.
8. Take action if the clinical fieldwork site, after consultation with the AFC/AAFC, requests termination of the clinical fieldwork placement of any student whose work performance is unsatisfactory or whose physical and/or mental health renders them unable to perform the essential requirements of the program with or without reasonable accommodations.
9. Assign a grade for each Fieldwork/Clinical Education course after receiving pertinent information from the FWE/site and student, and as outlined on the syllabus for each respective clinical fieldwork experience and its associated course. Each Level II Fieldwork/Clinical Education course is graded pass or fail.

10. Provide clinical fieldwork sites with feedback about their clinical fieldwork education program. This may be derived from student assessments of clinical experiences and/or input from the AFC/AAFC or designated faculty members.

11. Contribute to the professional development of the Fieldwork Educator and assist clinical fieldwork sites with development and management of effective fieldwork programs.

Clinical Fieldwork Sites

1. Provide the student with an orientation to the facility including: facility and department rules and policies including HIPAA and OSHA, procedures concerning handling of emergency incidences and codes (fire alarms, incident reports, etc.), layout of department and facility, working hours, dress code, reporting of absences, educational opportunities (clinics, in services, rounds), record keeping system, evaluation process, etc.
2. Provide a clinical fieldwork environment that promotes a shared responsibility for teaching and learning between the student and the FWE.
3. During Level I experiences: provide the student with a qualified Fieldwork Educator(s)(FWE) as outlined in ACOTE standards, and provide feedback regarding the student's performance relative to the objectives for that experience, and through the use of the evaluation tool designated for that experience.
4. For Level II experiences, provide the student with a Fieldwork Educator(s) who is currently licensed with initial certification with the NBCOT, has a minimum of 1-year experience as a practicing occupational therapist, and is an effective and ethical practitioner. It is preferable for each Fieldwork Educator (FWE) to possess skills in communication, principles of supervision, formative and summative evaluations, and planning learning activities. Completion of the AOTA Fieldwork Educator Certificate course is highly encouraged, but not a prerequisite.
5. During Level II Fieldwork experiences: assess the student's level of ability and skill/knowledge within the specific setting and in relation to entry-level competence utilizing the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student for the purpose of evaluating student performance and for providing formative and summative feedback. It is expected that the FWE will use the scoring suggestions provided in the instructions for use of the tools and document performance effectively.
6. Promote student's use of evidence-based practice and integration of academic skills/knowledge and behavior within the realities of clinical practice. Preparing students to be effective and efficient life-long learners within clinical practice is an important extension of academic education.

7. For Level II experiences, provide practice opportunities that encompass all roles and responsibilities of an occupational therapist within the setting and as outlined by the AOTA inclusive of:
 - a. **Fundamentals of Practice**
 - b. **Basic Tenets of Occupational Therapy**
 - c. **Screening and Evaluation**
 - d. **Intervention**
 - e. **Management of OT Services**
 - f. **Communication and Professional Behaviors**

8. Provide role-modeling and constructive feedback to the student, with opportunities for discussion of student's attempts to develop an effective approach of addressing ethical, moral, and communication issues that may arise.
 - a. Provide effective communication with Springfield College regarding the status of the clinical education program, including substantive changes, and student performance/status
 - b. Obtain consent from patients/clients to have an occupational therapy student be involved in clinical care
 - c. Provide information to students regarding location and costs of emergency services should they be needed while student is at the facility

Student

1. Register and pay for all Fieldwork/Clinical Education courses. Students who have not registered and/or paid will not be allowed to engage in Fieldwork/Clinical Education courses.

2. Complete prerequisite academic and health requirements for each clinical fieldwork education site assigned. The health assessment can be arranged through the Springfield College Health Services, with a family physician, or urgent care center as appropriate. It is each student's responsibility to complete health requirements by the established deadlines for each clinical fieldwork experience. Failure to meet the deadlines may delay a student's start date at an assigned clinical fieldwork site and potentially risks cancellation of their clinical fieldwork experience.

3. Provide evidence of: successful criminal background check as per department policy, and as outlined in the SHS Criminal Background Check (CBC) Policy.

4. Provide evidence of: current CPR certification; adequate titers for immunizations; Hepatitis B vaccination or signed statement of declination; and annual HIPAA education and OSHA training. Students shall comply with all COVID vaccination and testing policies and procedures as outlined by the College. In addition, some clinical fieldwork education sites may define site-specific COVID vaccination and testing policies and procedures which students must meet in order to participate in learning experiences. Sites may also require additional drug testing, criminal background checks, and various other health-related requirements. It is the student's

responsibility to assume any costs associated and to fulfill these and any other additional requirements in a timely manner prior to the commencement of each fieldwork education experience.

5. Provide evidence of: current health insurance through either Springfield College's or their own health insurance, or show proof that they are covered by health insurance under parent or spouse/partner policies. Health insurance must be in place throughout all clinical fieldwork experiences.
6. Students are responsible for costs of transportation, housing, meals, uniforms, and other expenses associated with each clinical fieldwork education experience. It is advisable to plan for these expenses early in the program.
7. Abide by the policies and procedures of the fieldwork education site regarding dress code, working hours, assigned workdays, holidays, patient care guidelines, documentation, attendance, and attendance at rounds, team meetings, staff meetings, in-service training, etc. Assigned work hours may vary and may include weekends, holidays and/or 10-12 hour days as determined by the FWE/site.
8. Review the clinical fieldwork site documents and information to become informed about specific requirements for dress, health examinations, pre-placement assignments, assignments/expectations, etc. of the fieldwork site.
9. Complete/update a Student Data Form prior to each full-time clinical fieldwork experience, providing the AFC/AAFC with pertinent information such as demographic data, emergency contact information, and prior academic and work experiences. Some sites will also request additional information that will require completion prior to the beginning of the clinical fieldwork education experience. Students are responsible for ensuring that this information is received by the AFC/AAFC prior to the start date of the clinical fieldwork experience.
10. Participate and complete all projects, in-services, case studies, on-line discussion forums, reflections, goal-setting activities, and/or other as assigned by the site or the AFC/AAFC.
11. Demonstrate appropriate professional behavior and assume responsibility for maximizing learning during each clinical fieldwork experience as evidenced by a demonstrated commitment to learning; effective utilization of information and resources; clear and timely communication; informed, responsible decision-making; continuous regard for all; and effective provision/utilization of feedback.
12. Students will not be placed at clinical fieldwork sites in which they are or have been employed, have close family members/family friends who are or have been employed, or have a commitment for employment upon graduation. Students must inform the AFC/AAFC of any prior relationship (student/family member) that exists with clinical fieldwork sites; a decision about potential placement at sites rests at the discretion of the AFC/AAFC. It is the student's responsibility to communicate all clinical fieldwork site relationships with the AFC/AAFC.

13. Springfield College email will be the primary method of communication with the individual student and the AFC/AAFC/Supervising Faculty. Students must access their Springfield College email daily, and respond to any communications from the AFC/ AAFC within one business day. Failure to respond to email/request for response may result in experiences being placed on hold or terminated.
14. During Level I Fieldwork experiences: Complete all assignments, student performance evaluation tools, and student feedback tools; as outlined within the associated course syllabus.
15. During Level I Fieldwork experiences: Students are expected to attend all scheduled course/fieldwork sessions. In the event that illness, family emergency, or other significant event that affects the student's ability to attend, the student should contact the site/supervisor immediately, and the AFC/AAFC on the same day as the absence occurs. Requirements for make-up of missed days/times is at the discretion of the FWE/site in collaboration with the AFC/AAFC/Supervising Faculty.
16. During Level II Fieldwork experiences: Arrangements must be made to make up any absences. These arrangements will be made in consultation with the AFC/AAFC and the FWE/site. Make-up time for excused absence for illness, family emergency, or attendance at approved professional conferences is at the discretion of the AFC/AAFC and the FWE/ site.
17. During Level II Fieldwork experiences: Complete the AOTA Student Performance Instrument as a mid-term self-assessment. These performance self-assessments should be discussed with the FWE as part of the mid-term evaluation process. Completion of self assessment at final is encouraged, but not required. In addition, the OT Student Evaluation of Fieldwork Experience (SEFWE) form needs to be completed and discussed with the FWE/ Student Coordinator at the site prior to the end of the clinical fieldwork education experience. This form must be signed by the student and the site and an original or digital copy provided to the AFC/AAFC as outlined in the course syllabus.
18. During Level II Fieldwork experiences: It is strongly recommended that the students complete a weekly self-assessment to identify strengths and areas for growth and/or improvement, develop goals and plans in a timely fashion, as well as note progress on previously set goals.
19. During Level II Fieldwork experiences: Access the electronic classrooms associated with the fieldwork education coursework at least weekly to stay informed of any communications from Springfield College, and to contribute to any fieldwork education discussion forums and/or assignments, as identified in the course requirements. If the student's living accommodations do not allow for student internet access and access to on-campus resources is not feasible, utilization of community resources may be necessary. Students with barriers to internet access are encourage to discuss this with the AFC/AAFC for assistance in identifying accessible resources.

CLINICAL FIELDWORK EDUCATION POLICIES AND PROCEDURES

A. Site Selection Process for New Clinical Fieldwork Education Sites

The AFC/AAFC are continually reassessing the current clinical fieldwork education sites for clinical excellence, variety of clinical mix and patient/client diagnosis and conditions, as well as variety of populations served. The following criteria are considered as a new site is developed:

1. Strength of clinical fieldwork education program
2. Patient /client case-mix
3. Patient/client care setting and population served
4. Method of service delivery
5. Desire for long term mutual partnership with Springfield College Department of Occupational Therapy
6. Location
7. Housing availability
8. Contract negotiation
9. Alumni relationship

B. Site Selection and Placement Process

(Note: In instances such as the global pandemic, some modifications in placement procedures and/or re-assignment may be necessary to ensure alignment with occupational therapy accreditation standards and requirements for Fieldwork.)

1. Overall Goals/Types of Settings

- a. In efforts to meet all ACOTE and Program Standards, sites are selected to provide students with access to clients/patients representative of those commonly seen in practice, in a variety of settings, and as appropriate in emerging practice areas.
- b. Both Level I and Level II will be integral to the Program's curricular design; and a minimum of one of these experiences (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation.
- c. Level I experiences will include an introduction to the fieldwork experience, to apply knowledge to practice, and develop an understanding of client needs
- d. Level I Fieldwork experiences shall be coordinated, organized, and assigned by the course instructor to meet course objectives as outlined in the course syllabus.
- e. Level II Fieldwork experiences, students are required to have the equivalent of twenty-four weeks of full-time clinical fieldwork education experience. Student fieldwork experiences will include:
 - i. One fieldwork placement emphasizing the physical aspects of care for the adult client
 - ii. One fieldwork placement emphasizing the mental, developmental, and/ or social aspects of care

2. Application Process for Level II

a. Initial application

An initial application for Level II Fieldwork will be completed within the first professional year. Students are required to complete an Application for Clinical Fieldwork Education Placement for each required full-time clinical fieldwork experience. (See SAMPLE Clinical Fieldwork Education Application Form). Students are required to apply for settings that are consistent with their self-identified learning styles, and academic and clinical performance needs as directed on the application form.

Within the application, OTD- and MS-Track students have the ability to outline fieldwork goals and preferences for each of the two required fieldwork with information obtained from students regarding their interests and experiences with various practice settings, models, and populations served. OTD-Track students have a predetermined course sequence for Level II fieldwork*, as participation in their doctoral capstone work is contingent upon successful completion of Level II Fieldwork. MS-Track students have the opportunity to identify a program completion date preference. Additionally, the application process allows both OTD- and MS-Track students to prioritize one of the two required fieldwork experiences over the other (or not); and allows students to identify either travel distance to site (location/geography) or placement within a specific practice setting as a priority for their Level II Fieldwork plan.

All of the information in the initial application is utilized by the fieldwork office as the basis on which to begin to formulate a student's complete Level II fieldwork plan. Students may add to or modify their initial application throughout their professional program by communicating potential changes with the AFC/AAFC. NOTE: Changes in student applications, especially later in the fieldwork placement process, may have an impact on the student's overall fieldwork plan, and may impact program completion dates.

*All students have the option to follow OT Department procedures for a modified course sequence at any point in the program.

b. Geographical Considerations:

Based on the overall goals of the SC OT Program, careful consideration and effort is placed on development of clinical fieldwork sites that allow for positive learning experiences that are consistent with our curriculum and Program goals, and in adherence to the Site Selection Process for New Clinical Fieldwork Education Sites (listed above).

- i. Although the SC Fieldwork Office will take into consideration the desired geography indicated by the student, it is the quality of the experience that promotes the greatest opportunity for student success, and the development of long-term

- relationships with a site that will determine any Level II placement. NOTE: Sites within a one hour commuting distance from Springfield will be considered for ALL Level II students irrespective of their identified geographical preferences
- ii. Geographical preferences will be considered based on availability and will include all sites within a one-hour commutable distance (during non-peak/non-rush hour time periods) from the identified geographical preference as an acceptable distance for placement
 - iii. Students prioritizing location/geography will be placed based on availability, and with consideration of student factors (such as academic, clinical competencies, professional behavior) in relation to the demands of the site/setting, and will assume the risk of extending their graduation dates indefinitely
 - iv. Although we do maintain sites across the Nation, a majority of our experiences are in the following locations:
 - Greater Springfield/Hartford CT area
 - New England
 - And a smaller number in NY/NJ and MD/DC
 - v. Students prioritizing location/geography may indicate the areas listed above, or may indicate areas outside of these locations. Placements outside of the areas listed above will extend beyond the commutable distance and incorporate appropriate placements by Region (not by commutability from the City/State identified). These Regions as defined by the U.S. Census Bureau include:
 - Midwest (East, West, and North Central)
 - West (Mountain and Pacific)
 - South (South Atlantic –excluding MD/DC; East and West South Central)

3. Placements:

The AFC/AAFC make all final placement decisions with the goal of maximizing student success and complying with all Department and accreditation standards and policies. Level II Fieldwork planning and implementation process is a complex process that occurs over the entirety of the students' professional program. Level II placement incorporates collaboration with the student regarding student-identified goals and priorities, and takes into consideration many variables including student performance (academic, clinical competencies, professional behavior), faculty input, practice setting and site expectations and demands, geographic region, access to fieldwork resources, site availability, and previous clinical fieldwork education experiences.

Whereas telehealth (AOTA, 2022. Retrieved from <https://www.aota.org/Practice/Manage/telehealth.aspx>) describes a method of OT service delivery, Level II placements may incorporate this delivery model. Specific student placements within settings providing telehealth services are

based on consideration of entry-level practice demand, the ability of the FWE to provide adequate supervision during provision of direct service, and based on variables of student performance as previously described. Students may not complete all 24 weeks within fieldwork settings where telehealth is the sole service delivery model.

The AFC/AAFC oversees the program to incorporate fieldwork opportunities that cover a broad range of clinical practice settings. The AFC/AAFC will contact the student to discuss placement alternatives, if the student's applications are insufficient, or if opportunities that match student's performance and goals arise.

4. Confirmation of Level II Placement by Student:

- a. Placements must be confirmed by student within 72 hours of receipt of reservation commitment OR within the 72-hour timeframe student must communicate with the AFC/AAFC the need to set up an appointment to discuss concerns
- b. Confirmation of placement is performed using the Confirmation of Level II Placement form (see Appendix B)
- c. Students who do not confirm reservations within required time frame:
 - Risk reservation for Level II Placement being rescinded
 - Risk a delay in Program completion date
 - Risk impacting any other Level II reservations within the student's fieldwork plan
 - Must request a meeting with the fieldwork AFC/AAFC within 1 week of receipt of reservation email to discuss their fieldwork plan for Program completion
 - May be referred or request referral to the OTRC in order to demonstrate significant and extenuating circumstances necessitating an alteration in fieldwork placement
- d. Once a site is confirmed, placements may not be altered, nor other placements for the associated course explored on the student's behalf, except in the case of significant and extenuating circumstances, and in this case, the student must petition the OTRC to demonstrate this need, and approval by the OTRC must be determined prior to any alternative site exploration by the AFC/AAFC
- e. If approved by the OTRC, any confirmed site reservations must be canceled prior to pursuit of alternative fieldwork placements

5. Site Communication:

Students and family members of students (or anyone else acting on behalf of the student) are not permitted to contact clinical fieldwork sites for the purpose of soliciting placement or discussing potential placements or clinical fieldwork contracts. Once a student has been assigned to a specific placement, the student may proceed with contacting the site as indicated in confirmation of the placement letter.

6. Cancellations:

Students must recognize that cancellation of a clinical fieldwork experience by a clinical fieldwork site may occur at any time prior to or during a scheduled clinical fieldwork experience. These cancellations are beyond the control of the Springfield College Occupational Therapy Department and therefore, the

Department does not assume responsibility for expenses the student may incur (e.g. scheduled airfare, housing deposits). In the event of a cancellation, students will be placed at an alternate clinical fieldwork site by the AFC/AAFC, as soon as possible, based on site availability and program and accreditation requirements. AFC/AAFC are responsible for communicating with students regarding any cancellations.

7. Expenses:

Students are responsible for providing their own transportation to all clinical experiences. While not a requirement, students are strongly advised to have a car available for clinical experiences. Students are also responsible for their own housing arrangements and living expenses. Students should anticipate additional living expenses for all clinical education experiences.

8. Conflict of Interest:

Students will not be placed at sites providing them with tuition forgiveness or tuition assistance, or where they have a contractual employment arrangement. Students will not be placed at sites where a member of the student's immediate family and/or a personal family friend has some jurisdiction over occupational therapy practice (e.g. Chief Executive or Financial Officers of a hospital or organization, a physician who refers patients to occupational therapy, individuals directly employed by the occupational therapy department, family members who serve on the Board of Directors of a facility). Students will not be placed at clinical fieldwork sites where they have been or are currently employed as an occupational therapy aide, rehab aide, or otherwise serve within that department. Students will not be placed at a clinical fieldwork site where they will be supervised by an occupational therapist with whom they have (or a close family member has) had a personal or professional relationship (includes relationships in which the student has received direct care services from the provider or center). Students are required to disclose any known or potential conflicts of interest to the AFC/AAFC. Concealment and subsequent discovery of this information may result in a grade of "F" for that clinical experience.

9. Request for Accommodations:

Students may request accommodations for clinical fieldwork education placement following the Department of Occupational Therapy procedures for accommodation requests. (Refer to Appendix A)

C. Clinical Fieldwork Education Contracts

Contracts/Affiliation Agreements/Memorandum of Understanding (“contracts”) are reviewed before each student placement and renewed as appropriate. A contract must be fully executed and active for any and all clinical fieldwork experiences. All contracts for clinical education are maintained by the OT Fieldwork Office.

D. Fieldwork Educators Supervising Level II Fieldwork

1. Selection Criteria:

- a. Identified interest in providing clinical fieldwork education to OT students
- b. A minimum of one year of experience in clinical practice
- c. Occupational therapist licensed in the state in which they are practicing
- d. Accepting of the responsibilities outlined in Section C of the previously described “Responsibilities of Participants”
- e. AOTA Fieldwork Educators Certificate Course is strongly encouraged, but not mandatory

2. Privileges and Benefits:

- a. Access to the Springfield College library – on site and electronically
- b. Opportunities to attend workshops provided by the New England Occupational Therapy Education Council (NEOTEC) on a yearly basis. These include workshops, held annually in different New England locations, as well as opportunities for clinical fieldwork training, and courses developed as clinical fieldwork education needs arise.
- c. Opportunities to collaborate with Springfield College Occupational Therapy faculty on scholarship / research activities
- d. Opportunities for educational sessions provided by Springfield College specifically designed for Fieldwork Educators
- e. Educational sessions that are individually requested by a specific site are presented by Springfield College faculty as feasible/pending faculty availability, either at the College, or at the clinical site.

3. Development of Fieldwork Educators:

The AFC/AAFC encourages development of FWE skills needed for effective clinical fieldwork education through communication and mentoring throughout a student’s clinical experience. In addition, the AFC/AAFC supports and encourages attendance at the above mentioned fieldwork/clinical education courses, as well as encourages participation in the AOTA Fieldwork Educator Certification course.

4. Fieldwork Educator Evaluation:

- a. Students formally evaluate Fieldwork Educators and the student experience at the site at the completion of all Level II experiences using the Student Evaluation of Fieldwork Experience tool. (Refer to Appendix B: Form: Student Evaluation of Fieldwork Experience)
- b. Other sources of data available to the FWE include: feedback from the site’s student coordinator regarding performance as a clinical teacher, and feedback from the AFC/AAFC. Throughout the course of a clinical fieldwork experience, the AFC/AAFC or designated faculty member considers the requisite FWE skills such as communication/feedback to the student, clinical fieldwork instruction, supervision and overall assessment of student performance. Feedback in these domains is offered to the FWE as part of ongoing communication.

c. Expectations for supervision include supervision that 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.

d. Fieldwork Educators who serve as guest lecturers, and/or laboratory instructors communicate regularly with the AFC/AAFC or designated faculty members. They are included in the evaluation of the course at the end of the semester and receive student feedback, as well as feedback from the course instructor regarding the effectiveness of their teaching.

E. Registration/Tuition for Clinical Education/Fieldwork Courses

Student must register and pay tuition for all fieldwork/clinical education courses at least 2 weeks prior to the start date. Students who have not registered and/or paid will not be allowed to engage in fieldwork/clinical education courses. Students who attend a clinical site without registering for the clinical fieldwork education course or paying tuition will be subject to immediate dismissal from the OT program.

F. Clinical Fieldwork Site Communication

Ongoing communication is encouraged with all clinical fieldwork sites. Clinical fieldwork sites are provided with multiple methods of communication including e-mail, phone, and clinical on-site visits.

G. Student Information Shared with the Clinical Fieldwork Sites

Student information which is necessary for successful completion of clinical fieldwork education courses in the Occupational Therapy program will be shared with the clinical fieldwork educators/coordinators/sites. This may include confirmation that the student is academically eligible to participate in clinical fieldwork experiences, and results of criminal background checks and drug screens as required by the site/fieldwork educator. The need for accommodations is shared with clinical fieldwork educators on a need to know basis for those students who have followed the College's process to request accommodations.

H. Student Liability Insurance

All Springfield College Occupational Therapy students are covered by Springfield College liability insurance through their registration in clinical fieldwork education courses. A copy of the liability insurance coverage is available on the student's data management software profile and from the AFC/AAFC.

I. Health Requirements

All Springfield College Occupational Therapy students are required to maintain current health requirements as established by the Springfield College Health Services Department. In addition, OT students are required to obtain and document any additional requirements established by clinical fieldwork education sites.

J. Other Requirements

1. **CPR Certification:**

OT students will attain and maintain current professional level CPR certification. It is the student's responsibility to provide a copy of the certification card to the Occupational Therapy Fieldwork Office as part of their fieldwork portfolio.

2. OSHA Training:

Students receive basic training in OSHA regulations during the curriculum. Students are also expected to comply with all site regulations and policies while on clinical fieldwork experiences.

3. HIPAA/Protected Health Information:

Students are expected to adhere to the facility's policies and procedures regarding confidentiality of patient information. Students agree to comply with any provisions of the Administrative Simplification section of the Health Insurance Portability and Accountability Act of 1996. Students shall not use or further disclose any protected information or individually identifiable health information other than what is permitted by the requirements of HIPAA. Springfield College will implement appropriate safeguards to prevent the use or disclosure of Protected Health Information. Springfield College will report to the appropriate clinical facility any use or disclosure of protected health information in violation of HIPAA.

4. Criminal Background Checks:

- a. Refer to the SHS Policy and Procedures for Criminal Background Check (CBC) and Drug Screen (DS) Policy
- b. Department Process for Criminal Background Checks
 - i. Upon entry to the professional portion of the OT program, all students will be required to complete an application for a National Background check screening through the College's approved vendor and a separate background check (MA CORI) completed by the Commonwealth of Massachusetts.
 - a. The purpose of this screening is for the student to be able to identify any items of potential concern, and to allow adequate time for the student to correct any errors that might be present.
 - b. Students may also elect to discuss items of possible concern with their academic advisor, the Academic Fieldwork Coordinator and/or Associate Academic Fieldwork Coordinator (AFC/AAFC), or the Department chair.
 - ii. Each year of the professional Program, students will be required to complete a minimum of one MA State CORI. The student will be given the opportunity to complete this process as arranged through SC Faculty and Employees in Coordination with SC Public Safety provided the student meets deadline and documentation completion requirements
 - iii. Many clinical fieldwork sites also require the completion of a CORI check prior to beginning the clinical fieldwork experience. Depending upon the requirements of a specific clinical fieldwork site, a student in the program may need to complete one or more additional Criminal Background, CORI screenings, a Sex Offender Record Information (SORI) check, fingerprinting, and/or drug screening. Similar screenings may be required as a component of subsequent state licensure applications, or as a prerequisite to employment as an occupational therapist. Students are responsible for the cost of these screenings.

K. Medical Insurance

Each student **MUST** have health insurance while at the clinical fieldwork site. It is the student's responsibility to ensure that they are fully covered and that the coverage extends throughout the clinical fieldwork education experience. Students may elect Springfield College health insurance.

L. Professional Conduct

Students are expected to exhibit professional behavior, as outlined in the AOTA Code of Ethics, Springfield College OT Program Student Handbook, and Springfield College Student Handbook, at all times while participating in clinical fieldwork education experiences. This implies that students behave as mature, responsible adults who play an active role in their learning, accept responsibility for their learning, and demonstrate initiative, enthusiasm and professional curiosity. Students should be cognizant of the need to speak with tact and diplomacy in all communications and to maintain a balance between personal and professional relationships. Professional behavior and attitude are important to the successful completion of each clinical fieldwork education experience. This is emphasized on the AOTA Fieldwork Performance Evaluation for all Level II Fieldwork experiences by the number of items related to professional behaviors. Students are responsible for the content of the document listed above (Refer to Appendix A; Appendix B: Form: AOTA Fieldwork Performance Evaluation).

M. Dress Code

Students are expected to adhere to the dress code of the clinical fieldwork site. Students should confirm specific dress requirements with the Site Student Coordinator and/or Fieldwork Educator prior to any on-site clinical fieldwork education experience. Springfield College name tags are to be worn at all times unless the site provides the student with a required identification badge, or wearing of the badge is against site policy. In the absence of a specific dress code, students should dress in professional fieldwork/clinical attire that is appropriate to the setting and work demands. Students may consult with the OT Fieldwork Office for clarification of any questions regarding appropriate attire. (See also Professional Conduct and Dress Requirements in the OT Student Handbook.)

N. Cell Phones

Use of cell phones is not allowed in the clinical fieldwork environment. If used during lunch breaks or prior to the start of the work day, please ensure that the phone is turned **OFF** when returning to the clinical fieldwork site, and left in a locker or other designated location. The procedure for use of cell phones applies to all Level I, Level II, part-time and full-time clinical fieldwork experiences.

O. Social Networking Websites

Students must not refer to their clinical fieldwork experience sites, patients/clients, FWE/CI, student coordinator or any other clinical/site personnel in any social networking platform. Any violation of this policy will result in sanctions up to and including dismissal from the OT program.

P. Attendance/Absences

For Level I clinical fieldwork experiences, students are expected to be in attendance during the hours specified by the course requirements/site/FWE/student coordinator, and consistent with course objectives.

For each Level II clinical fieldwork education experience, students are expected to be in attendance during hours specified by the site/FWE/site student coordinator. Students are expected to comply with the facility's work schedule, not the Springfield College calendar. Students are not allowed days off during a clinical fieldwork education experience. Springfield College Department of Occupational Therapy does not allow students who are participating in full-time clinical fieldwork education experiences to request time off for interviews, College holidays or to attend to personal business (excluding emergencies). Make-up time for 1-2 days of excused absence for illness, family emergency, or attendance at approved professional conferences is at the discretion of the AFC/AAFC and the FWE/ clinical supervisor and site. If necessary, missed days can be made up with specific days/dates as determined by the site, which may include: at the end of the clinical fieldwork education experience, weekends, and/or as extra hours during a regular work day. In the event of an extended absence (3 or more days) the student, the FWE/CI and the AFC/AAFC will negotiate each case on an individual basis and a written record of decisions made will be distributed to all parties.

In the case of illness, the student must contact his/her FWE/CI as soon as the facility opens on each day of absence. In addition, the student must report all absences to the AFC/AAFC at Springfield College.

Q. Serious Illness or Injury/Emergency Procedures

If a student becomes seriously ill or injured, the clinical fieldwork education site should direct the student to the nearest urgent/emergent care service, with the cost of the service borne by the student. Concurrently, the Fieldwork Educator and/or site student coordinators, and the Academic Fieldwork Coordinators should be made aware of the situation. Any documentation or incident reporting requirements will follow site policies. Any student who is ill or injured during the time concurrent with a clinical fieldwork experience may be required to produce written medical clearance to resume the clinical fieldwork education experience at the clinical fieldwork site. All documentation regarding the student's ability to return to work must be submitted to both the Fieldwork Educator and/or the site student coordinator and the AFC/AAFC. Sites may not accept a student returning to the clinic if he/she does not have full medical clearance to continue with the clinical fieldwork education experience.

R. Transportation/Meals/Lodging

Students are responsible for the costs and logistics of all transportation, meals, and lodging for all clinical fieldwork education experiences. When available, information from clinical fieldwork sites about possible housing options is offered. For most clinical fieldwork sites, students need to have access to a car or other means of transportation.

S. Information Security/Patient Rights

- a. Use of Patient Non-Protected Health Information and Clinical Facility Information: All HIPAA regulations will be followed at all times concerning patient information and clinical facility information.
- b. Use of Patient Images and Materials: All HIPAA regulations will be followed at all times concerning patient images and materials.
- c. Patients' Rights to Refuse/Decline Care: A patient always has the right to refuse treatment, and to refuse treatment by an occupational therapy student.

T. Student Assignments during Clinical Experiences

Students are expected to complete any written assignment and/or presentation requirements as assigned by the Fieldwork Educator/clinical faculty for the clinical fieldwork education experiences. These may include, but are not limited to, an inservice, educational presentation, facilitation of a journal club, professional project, case presentation, or evidenced-based project during each of the full-time clinical fieldwork education experiences. In addition, students must complete any online course requirements as assigned by the Springfield College faculty and/or as outlined within the syllabus for that course.

U. Satisfactory Progress/Evaluation/Grading Criteria

1. Students not complying with the academic requirements of the College will be removed from the experience on mutual agreement of the supervising faculty member and the agency supervisor.
2. At the request of the Agency, the College shall withdraw any student who, in the Agency's sole discretion, is not performing in a satisfactory manner with regard to patient/client care and/or safety, compliance with Agency policies, or inability to work in a satisfactory manner with Agency Personnel
3. Level I Clinical Fieldwork experiences shall follow the grading criteria as outlined in the syllabus specific to the associated course, and will incorporate use of the AOTA Level I Competency Evaluation for the OT or OTA Student.
4. Level II (Required): Clinical Education II and III (OCTH 684 and OCTH 685) are graded by the AFC/AAFC. Students will be assessed by their Fieldwork Educator(s) at the midterm and final using the AOTA Fieldwork Performance Evaluation tool.
 - i. The midterm evaluation will identify areas of strengths and weaknesses, while the final evaluation will summarize student's overall performance in relation to entry-level competence.
 - ii. Upon completion of clinical fieldwork experience, the AFC/AAFC is responsible for determining final course grades.
 - iii. Grading decisions for completed clinical fieldwork experiences are based on information gathered from the AOTA Fieldwork Performance Evaluation, communication that occurred throughout the clinical experience, and successful completion of all course assignments and requirements.
 - iv. Final grades are assigned using a Pass/Fail system, and following the syllabus of the associated Clinical Education/Fieldwork course.
 - v. Grades are not assigned until the completed and signed AOTA Fieldwork Performance Evaluation and the Student Evaluation of Fieldwork Experience are received by the AFC/AAFC.

5. Level II (Optional): Specialty Clinical Education (OCTH 686)

This additional, optional full-time clinical fieldwork experience follows all of the grading criteria and procedures as outlined in the Level II (required) Fieldwork experiences listed above.

V. Fieldwork Termination/Cessation of Clinical Experience

During a Level II experience, any termination, withdrawal, or cessation of a clinical fieldwork experience by the student or the site for any reason (excluding medical leave, medical/family emergency, administrative decisions based on conditions such as the global pandemic, or in such cases where changes in staffing render the site unable to meet student supervision requirements) will render a temporary grade status of Credit Pending (CP) for the associated fieldwork course. The student will then be required to petition the OTRC to remain within the OT Program. The petition shall demonstrate extenuating circumstances, and include a well-defined plan of action that the student will take to allow for successful participation in any subsequent clinical fieldwork experiences. Petitions denied by the OTRC will result in Program dismissal, and a grade of “failure” or “withdrawal” will be assigned by the AFC/AAFC. Students who receive OTRC approval to remain in the Program (with or without contingencies and/or remediation requirements) shall proceed with the Level II site reassignment process, and their grade will remain in a Credit Pending status pending successful completion of course requirements. NOTE: Students may be reassigned to a Level II Fieldwork course placement only one time for each of the Level II experiences.

W. Level II Fieldwork Reassignment Process

Except in the case of medical/family emergency, or in such cases where changes in staffing render the site unable to meet student supervision requirements, no site reassignments or exploration of alternative sites will be considered once placement is confirmed. The student may petition and gain approval from the OTRC as outlined in the process above. Students who are approved for reassignment of placement, will be placed based on site availability, consistent with any OTRC contingencies, and as deemed appropriate by the AFC/AAFC.

In the wake of the global pandemic, sites may not allow fieldwork students at their sites to complete their rotation creating the need for student reassignment. In these circumstances, students are not required to follow the formal approval process for reassignment. As much as possible, students will be reassigned in the order in which they receive notice of cancellation, provided the available site placement is consistent with the student’s goals and demonstrated performance, and meet program requirements. Students will not be re-assigned based on the potential for cancellation, but are reassigned following cancellation by the site.

APPENDIX A

Important Links and Resources

AOTA Resources

AOTA Code of Ethics (AOTA, 2022):

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

AOTA Fieldwork Resources (AOTA, 2022)

<https://www.aota.org/Education-Careers/Fieldwork.aspx>

COVID-19 Resources for Practitioners, Educators, and Students (AOTA,

2022): <https://www.aota.org/practice/clinical-topics/covid-19>

Telehealth Resources (AOTA, 2022):

<https://www.aota.org/Practice/Manage/telehealth.aspx>

Springfield College OT PrideNet Portal Resources → OT Dept Policies & Procedures

- OT Professional Behavior Statement
- Technical Standards and Essential Functions for Occupational Therapy Students
- Policies and Procedures for Students with Disabilities
- School of Health Sciences (SHS) Policy and Procedures on Criminal Background Checks (CBC) and Drug Screen (DS) Policy
- Springfield College Academic Honesty and Integrity Policy

Appendix B

Sample Forms

**SPRINGFIELD COLLEGE
OCCUPATIONAL THERAPY DEPARTMENT
FIELDWORK LEVEL I STUDENT REQUIREMENTS FORM**

As per Department Policy, Students in the Occupational Therapy Program will:

1. Register and pay for all Clinical/Fieldwork Education courses. Students who have not registered and/or paid will not be allowed to engage in Clinical/Fieldwork Education courses.
2. Complete pre-requisite academic and health requirements for each fieldwork/clinical education site assigned. The health assessment can be arranged through the Springfield College Health Services, with a family physician, or urgent care center as appropriate. It is each student's responsibility to complete health requirements by the established deadlines for each clinical fieldwork experience. Failure to meet the deadlines may delay a student's start date at an assigned clinical fieldwork site and potentially risk cancellation of their clinical fieldwork experience.
3. Provide evidence of: successful criminal background check as per department policy, and as outlined in the SHS Criminal Background Check (CBC) Policy
4. Provide evidence of: current CPR certification; adequate titers for immunizations; Hepatitis B vaccination or signed statement of declination; and annual HIPAA education and OSHA training. Students shall comply with all COVID vaccination and testing policies and procedures as outlined by the College. In addition, some clinical fieldwork education sites may define site-specific COVID vaccination and testing policies and procedures which students must meet in order to participate in learning experiences. Sites may require additional drug testing, criminal background checks, and/or various other health-related requirements. It is the student's responsibility to assume any costs associated and to fulfill these and any other additional requirements in a timely manner prior to the commencement of each fieldwork education experience.
5. Provide evidence of current health insurance; either Springfield College's or their own health insurance, or show proof that they are covered for health insurance under parent or spouse/partner policies. Health insurance must be in place throughout all clinical fieldwork experiences.
6. Students are responsible for costs of transportation, housing, meals, uniforms, and other expenses associated with each clinical fieldwork education experience. It is advisable to plan for these expenses early in the program.
7. Abide by the policies and procedures of the fieldwork education site regarding dress code, working hours, assigned workdays, holidays, patient care guidelines, documentation, attendance, and attendance at rounds, team meetings, staff meetings, in-service training, etc. Assigned work hours may vary and may include weekends, holidays and/or 10-12 hour days as determined by the FWE/site.
8. Review the clinical fieldwork site documents and information to become informed about specific requirements for dress, health examinations, pre-placement assignments, assignments/expectations, etc. of the fieldwork site.
9. Complete/update a Student Data Form prior to each clinical/fieldwork experience, providing the AFC/AAFC with pertinent information such as demographic data, emergency contact information, and prior academic and work experiences. Some sites will also request additional information that will require completion prior to the beginning of the clinical/fieldwork education

experience. Students are responsible for ensuring that this information is received by the AFC/AAFC prior to the start date of the clinical/fieldwork experience.

10. Participate and complete all projects, in-services, case studies, on-line discussion forums, reflections, goal-setting activities, and/or other as assigned by the site or the AFC/AAFC.
11. Demonstrate appropriate professional behavior and assume responsibility for maximizing learning during each fieldwork experience as evidenced by a demonstrated commitment to learning; effective utilization of information and resources; clear and timely communication; informed, responsible decision-making; continuous regard for all; and effective provision/utilization of feedback.
12. During Level I Fieldwork experiences: Students are expected to attend all scheduled fieldwork sessions. In the event that illness, family emergency, or other significant event that affects the student's ability to attend, the student should contact the site/supervisor immediately, and the AFC/AAFC on the same day as the absence occurs. Requirements for make-up for missed days/times is at the discretion of the FWE/site in collaboration with the AFC/AAFC/Supervising Faculty.
13. During Level I Fieldwork experiences: Complete all assignments, student performance evaluation tools, and student feedback tools; as outlined within the associated course syllabus.
14. Students will not be placed at clinical sites in which they are or have been employed, have close family members/family friends who are or have been employed, or have a commitment for employment upon graduation. Students must inform the AFC/AAFC of any prior relationship (student/family member) that exists with clinical sites; a decision about potential placement at those sites rests at the discretion of the AFC/AAFC. It is the student's responsibility to communicate all clinical fieldwork site relationships with the AFC/AAFC.
15. Springfield College email will be the primary method of communication with the individual student and the AFC/AAFC/Supervising Faculty. Students must access their Springfield College email daily, and respond to any communications from the AFC/AAFC within one business day. Failure to respond to email/request for response may result in experience being placed on hold or terminated.

As per OT Program policy, I understand that I am obligated to meet the following requirements for the fieldwork component of my Occupational Therapy Professional Education. I further understand that failure to comply with these requirements may result in academic or professional behavior probation or dismissal.

Student Signature

Date

SPRINGFIELD COLLEGE
OCCUPATIONAL THERAPY DEPARTMENT
FIELDWORK LEVEL II STUDENT REQUIREMENTS FORM

As per Department Policy, Students in the Occupational Therapy Program will:

1. Register and pay for all Clinical/Fieldwork Education courses. Students who have not registered and/or paid will not be allowed to engage in Clinical/Fieldwork Education courses.
2. Complete pre-requisite academic and health requirements for each fieldwork/clinical education site assigned. The health assessment can be arranged through the Springfield College Health Services, with a family physician, or urgent care center as appropriate. It is each student's responsibility to complete health requirements by the established deadlines for each clinical fieldwork experience. Failure to meet the deadlines may delay a student's start date at an assigned clinical fieldwork site and potentially risks cancellation of their clinical fieldwork experience.
3. Provide evidence of successful criminal background check: as per department policy, and as outlined in the SHS Criminal Background Check (CBC) Policy
4. Provide evidence of: current CPR certification; adequate titers for immunizations; Hepatitis B vaccination or signed statement of declination; and annual HIPAA education and OSHA training. Students shall comply with all COVID vaccination and testing policies and procedures as outlined by the College. In addition, some clinical fieldwork education sites may define site-specific COVID vaccination and testing policies and procedures which students must meet in order to participate in learning experiences. Sites may require additional drug testing, criminal background checks, and/or various other health-related requirements. It is the student's responsibility to assume any costs associated and to fulfill these and any other additional requirements in a timely manner prior to the commencement of each fieldwork education experience.
5. Provide evidence of current health insurance: either Springfield College's or their own health insurance, or show proof that they are covered for health insurance under parent or spouse/partner policies. Health insurance must be in place throughout all clinical fieldwork experiences.
6. Students are responsible for costs of transportation, housing, meals, uniforms, and other expenses associated with each clinical fieldwork education experience. It is advisable to plan for these expenses early in the program.
7. Abide by the policies and procedures of the fieldwork education site regarding dress code, working hours, assigned workdays, holidays, patient care guidelines, documentation, attendance, and attendance at rounds, team meetings, staff meetings, in-service training, etc. Assigned work hours may vary and may include weekends, holidays and/or 10-12 hour days as determined by the FWE/site.
8. Review the clinical fieldwork site documents and information to become informed about specific requirements for dress, health examinations, pre-placement assignments, assignments/expectations, etc. of the fieldwork site.
9. Complete/update a Student Data Form prior to each clinical/fieldwork experience, providing the AFC/AAFC with pertinent information such as demographic data, emergency contact information, and prior academic and work experiences. Some sites will also request additional information that will require completion prior to the beginning of the clinical/fieldwork education experience. Students are responsible for ensuring that this information is received by the AFC/AAFC prior to the start date of the clinical/fieldwork experience.

10. Participate and complete all projects, in-services, case studies, on-line discussion forums, and/or other as assigned by the site or the AFC/AAFC.
11. Demonstrate appropriate professional behavior and assume responsibility for maximizing learning during each fieldwork experience as evidenced by a demonstrated commitment to learning; effective utilization of information and resources; clear and timely communication; informed, responsible decision-making; continuous regard for all; and effective provision/utilization of feedback.
12. Students will not be placed at clinical sites in which they are or have been employed, have close family members and/or personal family friend who are or have been employed, or have a commitment for employment upon graduation. Students must inform the AFC/AAFC of any prior relationship (student/family member) that exists with clinical sites; a decision about potential placement at those sites rests at the discretion of the AFC/AAFC. It is the student's responsibility to communicate all clinical fieldwork site relationships with the AFC/AAFC.
13. Springfield College email will be the primary method of communication with the individual student and the AFC/AAFC/Supervising Faculty. Students must access their Springfield College email daily, and respond to any communications from the AFC/AAFC within one business day. Failure to respond to email/request for response may result in experience being placed on hold or terminated.
14. During Level II Fieldwork experiences: Complete the AOTA Student Performance Instrument as a mid-term self-assessment. These performance self-assessments should be discussed with the FWE as part of the mid-term evaluation process. Completion of self-assessment at final is encouraged, but not required. In addition, the OT Student Evaluation of Fieldwork Experience (SEFWE) form needs to be completed and discussed with the FWE/ Student Coordinator at the site prior to the end of the clinical fieldwork education experience. This form must be signed by the student and the site and an original or digital copy provided to the AFC/AAFC as outlined in the course syllabus.
15. During Level II Fieldwork experiences: It is strongly recommended that the student complete a weekly self-assessment to identify strengths and areas to improve upon, develop goals and plans in a timely fashion, as well as note progress on previously set goals.
16. During Level II Fieldwork experiences: Access the electronic classrooms associated with the fieldwork education coursework at least weekly to stay informed of any communications from Springfield College, and to contribute to any fieldwork education discussion forums and/or assignments, as identified in the course requirements. If the student's living accommodations do not allow for student internet access and access to on-campus resources is not feasible, utilization of community resources may be necessary. Students with barriers to internet access are encourage to discuss this with the AFC/AAFC for assistance in identifying accessible resources.
17. During Level II Fieldwork experiences: Arrangements must be made to make up any absences. These arrangements will be made in consultation with the AFC/AAFC and the FWE/site. Make-up time for excused absence for illness, family emergency, or attendance at approved professional conferences is at the discretion of the AFC/AAFC and the FWE/site.

As per OT Program policy, I understand that I am obligated to meet the following requirements for the fieldwork component of my Occupational Therapy Professional Education. I further understand that failure to comply with these requirements may result in academic or professional behavior probation or dismissal.

Student Signature

Date

SPRINGFIELD COLLEGE
OCCUPATIONAL THERAPY DEPARTMENT
Rules of Professional Conduct for ALL Community-Based Experiences

The following includes conduct requirements for all fieldwork, practica, service learning, and course-related interactions with community members.

- I. Students shall conduct themselves in a legal, ethical, and moral manner demonstrating both personal and professional integrity, and avoid any actions or involvement in procedures not approved by qualified supervisors, the department, and the college, and/or that would place themselves or others at risk of harm.
- II. Students are expected to adhere to all agreed upon requirements with regard to attendance, required clock hours, attire, behavior, and performance of duties outlined by course requirements and/or site.
- III. Students shall respect the integrity and protect the welfare of the individuals and groups with whom they work. Students will understand their responsibilities and function within the limits of their defined roles, training, and competencies; and shall not misrepresent their roles or competencies to agency staff, clients or others. Professional concerns or problems with others shall be discussed with the agency and/or supervising faculty.
- IV. Students shall respect and adhere to all Site and Department policies, as well as State and National regulations with regard to maintaining the confidentiality of clients/community members/participants. They also shall adhere to College and agency policies or guidelines relating to research or training with human subjects.
- V. Students in the OT program may only record visual, photographic, and/or auditory images at the direction of the course instructor and in compliance with Springfield College Media Release requirements.

I fully understand and agree to abide by these rules of professional conduct for students in any, and all Occupational Therapy community-based experience. Violation of the professional rules of conduct may result in sanctions up to and including dismissal from the program.

Student Signature

Date



Department of
Occupational Therapy

Personal Vehicle Use During ALL Community-Based Experiences

When participating in programmatic fieldwork/service learning/community-based/clinical education experiences, Occupational Therapy Students may not utilize personal vehicles to transport any client/participant. Additionally, it is the expectation of ALL clinical/community-based sites that any vehicle driven on a site's premises must be appropriately registered and insured.

By signing below, I understand and agree to abide by the requirements listed in the statement above.

STUDENT NAME: _____

STUDENT SIGNATURE _____ Date _____

**SPRINGFIELD COLLEGE
OCCUPATIONAL THERAPY DEPARTMENT**

Student Name (print): _____ **Date:** _____

OT Department PY1 Policy Forms

(The following documents are available in BrightSpace OCH 503 and the OT Fieldwork Manual)

- **Rules of Professional Conduct for ALL Community-Based Experiences**
- **FIELDWORK LEVEL I STUDENT REQUIREMENTS FORM**
- **Personal Vehicle Use During ALL Community-Based Experiences**

I have been given access to the above documents through the OCH 503 BrightSpace Classroom. I am aware of where to find them and how to open and access each form.

Student Signature

Date

Rules of Professional Conduct for ALL Community-Based Experiences: Acknowledgement

I have read the document: **Rules of Professional Conduct for ALL Community-Based Experiences.**

I fully understand and agree to abide by these rules of professional conduct for students in any, and all Occupational Therapy community-based experience. Violation of the professional rules of conduct may result in sanctions up to and including dismissal from the program.

Student Signature

Date

FIELDWORK LEVEL I STUDENT REQUIREMENTS FORM: Acknowledgement

I have read the document: **FIELDWORK LEVEL I STUDENT REQUIREMENTS FORM.** As per OT Program policy, I understand that I am obligated to meet the requirements within this document for the fieldwork component of my Occupational Therapy Professional Education. I further understand that failure to comply with these requirements may result in academic or professional behavior probation or dismissal.

Student Signature

Date

Personal Vehicle Use During ALL Community-Based Experiences: Acknowledgement

I have read the **Personal Vehicle Use During ALL Community-Based Experiences form.** By signing below, I understand and agree to abide by the requirements listed in this document.

Student Signature

Date

Level I & Level II SAMPLE Forms (Specific forms subject to change)

- SAMPLE Level I Expectations
- SAMPLE Level I Weekly Guide
- SAMPLE Level I AOTA Evaluation Form
- SAMPLE Level I Student Feedback Form
- SAMPLE Confirmation of Level II Student Placement Form
- Level II Evaluation & Feedback Forms

**Springfield College Occupational Therapy
Level I Fieldwork Clinical Experience**

GENERAL EXPECTATION STANDARDS for OT Level I Fieldwork

Throughout the Level I Experience SC OT Level I Students are expected to **meet standards** for **ALL Fundamentals of Practice (Ethics and Safety) and Professional Behavior Standards**. A list of performance expectations in these areas is provided below

FUNDAMENTALS OF PRACTICE: The Student:

Adheres consistently to AOTA's Occupational Therapy Code of Ethics.
Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client.

Adheres consistently to safety regulations, and uses sound judgment to ensure safety.
Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor.

PROFESSIONAL BEHAVIOR: The Student:

Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time.

Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities.

Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes.

Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation.

Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process.

Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills.

Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed.

Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations.

Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication.

Verbal communication and interpersonal skills with patients/clients,

staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence.

Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues.

Use of professional terminology. Consider the student's ability to respect confidentiality; appropriately apply professional terminology (e.g., Occupational Therapy Practice Framework terms and OT acronyms/abbreviations) in written and oral communication.

COMMENTS:

Springfield College Occupational Therapy
Level I Fieldwork Clinical Experience

WEEKLY EXPERIENCES GUIDE: This form outlines the potential opportunities for Springfield College OT Level I students. It is to be used as a guide and therefore, experiences may occur out of sequence or may be substituted with alternate experiences as directed by on-site supervisor

WEEK ONE EXPERIENCE	EXAMPLES of Potential Opportunities	Date/ FWE Initials
FOUNDATIONS: Verbalize a Client-Centered Approach	Identify something that a client's life values; Identify a psycho-social factor that impacts client's occupational performance	
SAFETY: Verbalize Safety Awareness	Identify a specific client factor that may impact safety; Student to then verbalize how to ensure safety based on that client factor	
Professional Communication	Introduce and Identify as an OT student	
Client Interaction/ Engagement	Demonstrate active listening skills; Demonstrate respect for individual	
Documentation (not in Medical record)	Record portion of objective data from clinical observation	
WEEK TWO EXPERIENCE	EXAMPLES of Potential Opportunities	Date/ FWE Initials
FOUNDATIONS: Value of OT	Articulates values of OT to client and/or supervisor	
SAFETY: Environmental set up	May include: don gait belt, position assistive device, remove/position leg rests	
Vital signs	Obtain, report findings, compare to norms	
Interprofessional Exposure	Observes another profession interacting with a client or team member	
Documentation:	Chart review: May include: reason for admission; Precautions/ Restrictions; PLOF; ADL/IADL status upon admission; ADL/IADL	

	long-term goals	
WEEK THREE EXPERIENCE	EXAMPLES of Potential Opportunities	Date/ FWE Initials
FOUNDATIONS: Define OT	Verbalizes definition of OT to client and/or supervisor	
SAFETY: Assist	Assists Clinician (as appropriate) to maintain safety during session	
Activity Analysis	Based on one client, have student find one item to use in an intervention. Student verbalizes why and how they would use	
Documentation (not in Medical record)	Record "S" following one session and verbalize why they selected that statement(s)	
WEEK FOUR EXPERIENCE	EXAMPLES of Potential Opportunities	Date/ FWE Initials
FOUNDATIONS: Evidence	Identifies and provides evidence (one article) that is relevant to setting or clients.	
Education	Assists in providing directions, instruction, and/or education during a portion of one session (examples: ROM, use of Adaptive Equipment, proper breathing techniques, etc.)	
Grading Activity	Identify one activity and verbalize how to grade up/down	
Documentation (not in Medical record)	In one session, Record "S" + one component of "O" of session	
COMMENTS:		



LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

Introduction

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

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

This tool is divided into five sections:

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

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

Directions

This tool is to be completed by the identified FWEd for the Level I experience.

The rating scale ranges from

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

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

LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

STUDENT INFORMATION:

Student Name: Date:

First Middle Last Semester:

Site Name: Practice Setting:

Student ID:

Student's School: Course Number:

Hours Completed: FW Sequence: 1 2 3 4 5 6

PRIMARY FWEd INFORMATION

FWEd Name: Past Experience:

First Last Credentials (# of FWI Students) (# of FWII students)

FWEd License #: FWEd Credentials: OT: OTA: Years of Experience: _____ Other: **Have you attended the AOTA FWEd Certificate Course?** Yes No If other:

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

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

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

I. FUNDAMENTALS OF PRACTICE

THE STUDENT:	U B M E O
<p>1. Adheres consistently to AOTA's <i>Occupational Therapy Code of Ethics</i>. Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS:</p>	

<p>2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety. Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS:</p>	
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II. FOUNDATIONS OF OCCUPATIONAL THERAPY

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

III. PROFESSIONAL BEHAVIOR

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

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

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

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

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

THE STUDENT:	U B M E O N/A
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<p>1. Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence. COMMENT:</p>	
<p>2. Identifies interventions consistent with client evaluation and goals. COMMENT:</p>	



<p>3. Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified. COMMENT:</p>	
<p>4. Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach. COMMENT:</p>	
<p>5. Administers interventions that are occupation-based and client-centered within guidelines of facility. COMMENT:</p>	
<p>6. Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response. COMMENT:</p>	
<p>7. Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response. COMMENT:</p>	
<p>8. Drafts documentation for intervention using typical procedures used in FW practice setting. COMMENT:</p>	

Summary:

Student Signature

Date:

FWEd Signature

Date:

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

2024 Student Evaluation of Level I Fieldwork Experience Spring 2024

Please answer each of the questions providing comments to support your feedback. We appreciate your input as it contributes to the development of future Level I Fieldwork experiences

Your email will be recorded when you submit this form

Questions 1 - 7: How did this Level I experience contribute to your ... Please answer the following questions related to how this Level I experience contributed to your learning experience

1. Understanding of Assessment and Screening in OT?
2. Clinical observation skills?
3. Understanding of OT's role and the role when working with other professionals in a variety of settings?
4. Ability to communicate professionally?
5. Ability to provide and receive peer feedback?

6. Understanding of client-centered care and the need to build rapport?

7. Professional development?

Please answer the following questions (8 - 10):

8. What did you like best about this Level I experience?

9. What did you like least about this Level I experience?

10. Has this experience helped to prepare you for future fieldwork experiences? (Please explain)

Confirmation of Level II Student Placement

Date

Student:

Based on the priorities that you identified in your Level II application, and in accordance with the OT Fieldwork Manual policies for Level II Fieldwork placement, the Fieldwork Office with input from the OT Faculty has reserved a Level II Fieldwork placement on your behalf.

RESERVATION DETAILS:

TENTATIVE DATES (Subject to change based on site needs):

SITE:

SITE ADDRESS (City, State):

SITE CONTACT (Name/Email):

Procedure Student Response for Confirmation of Placement within the 72-hours of receipt of placement email:

- Students with questions/concerns about signing this form must contact AFC/AAFC via email within the 72-hour timeframe to set up an appointment to discuss concerns
- Students who do not have any (immediate) questions, must sign and return in pdf format
- SIGNED Confirmation Form must be returned to the Fieldwork Graduate Assistant at the following email address: xxxxxxx@springfieldcollege.edu

Placement Confirmation Acknowledgement Statement:

By Acknowledging this Placement I am aware of the following responsibilities:

- Email the Site Contact person regarding this learning experience and the site's expectations for Level II fieldwork students
- Review the Site-Specific Requirements for the site located in the google document "Level II Fieldwork Site Requirements"
- Review the Site-Specific Objectives and site information in Exxat
- Contact the Fieldwork Office if any questions regarding the above

Signature _____ Date _____

Procedure Students who do not respond within the 72- hour timeframe:

- Risk reservation for Level II Placement being rescinded
- Risk a delay in program completion date
- Risk impacting any other Level II reservations within the student's fieldwork plan
- Must request a meeting with the fieldwork AFC/AAFC within 1 week of receipt of this email to discuss their fieldwork plan for Program completion

Level II Evaluation & Feedback

aota.org

Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020)

Rating Scale

- 4- Exemplary performance
- 3- Proficient performance
- 2- Emerging performance
- 1- Unsatisfactory performance

Rating scale definitions

Exemplary performance

Proficient performance

Emerging performance

Unsatisfactory performance

Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.

Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.

Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).

Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

FWPE for OTS Scoring:

- All items included must be scored to receive a Pass on the FWPE for OTS
- A sum score of 111 or higher will be required to receive a Pass on the FWPE for OTS • A score of 3 or higher on the items
 - o # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
 - o # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and

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- o # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTS **FWPE**

for OTAS Scoring:

- All items must be scored to receive for a Pass on the FWPE for OTAS
- A sum score of 91 or higher will be required to receive a Pass on the FWPE for OTAS • A score of 3 or higher on the items
 - o # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
 - o # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and o # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTAS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTAS

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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	<p>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</p>
10	<p>Determines the client’s occupational profile and occupational performance through interview and other appropriate evaluation methods.</p> <p>Occupational profile: Summary of the client’s occupational history and experiences, patterns</p>

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	<p>of daily living, interests, values, and needs.</p> <p>Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.</p>
11	<p>Evaluates and analyzes client factors and contexts that support or hinder occupational performance.</p> <p>Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.</p> <p>Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts.</p> <p>Includes the consideration of all client centered components including psychosocial factors</p>
12	<p>Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.</p> <p>Examples: follows assessment protocols, adheres to time guidelines</p>
13	<p>Modifies evaluation procedures based on client factors and contexts. Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions</p>
14	<p>Interprets evaluation results to determine the client’s occupational performance strengths and challenges.</p>
15	<p>Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client’s occupational performance.</p>
INTERVENTION	
16	<p>Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.</p>

17	Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models. Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals
18	Uses evidence from research and relevant resources to make informed intervention decisions.
19	Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes. Includes the consideration of all client centered components including psychosocial factors
20	Implements client-centered and occupation-based intervention plans.

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	Includes the consideration of all client centered components including psychosocial factors
21	Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes. Examples: prevention, restoration, maintenance, promotion
22	Modifies task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
23	Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.
24	Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.
MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES	
25	Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. Examples: paraprofessionals, nurses' aides, volunteers
26	Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27	Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications
28	Meets productivity standards or volume of work expected of occupational therapy students.
COMMUNICATION AND PROFESSIONAL BEHAVIORS	

29	Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, service providers, administration, the public
30	Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
31	Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
32	Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
33	Responds constructively to feedback in a timely manner.
34	Demonstrates consistent and acceptable work behaviors.

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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

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STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Note: Your privacy is very important to us. To better serve you, the form information you enter is recorded in real time.

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 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 (C.1.1)
- Provide objective information to students who are selecting sites for future Level II fieldwork (C.1.12, C.1.13, C.1.14)

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:

- Complete the SEFWE before your final meeting with your fieldwork educator(s).
- Please use the **"save & resume later"** option before submitting the evaluation in order to review with your FWE.

General Information

Student Name *

First Name

Last Name

Student Email*

Type of fieldwork*

Fieldwork Site Name*

Fieldwork Site Address*

Address Line 1

Address Line 2

City

State

ZIP Code

Placement Start Date*



Placement End Date*



Order of Placement*

- First Second Third Fourth

Hours required per week*

Work Schedule*

- Weekends required Evenings required Flex/Alternative schedules
 Other:

Can the site be accessed by public transportation?*

- Yes No

Is parking available at the site?*

- Yes No

Can future students contact you and ask you about your experience at this site?*

- Yes No

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Patient Information

Age Groups you worked with *

- 0-5 years old
- 6-12 years old
- 13-21 years old
- 22-65 years old
- 65+ years old

Describe the typical patient population *

- In-Patient Acute
- In-Patient Rehab
- SNF/ Sub-Acute/ Acute Long- Term Care
- General Rehab Outpatient
- Outpatient Hands
- Pediatric Hospital/Unit
- Peds Hospital Outpatient
- In-Patient Psych
- Peds Community
- Behavioral Health Community
- Older Adult Community Living
- Older Adult Day Program
- Outpatient/hand private practice
- Adult Day Program for DD
- Home Health
- Peds Outpatient Clinic
- Early Intervention
- School
- Other:

Describe how you addressed the psychological and social factors of your clients during THIS Level II fieldwork placement

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Orientation - Week 1

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

Orientation Topics*

	Yes	Needs Improvement
Site-specific fieldwork objectives	<input type="radio"/>	<input type="radio"/>
Student supervision process	<input type="radio"/>	<input type="radio"/>
Requirements/assignments for students	<input type="radio"/>	<input type="radio"/>
Student schedule (daily/weekly/monthly)	<input type="radio"/>	<input type="radio"/>
Agency/Department policies and procedures	<input type="radio"/>	<input type="radio"/>
Documentation procedures	<input type="radio"/>	<input type="radio"/>
Safety and Emergency Procedures	<input type="radio"/>	<input type="radio"/>

Comments for the Orientation

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Occupational Therapy Process

I. Evaluation

Formal Assessment Tools Used*

- Allen Cognitive Level Screening
- Allen Diagnostic Module
- Ashworth Scale (Tone)
- Assessment of Motor & Perceptual Skills
- Beery Visual Motor Integration test
- Box and Block
- Bruininks-Oseretsky Test -2
- BTE
- Childrens Assessment of Participation & Enjoyment/Preference for Activities of Children
- Children's Occupational Self Assessment
- Canadian Occupational Performance Measure
- Cognistat
- Cognitive Assessment of Minnesota
- Coping Inventory
- Dynamometer
- Early Coping Inventory
- Functional Independence Measure
- Gardner DVPT: Motor/Non-Motor
- Goniometry
- Harter Self Perception Profile
- Hawaii Early Learning Profile
- Jebsen Hand Function Test
- Kitchen Task Assessment
- Kohlman Evaluation of Living Skills
- LOTCA
- Manual Muscle Testing

- Middlesex Elderly Assessment of Mental State
- Michigan
- Mini Mental State
- Motor-Free Visual Perception Test (MVPT-3)
- Moberg Pick Up Test
- Nine Hole Peg Test
- Occupational Performance History Interview
- Occupational Self Assessment
- Peabody Developmental Motor Scale
- Pediatric Evaluation of Disability (PEDI)
- Piers Harris Self Concept Scale
- Pinch Meter
- Routine Task Inventory
- School Function Assessment (SFA)
- Self-Assessment of Occupational Functioning
- Semmes-Weinstein Monofilament
- Sensory Profile
- Social Skills Rating System
- Volumeter
- WeeFIM
- Other:

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Occupational Therapy Process II. Intervention

Types of Intervention

Occupations: Broad and specific daily life events that are personalized and meaningful to client (AOTA, 2020, p. 59)*

Individual Group Population

Activities: Components of occupations that are objective and separate from the client's engagement or contexts (AOTA, 2020, p. 59)*

Individual Group Population

PAMS and Mechanical Modalities: Modalities, devices and techniques to prepare the client for occupational performance (AOTA, 2020, p. 59)*

Individual Group Population

Orthotics & Prosthetics: Construction of devices to mobilize, immobilize, or support body structures to enhance participation in occupations (AOTA, 2020, p. 60)*

Individual Group Population

Assistive technology and environmental modifications: Assessment, selection, provision, and education and training in use of high and low tech assistance technology; application of universal design principles and recommendations for changes to the environment or activity to support the client's ability to engage in occupational (AOTA, 2020, p. 60)*

Individual Group Population

Functional/Wheeled mobility: Products and technologies that facilitate a client's ability to maneuver through space (AOTA, 2020, p. 60)*

Individual Group Population

Self-Regulation: Actions the client performs to target specific client factors or performance skills (AOTA, 2020, p. 60)*

Individual Group Population

Education: Imparting of knowledge and information about occupation, health, well-being, and participation too enable the client to acquire helpful behaviors, habits and routines (AOTA, 2020, p. 61) *

Individual Group Population

Training: Facilitation of the acquisition of concrete skills for meeting specific goal in a real-life, applied situation (AOTA, 2020, p. 61)*

Individual Group Population

Advocacy: Advocacy efforts undertaken by the practitioner (AOTA, 2020, p. 61)*

Individual Group Population

Self Advocacy: Advocacy efforts undertaken by the client with support by the practitioner (AOTA, 2020, p. 62)*

Individual Group Population

Functional groups, activity groups, task groups, social groups or other groups: Groups used in health care settings, within the community or within organization that allow clients to explore and develop skills for participation, including basic social interaction skills and tools for self-regulation, goal setting and positive choice making (AOTA, 2020, p. 62)*

Individual Group Population

Telehealth: Use of technology to plan, implement, and evaluation occupational therapy intervention, education and consultations (AOTA, 2020, p. 62)*

Individual Group Population

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Occupational Therapy Process

II. Intervention

Approaches to Intervention

Assistance technology and environmental modifications: Assessment, selection, provision, and education and training in use of high and low tech assistance technology; application of universal design principles and recommendations for changes to the environment or activity to support the client's ability to engage in occupational (AOTA, 2020, p. 60)*

Individual Group Population

Wheeled mobility: Products and technologies that facilitate a client's ability to maneuver through space (AOTA, 2020, p. 60) *

Individual Group Population

Self-Regulation: Actions the client performs to target specific client factors or performance skills (AOTA, 2020, p. 60)*

Individual Group Population

Education: Imparting of knowledge and information about occupation, health, well-being, and participation too enable the client to acquire helpful behaviors, habits and routines (AOTA, 2020, p. 61) *

Individual Group Population

Training: Facilitation of the acquisition of concrete skills for meeting specific goal in a real-life, applied situation (AOTA, 2020, p. 61)*

Individual Group Population

Advocacy: Advocacy efforts undertaken by the practitioner (AOTA, 2020, p. 61)*

Individual Group Population

Self Advocacy: Advocacy efforts undertaken by the client with support by the practitioner (AOTA, 2020, p. 62) *

Individual Group Population

Training: Facilitation of the acquisition of concrete skills for meeting specific goal in a real-life, applied situation (AOTA, 2020, p. 61) *

Individual Group Population

Advocacy: Advocacy efforts undertaken by the practitioner (AOTA, 2020, p. 61) *

Individual Group Population

Self Advocacy: Advocacy efforts undertaken by the client with support by the practitioner (AOTA, 2020, p. 62) *

Individual Group Population

What percentage of interventions were provided in the following formats: (**The total should be equal to 100%**)

Individual*

_____ 0

Group*

_____ 0

Co-treatment*

_____ 0

Consultation*

_____ 0

Total

0

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Occupational Therapy Process III. Outcomes

Identify the types of outcomes measured as a result of OT intervention provided (AOTA, 2020)

	Yes	No
Occupational Performance	<input type="radio"/>	<input type="radio"/>
Improvement	<input type="radio"/>	<input type="radio"/>
Enhancement	<input type="radio"/>	<input type="radio"/>
Prevention	<input type="radio"/>	<input type="radio"/>
Health & Wellness	<input type="radio"/>	<input type="radio"/>
Quality of Life	<input type="radio"/>	<input type="radio"/>
Participation	<input type="radio"/>	<input type="radio"/>
Role Competence	<input type="radio"/>	<input type="radio"/>
Well Being	<input type="radio"/>	<input type="radio"/>
Occupational Justice	<input type="radio"/>	<input type="radio"/>

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Overall Evaluation

Aspects of the environment*

	Yes	No
The current Practice Framework was integrated into practice	<input type="radio"/>	<input type="radio"/>
Evidence-based practice was integrated into OT intervention	<input type="radio"/>	<input type="radio"/>
There were opportunities for OT/OTA collaboration	<input type="radio"/>	<input type="radio"/>
There were opportunities to collaborate with other professionals	<input type="radio"/>	<input type="radio"/>
There were opportunities to assist in the supervision of others	<input type="radio"/>	<input type="radio"/>
There were opportunities to interact with other students	<input type="radio"/>	<input type="radio"/>
There were opportunities to expand knowledge of community resources	<input type="radio"/>	<input type="radio"/>
Student work area/supplies/equipment were adequate	<input type="radio"/>	<input type="radio"/>

Additional educational opportunities provided with comments (specify)

Documentation Format*

- Narrative
 SOAP
 Checklist
 Handwritten documentation
 Electronic
 Other:

Time Frame and Frequency of Documentation*

- Daily
 Weekly
 BiWeekly
 Other:

Caseload expectation at the end of the student experience*

of clients per week or day

Productivity expectation at the end of the student experience*

% per day (direct care)

Frequency of meetings with fieldwork educator*

- Daily
- Weekly
- Bi-Weekly
- Other:

What was the primary model of supervision used? *

- 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)

Supervisory methods to promote reflective practice *

- Journaling
- Processing verbally
- Student self assessment
- Written submission of intervention plans and rationale
- Other:

General comments on supervision *

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Summary of Fieldwork Experience

Rate your expectations*

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Expectations of fieldwork experience were clearly defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expectations were challenging but not overwhelming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiences supported student's professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please identify the extent of opportunities that students will have to incorporate the following themes in occupational therapy practice during the fieldwork experience*

	No Opportunity	Limited Opportunities	Some Opportunities	Many Opportunities (with most clients)	Consistent Opportunities (for all clients)
Client-centered Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occupation-based Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence-based Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership & Advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interprofessional Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Community Integration	○	○	○	○	○
-----------------------	---	---	---	---	---

Please specify the themes that were not listed in the list above

What other disciplines of the student presence were at the site?

- PT PTA SLP Nursing Social work Medical PA MD DO Recreational therapy
- Athletic trainer
- Other:

If other OT/OTA student present, what level?

- OTA Associate OTA Baccalaureate OT Master OT Doctor

Do you feel you were adequately prepared for placement?*

- Yes No

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

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

How likely will you recommend this fieldwork site to other students?*

0

0-Unlikely 10-Very Likely

Please specify the reasons for your recommendation*

Your fieldwork experience must be discussed with your supervisor before you submit this form*

Yes, I have discussed my fieldwork experience with my supervisor

Date*

08

05

2024

Students Signature *

[\[clear\]](#)

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Student Evaluation of the Fieldwork Educator

Note: Your privacy is very important to us. To better serve you, the form information you enter is recorded in real time.

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 the fieldwork educator[s]
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs (C.1.1)
- Provide objective information about the fieldwork site's supervision model to the academic programs from the students directly

This evaluation is only meant to be shared with your academic program. It will NOT be shared with the fieldwork site or fieldwork educators.

Instructions

- If you have more than one fieldwork educator who provided supervision during your fieldwork, please submit one form for each fieldwork educator
- You will receive a copy of the evaluation via email upon your submission
- **For questions, please contact your academic fieldwork coordinator.**

Student Name*

First Name

Last Name

Student Email*

Fieldwork Site Name*

Placement Start Date*

Placement End Date*

Fieldwork Educator Name*

Fieldwork Educator Email*

First Name

Last Name

Fieldwork Educator Years of Experience*

0-5 years 6-10 years 11-15 years 16+ years

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Provided ongoing positive feedback in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided ongoing constructive feedback in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewed written work in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made specific suggestions to student to improve performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided clear performance expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sequenced learning experiences to grade progression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a variety of instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught knowledge and skills to facilitate learning and challenge student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified resources to promote student development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presented clear explanations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitated student's clinical reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a variety of supervisory approaches to facilitate student performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elicited and responded to student feedback and concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusted responsibilities to facilitate student's growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervision changed as fieldwork progressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provided a positive role model of professional behavior in practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeled and encouraged occupation-based practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeled and encouraged client-centered practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeled and encouraged evidence-based practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeled and encouraged interprofessional collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeled and encouraged intra-professional collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

Submit Form

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Appendix C

SPRINGFIELD COLLEGE

CLINICAL SITE AFFILIATION AGREEMENT

(Intern not an employee of Agency)

MULTI-DEPARTMENT YES ___ NO ___

I. STATEMENT OF PURPOSE:

This undertaking between **SPRINGFIELD COLLEGE** (hereinafter the “College”) and

[INSERT AGENCY NAME]

(hereinafter the “Agency”) is established to provide students in the programs designated on Exhibit "A" hereto with the necessary Clinical/Practical Education Experience to become eligible for certification in such programs according to the requirements of the applicable certifying agency, if any. By contributing to the development of these disciplines, both parties can assure a continuity and supply of qualified personnel for the future.

This Agreement is intended to be applicable for all programs between the College and the Agency involving unpaid student interns as designated on Exhibit "A" or in separate written communication between the Agency and specific College programs or departments, signed by both parties.

II. RESPONSIBILITIES OF THE COLLEGE:

A. The College will select students for assignment to the Agency who have completed all academic requirements necessary to fulfill the duties/responsibilities involved in the applicable Clinical/Practical Education Experience and will arrange schedules for student assignments in cooperation with the Agency.

- B. The College will designate a faculty supervisor to coordinate with a designee of the Agency, each of whom shall be signators to this Agreement. The faculty supervisor and the Agency designee shall together coordinate the clinical or practicum schedule of each student participating in each Clinical/Practical Education Experience.
- C. The College will provide the Agency with the names of the students selected to participate, information on the student's level of experience, and such other educational data as may be required by the Agency for evaluation prior to the arrival of the student at the Agency.

The College, upon request of the Agency, shall also provide evidence of each student's physical condition, including but not limited to evidence of any recent physical examinations, and a record of all appropriate immunizations.

- D. The College will maintain professional liability insurance in limits of not less than \$1,000,000/\$3,000,000 for each incident, insuring all participating students and College faculty for all sums within the limits of the policy which any insured shall legally become obligated to pay as damages because of injury resulting from any negligence from the furnishing of services which arise out of or are caused by the activity which is the subject of this Agreement.
- E. The College will indemnify defend and hold harmless the Agency, its trustees, officers, employees, affiliated staff, and agents from any and all liabilities, damages, reasonable expenses and attorney's fees, causes of action, suits, claims or judgments arising solely from injury to persons or damage to personal property which arise out of any negligence or willful misconduct of a participating student in connection with or arising out of the activity that is the subject of this Agreement. The liability of the College shall be limited to the proceeds of insurance maintained under paragraph D above. The College also agrees to provide the Agency, prior to the beginning of any Clinical/Practical Education Experience, with a certificate of insurance. In the event of any claim subject to the indemnity granted by this paragraph, the Agency agrees to give the College written notice of any such claim in a timely manner after the Agency has knowledge thereof.
- F. The College shall require each student to provide evidence to the Agency prior to the beginning of any Clinical/Practical Education Experience that the student has satisfied the Agency's health requirements. Each student shall be required to meet the Agency's health requirements during the term of the student's Clinical/Practical Education Program.
- G. The College shall ensure that all students and/or faculty members of the College have health and accident insurance while participating in the Clinical/Practical Education Program.
- H. In the event that this is an affiliation with a clinical site which is subject to the HIPAA regulations, then the following shall be applicable:

College shall inform its students that they must comply with the policies and procedures of Clinical Training Site, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR parts 160 and 164. Solely for the purpose of defining the students' role in relation to the use and disclosure of the Clinical Training Site's protected health information, the students are defined as members of the Training Site's workforce, as that term is defined by 45 CFR 160.103, when engaged in activities pursuant to this Agreement. However, the students are not and shall not be considered to be employees of the Clinical Training Site. In no event, shall the College

bear any responsibility or liability for students' failure to abide by policies and procedures of the Clinical Training Site.

III. RESPONSIBILITIES OF THE AGENCY:

- A. The Agency agrees to accept qualified students in both a minimum and maximum number as set forth in Exhibit "A".
- B. The Agency will provide the College with the name and professional and academic credentials of the individual who will supervise the assigned student(s) for approval by the College prior to commencement of the Clinical/Practical Education Experience. A subsequent change in the designated supervisor shall not impact the continuation of this Agreement.
- C. A planned, supervised program meeting the requirements of the applicable Springfield College program and each applicable certifying agency which are appended to this Agreement, will be followed and documented during the period the student is assigned to the Agency. In addition, Agency understands and acknowledges that no College employee will be supervising the assigned student while the student is on the Agency's premises and therefore Agency is obligated to provide adequate and responsible direct supervision of the student and to provide appropriate training and a host site that is in full compliance with all applicable federal, state and local health and safety laws and regulations.
- D. At specified intervals, and at the conclusion of the student's assignment, the agency supervisor will provide the coordinating faculty member with evaluations of each student's performance in a form satisfactory to the College and the certifying agency, if any.
- E. Appendices to this document outline the specifics mandated by the certifying agency or the College relating to this particular affiliation and they are hereby incorporated and are made a part hereof.

In the event of a conflict between the terms of this Agreement and the terms of any appendix to this Agreement, the provisions of this Agreement shall prevail.

- F. The clinical, practicum or internship schedule for the student will be mutually agreed upon by the College and the Agency to assure that the requirements of the applicable certifications will be met.
- Therapeutic, diagnostic or other procedures prohibited by the certifying agency, applicable laws or statutes of the Commonwealth of Massachusetts and the State/Territory/ Province or Country in which the Cooperating Agency is located are precluded.
- G. The Agency will maintain professional liability insurance in limits of not less than \$1,000,000/\$3,000,000 for each incident, insuring the Agency for all sums within the limits of the policy which any insured shall legally become obligated to pay as damages because of injury resulting from negligence in the furnishing of services which arise out of or are caused by the activity which is the subject of this Agreement. The Agency also agrees to provide the College with a certificate of insurance.
 - H. The Agency will indemnify, defend and hold harmless the College, its trustees, officers, employees, affiliated staff, and agents and any participating students to the extent of any and all liabilities, damages, reasonable expenses and attorney's fees, causes of action, suits, claims or judgments arising from injury to persons or damage to personal property which arise out of any negligence or willful misconduct of any employee or agent of the Agency in connection with or arising out of the activity that is the subject of this

Agreement. In the event of any claim subject to the indemnity granted by this paragraph, the College agrees to give the Agency written notice of such claim in a timely manner after the College has knowledge thereof.

- I. The Agency shall be fully responsible for the care and treatment of its patients/clients and shall determine the appropriateness of any experience of students with Agency's patients/clients.
- J. Notwithstanding any other provision herein, the Agency shall remain responsible for ensuring that any service provided pursuant to this Agreement complies with all pertinent provisions of federal, state and local laws, rules and regulations, and/or the standards of the Joint Commission of Accreditation of Healthcare Organizations.
- K. The Agency will make emergency medical treatment available to students and/or faculty for injuries and illness that occur while students and/or faculty are performing services hereunder on the agency's premises or under the Agency's direction. Students and/or faculty shall, however, be financially responsible for any charges incurred for such emergency treatment.

IV. RESPONSIBILITIES OF THE COLLEGE'S FACULTY SUPERVISOR:

- A. The faculty member coordinating assignment of students to the cooperating agency will instruct each of the students in the responsibilities incumbent on the student during assignment to the Clinical/Practical Education Experience and will advise students of activities prohibited by Springfield College, by the Agency, by the certifying agency or by Law. Each student will be provided this information in writing and will be required to acknowledge, in writing, that he or she understands the same.
- B. The faculty supervisor will be a full-time faculty member who is certified and/or qualified in the specialty, or be someone who will utilize the expertise of a specialty certified individual.
- C. The faculty supervisor or designee will visit and/or confer with the agency supervisors during the period of student assignments.
- D. The faculty supervisor, in concert with the agency supervisor, is responsible for counseling and advising students regarding the clinical, practicum or fieldwork during the period of assignment.

V. GENERAL:

- A. The College and the Agency agree that the activities set forth in this Agreement shall be administered in accordance with all federal and state laws, including those regarding equal opportunity and affirmative action. Specifically, the College and the Agency shall administer the activities set forth herein without regard to race, color, creed, religion, national or ethnic origin, age, sex, sexual orientation, gender identity or expression, veteran's status, disability, or any other legal protected basis in accordance with applicable law.
- B. The relationship of the College and Agency to each other shall be that of independent contractors. Nothing contained in this Agreement shall make the employees of one party the employees of the other. The College and Agency shall each be responsible for managing the affairs of their own respective organization and each party shall maintain customary, appropriate and, if necessary by law, required levels of insurance (including general liability coverage) insuring their respective facilities and obligations hereunder during the term of this Agreement. The relationship of any participating student and the Agency

is that of an independent student intern, and nothing contained herein shall be construed as creating any other relationship, including but not limited to an employment relationship.

- C. Students not complying with the academic requirements of the College will be removed from the experience on mutual agreement of the supervising faculty member and the agency supervisor. At the request of the Agency, the College shall withdraw any student who, in the Agency's sole discretion, is not performing in a satisfactory manner with regard to patient/client care and/or safety, compliance with Agency policies, or inability to work in a satisfactory manner with Agency Personnel.
- D. The College and the Agency agree that any information generated as a result of the activities set forth in this Agreement, including information regarding patients/clients or the business activities of the Agency, as well as any information regarding the student, College, or the programs of the College, shall remain confidential, in accordance with applicable law (including HIPAA where applicable) and Agency policy. The College agrees to have any participating student execute appropriate documents evidencing such student's agreement to keep any information learned about the Agency's patients/clients and business activities confidential.
- E. The College and the agency agree that participating students may engage only in those activities listed in the course outline.
- F. This Agreement shall be effective when signed by both parties and continue for three academic years unless terminated sooner by either party pursuant to this paragraph. A subsequent change in the designated signatories below shall not impact the continuation of this Agreement. This Agreement may be terminated by either party upon three (3) months written notice, provided however, that such termination shall not adversely impact students currently undergoing an Internship Experience at Agency. Subject to the terms of this Agreement, either party may request a modification of this Agreement which shall be subject to the mutual written agreement of both parties.
- G. Unless either party provides written notice of termination pursuant to Paragraph V(F) of this Agreement, the Parties shall review this Agreement at the end of the third academic year at which point the parties may negotiate a subsequent Affiliation Agreement if it is determined that students will continue to be placed at the Agency.
- H. This Agreement shall be governed by the laws of the State or Commonwealth of the Agency without regard to its conflict of laws principles.
- I. All notices required herein shall be in writing and sent by United States certified mail, return receipt requested, or by overnight courier to the other party's signatory at the address given below and shall be deemed given upon receipt. Any change in address shall be made in writing in accordance with this paragraph.

The parties hereto have caused this Clinical Internship/Field Experience Affiliation Agreement to be executed by their duly authorized representatives, as follows:

For: **SPRINGFIELD COLLEGE**

For: **AGENCY**

Signature

Signature

NAME: Lori Ciccomascolo, Ed.D.
Provost and Vice President for Academic Affairs

NAME:
TITLE:

Date: _____

Date: _____

DEAN

Signature

Signature

NAME: Brooke Hallowell, Ph.D., CCC-SLP,
ASHA Fellow
TITLE: Dean, School of Health Sciences

NAME:
TITLE:

Date: _____

Date: _____

DEPARTMENT CHAIR/DESIGNEE

NAME: Jean A. McCaffery, OT, EdD, OTR
TITLE: OT Academic Fieldwork Coordinator
DEPARTMENT: Occupational Therapy

Date: _____

Address: 263 Alden Street
Springfield, MA 01109

Address:

Telephone:

Email:

Fax

EXHIBIT "A"
AFFILIATION AGREEMENT
BETWEEN SPRINGFIELD COLLEGE
AND
[INSERT AGENCY NAME]

A. The programs and departments which are the subject of this Agreement are as follows:

(i) **Occupational Therapy**

B. The minimum and maximum number of students which the Agency will accept for each of the programs set forth above are as follows:

(i) **as defined by site**

C. The certifying agency for each of the applicable programs as set forth herein is:

(i) **Accreditation Council for Occupational Therapy Education (ACOTE)**

In the event that any additional programs are added to the Affiliation Agreement between the College and the Agency, then this Exhibit "A" shall be supplemented to reflect the inclusion of such additional programs.

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Appendix D

SAMPLE Fieldwork Application Forms
(Actual application subject to change)

Level II Fieldwork (2025-2026) Application Form #1: Goals & Priorities

This form will be used as a reference for faculty to assist in developing your Level II Fieldwork plan. Your preferences, Academic Record, and Professional Behavior Assessment will all contribute to generating your Level II plan. Please complete the following form to begin the process of application for Level II Fieldwork.

* Indicates required question

1. Email *

2. First Name *

3. Last Name *

4. Permanent Address -TOWN *

City/Town

5. Permanent Address -STATE *

State

Ideal Location (based on overall application criteria and availability)

If you could select a location (+60 minute commuting radius) to live during Level II, what would be your IDEAL locations to live in order to complete your required Level II Fieldwork experiences?

Minimum of 2 locations required. (NOTE: Sites commutable to Springfield MA are always considered but feel free to put Springfield MA down as a preferred option).

6. Ideal City/Town #1 *

7. Ideal State #1 *

8. Ideal City/Town #2 *

9. Ideal State #2 *

10. Ideal City/Town #3

11. Ideal State #3

12. I understand that placements will be identified within a 1-hour radius of any geography I identify and within a 1-hour radius of Springfield MA and that I am responsible to provide my own transportation.

Check all that apply.

- YES
- NO (By checking No, you are responsible to set up a meeting with Jean and Carey)

13. Please select the following date ranges you would prefer for your 2 required Level * II fieldwork placements

Choose one:

Mark only one oval.

- Spring and Fall 2025 (My plan is to follow the OTD track)
- Summer and Fall 2025 (My plan is to follow the MS track and I prefer to start my fieldwork in the summer)
- Fall 2025 and Winter 2026 (My plan is to follow the MS track and I prefer to start my fieldwork in the fall)
- I am open to whatever schedule will allow for the greatest fieldwork opportunities

14. Fieldwork Plan Priority *

Please rate which of the following is of greatest importance to your fieldwork plan

Mark only one oval.

- Date Range/Time for Completion of Program (as indicated in above question)
- Location/Travel Distance from Home or Living Situation Identified in Preference Requests
- Specific Site/Setting/Practice Area Identified in Preference Requests

15. Please indicate which of your 2 required fieldwork experiences is more relevant/important to your career goals *

Choose one:

Mark only one oval.

- Fieldwork emphasizing the mental, developmental, and/or social aspects of care
- Fieldwork emphasizing the physical aspects of care for the adult client
- No preference: Each experience is of equal importance

16. Please indicate your preferred age range of the population served for the required * fieldwork that emphasizes the PHYSICAL aspects of care for the ADULT client (select all that apply):

Check all that apply.

- Adults
- Older Adults

Fieldwork that emphasizes the PHYSICAL aspects of care for the ADULT client
For the following section, please rate your assessment of how well the demands of each setting is a match for your particular skills, interests, and fieldwork goals.

17. In-patient Hospital-based settings (Acute and LTAC)
Please rate the following settings and how well you feel they match your skills and interests

Mark only one oval.

1 2 3 4 5

mos not a match

18. Rehabilitation Settings (Rehab Hospitals and Sub-Acute SNF)

Please rate the following settings and how well you feel they match your skills and interests

Mark only one oval.

1 2 3 4 5

mos not a match

19. Out-patient Settings (Hospital-based and/or may focus on hand/UE conditions)

Please rate the following settings and how well you feel they match your skills and interests

Mark only one oval.

1 2 3 4 5

mos not a match

20. Additional information or Comments?

Fieldwork that emphasizes the MENTAL, DEVELOPMENTAL, and/or SOCIAL ASPECTS of care in any age population

21. Please indicate your preferred age range of the population served for the required fieldwork that emphasizes the MENTAL, DEVELOPMENTAL, and/or SOCIAL ASPECTS of care in any age population *
(Select ALL that apply):

Check all that apply.

- Infants
- Children/Adolescents
- Adult
- Older Adult

22. Regarding CHILD/ADOLESCENT population: Please indicate your preferred setting(s) for requirement #2: *
REQUIREMENT #2 cont. (Select ALL that apply)

Check all that apply.

- I am not interested in a child/adolescent population for this required fieldwork
- In-Patient Mental Health Facilities
- School-Based OT
- Pediatric Outpatient
- Early Intervention

23. Regarding ADULT/OLDER ADULT population: please indicate your preferred setting(s) (select all that apply): *
REQUIREMENT #2 cont. (Select all that apply)

Check all that apply.

- I am not interested in any adult population for this required fieldwork
- In-Patient Mental Health Facilities
- Memory Care within Subacute
- Other: _____

24. Additional information or Comments?

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