



## OT 628 Basic Level I Fieldwork - Course Syllabus

### Course Information

<b>Course Title</b>	OT 628 Basic Level I Fieldwork		
<b>Course Number</b>	OT-628-FLD		
<b>Course Credit(s)</b>	1	<b>Format</b>	Hybrid/Face to Face/Online Asynchronous
<b>Contact Hours</b>	Each student is responsible to complete at least 48 hours for this rotation. Specific days/times for your clinical will be determined by your clinical instructor.		

### Instructor Contact Information

<b>Name</b>	Lindsay Leigh, MS, OTR/L CAPS		
<b>Title</b>	Director of Experiential Learning and Clinical Education, Academic Fieldwork Coordinator		
<b>Email</b>	lleigh@su.edu	<b>Phone</b>	540-222-9002
<b>Office Hours</b>	On Campus Wednesdays and Thursdays Room 223 Virtual: by appointment <a href="https://su.zoom.us/j/6820822410">https://su.zoom.us/j/6820822410</a>		

### Course Description

This is the first in a series of fieldwork experiences where students are assigned to a qualified professional for a minimum of 48 hours in a traditional or emerging practice setting. This course involves practicing basic therapeutic skills learned in the previous semester. Students will build on their skills by designing personal learning objectives and tasks, and being actively involved in service provision with clients commensurate with their learning to date. Credit(s): 1

Prerequisites: OT 523, OT 524, OT 532 and division permission.

At least one fieldwork experience has to have its focus on psychosocial factors. This rotation could possibly be that. Potential placements will include, but are not limited to; state mental health facilities, community mental health partners, clubhouses, homeless shelters, senior centers, substance abuse centers, and after school programs.

## Course Foundation or Purpose

The purpose of fieldwork education in occupational therapy education is to provide students with opportunities to observe and practice the skills introduced in the classroom in a variety of clinical settings. Students begin to apply academic knowledge to the provision of occupational therapy services to clients through both observation of treatment and supervised practice. Fieldwork also gives students the opportunity to practice professional behaviors with clients and families, their supervising therapists and other professionals, and to demonstrate the tenets of ethical practice. The opportunities for students to meet these objectives will vary according to the fieldwork site and the fieldwork supervisor, and will always depend on the level of clinical competence of the student as judged by the clinical instructor.

Prerequisite(s): [OT 523](#), [OT 524](#) and [OT 532](#)

## Course Objectives

The goal of Level I Fieldwork is "to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients." (AOTA, 2020). Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic course work through directed observation and participation in selected aspects of the occupational therapy process." (AOTA, 2020). (C.1.1).

By the end of Fieldwork I, the student will meet the following objectives (C.1.9):

### FUNDAMENTALS OF PRACTICE

Adheres to ethics:

1. Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures including when relevant, those related to human subject research.
  - Maintains strict patient confidentiality
  - Interacts professionally and respectfully with patients, families, and staff.
  - Establishes and maintains a therapeutic relationship with the patient
  - Maintains quality patient care and patient satisfaction as guidelines for professional behavior

Adheres to safety regulations:

2. Anticipates potentially hazardous situations and takes steps to prevent accidents.
  - Utilizes infection control precautions and procedures
  - Maintains clear and orderly work area by returning equipment and supplies
  - Follows facility policies in response to emergency code or drill situations
3. Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
  - Provides safe supervision of patients during high-risk activities
  - Refrains from use of equipment or procedures unless trained
  - Seeks and is receptive to supervision to ensure patient safety
  - Demonstrates willingness to function within constraints of center policies and procedures

## **PROFESSIONAL BEHAVIORS**

4. Demonstrate ability to implement professional behaviors such as time management, punctuality, courtesy, respect for others, and appropriate dress.
5. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
6. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.
  - Arrives promptly to scheduled meetings and treatment sessions.
  - Completes assignments by scheduled deadlines
  - Utilizes unscheduled time to increase learning
  - Prepares in advance for meetings and treatments
  - Notifies supervisor and OT educator when problems arise
7. Articulates a clear and logical rationale for the OT process.
8. Collaborates with supervisor(s) to maximize the learning experience in terms of communication and observation skills.
  - Asks questions when uncertain
  - Notifies supervisor of unusual occurrences or circumstances
  - Identifies, communicates, and uses own optimal learning methods and styles
  - Recognizes communication styles of self and supervisor; adjusts style as needed to promote optimal communication with supervisor
  - Uses discretion in wording and timing of questions asked of supervisor
  - Demonstrates receptiveness to feedback and input from supervisors
  - Actively seeks feedback on performance
  - Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
  - All written communication is legible, using proper spelling, punctuation, and grammar.
  - Uses language appropriate to the recipient of the information, including, but not limited to funding agencies and regulatory agencies.
9. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
10. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
11. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
  - Explains the role of OT within the practice setting, in terms and language that are clearly understood by the recipient

### **Psychosocial (C.1.3 & C.1.7)**

12. Demonstrate effective therapeutic use of self, including the awareness of the effects of one's attitudes, values, knowledge, and skills during interactions with participants, clients and families.

13. Effectively interact with clients, families, and professionals.

### Screening and evaluation

- 14. Practice interview techniques and the use of standardized and non-standardized tools to assess occupational status.
- 15. Participate in evaluations of client factors such as strength, range of motion and balance that may be affecting participation.
- 16. Generate sample treatment goals and activities for a selected client or group.

### Intervention

- 17. Create a sample progress note on a selected client.
- 18. Provide supervised treatment using therapeutic activities and/or occupation to address a specific limitation.
- 19. Learn new skills and practice skills on new client populations

The AFWC will share the objectives with CIS prior to the start of the rotation (C.1.3). The CI will sign off on understanding/agreement and/or can provide additional site specific objectives if applicable.

Students will have access to all of the objectives in Exxat.

### ACOTE PRIMARY STANDARDS

C.1.1	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.
C.1.3	Ensure that fieldwork objectives for all experiences include a psychosocial objective.
C.1.7	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors that influence engagement in occupation.
C.1.8	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.

C.1.9	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II Fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.</p> <p>The program must have clearly documented student learning objectives expected of the level I fieldwork.</p> <p>Level I fieldwork may be met through one of more of the following instructional methods:</p> <ul style="list-style-type: none"> <li>● simulated environments</li> <li>● standardized patients</li> <li>● faculty practice</li> <li>● faculty -led site visits</li> <li>● supervision by a fieldwork educator in a practice environment</li> </ul> <p>All Level I fieldwork must be comparable in rigor.</p>
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## Required Materials and Technologies

Students should have a computer and Internet access that meets or exceeds the guidelines recommended by Institutional Computing on the Tech Support page. Students will utilize their university issued login and password for access to Canvas, a learning management system used for this course.

[See Student Tech Quick Start](#) for minimum computer requirements.

Please refer to the Shenandoah University Occupational Therapy Department Student Fieldwork Handbook with questions regarding policies for this course.

Students must complete all required paperwork for individual sites *prior* to the start of the fieldwork rotation and be in compliance with all Shenandoah University & facility requirements to remain at the assigned facility (fieldwork site).

## Canvas Information

Canvas is where course content, grades, and communication will reside for this course.

For Canvas, passwords, or any other computer-related technical support contact the [Help Desk.](#) 540-665-5555, helpdesk@su.edu

See the [Canvas Student Guide](#) for more information.

## Expectations of Students with Respect to Technology

- Log in to Canvas at least 3 times a week to check announcements and the schedule. (It's good to get into the habit of checking Canvas daily for each of your courses.)
- Participate in class (e.g., answer polls and ask/answer questions as appropriate) regardless of whether you attend face-to-face or via streaming technology (like Zoom).

- If you attend class via streaming technology, make sure that your technology is updated and ready for each class. (It is recommended that you log in 5-10 minutes early to check updates and connections).
  - Note: Public Wi-Fi connections sometimes may not support the bandwidth necessary for streaming technology (like Zoom). Also, you may find headphones useful for listening more effectively.
- If you attend class via streaming technology, once you enter the Zoom room, all you need to do is wait in the waiting room to be admitted.
- Be respectful of your peers and the instructor regardless of whether you attend face-to-face or via streaming technology.

## **Attendance**

All students are required to attend all scheduled lectures, laboratories, and clinical experiences.

Acceptable excuses for absence are personal illness, death in the immediate family, and professional or school-sanctioned activities that have prior approval from the instructor via email. Being absent from synchronous class meetings for physician and dental appointments (other than emergencies) and social engagements are not acceptable excuses and are considered unexcused absences.

Students are required to attend all community and campus learning experiences in order to meet the objectives in each course.

Two (2) excused or one (1) unexcused absence from synchronous class meeting are considered to be excessive and may result in a reduction of one letter grade for the course.

Three (3) excused or two (2) unexcused absences from synchronous class meetings are considered to be unacceptable and may result in failure of the course.

If the student is unable to physically attend class whether for an excused or unexcused reason, they should make every effort to attend virtually through Skype, Zoom, or other means. The student's virtual attendance does not equate to in-person class attendance and will still count as an absence unless the student completes SU's protocol for attending remotely for an extended time and is approved. The student's grade for classroom engagement and any grade associated with the missed experiential learning will be impacted.

Students missing required learning experiences due to excused absences, including experiences in the community and classroom, are responsible to initiate and work with the course instructor to develop a plan to make up for any missed experience required by the course instructor. Students missing required

learning experiences due to unexcused absences are not guaranteed the opportunity to make up the experiences and may earn a loss of or reduction in grade associated with the experience.

## **Religious Observance Policy**

If a student requires an accommodation for a religious observance, please refer to the [Academic Catalog](#) to access the Religious Observances Policy, complete the required paperwork and notify the University (coordinator/instructor) before the end of the drop/add period.

## **Inclement Weather**

As health care professionals in training, students are expected to use proper judgment and caution regarding travel when conditions are not safe. Remember that part of an occupational therapist's job is maintenance of safe environments for others; we must also do so for ourselves. The university policy requires the following adverse weather procedures:

1. If severe weather impedes our class, plan to check your SU email for announcements or we will plan to meet online via Zoom. Plan to check your SU email for the link. See the [SU Campus Closure Policy](#) for more information.
2. If the University is open but travel is unsafe, exercise appropriate judgment and do not travel to class. Please contact the office manager (540/678-4313) or leave a message if you will be unable to attend class. Students will be responsible for making up the material covered in class by:
  - a. Collecting notes from fellow students;
  - b. Reading up on pertinent materials reviewed in class;
  - c. Contacting faculty members only after you have made the effort to obtain and learn the information presented. Do not contact faculty as a first strategy for obtaining missed information.
3. Due to the nature of our program and the distance that most of our commuter students travel, the SUDOT program has decided to implement an internal (separate from the university) snow policy. This policy is as follows:
  - a. In the event of inclement weather on Thursday, the OT Program Director and the Dean of Health Professions will determine by 8:00 p.m. the evening before face-to-face (on campus) classes a final decision regarding the cancellation of face-to-face (on campus) classes. This decision will only be made if the university has not made a final decision regarding the closure of campuses.

- b. Students will be notified via email upon determination of the OT Program Director and the Dean of Health Professions. This notification will come from the OT Program Director. Please follow your regular schedule for the semester applicable online. Faculty will have prepared online coursework for you to complete for your classes.

When the university is closed due to inclement weather on a Thursday, this is not a "day off" from academic activity. Important - All students are required to monitor emails and Canvas, as each faculty will communicate with you regarding alternative ways to make up the missed time. This may mean alternative online tasks will be required.

## **Student Conduct**

In order to create a constructive learning environment, students are to be respectful of the work and opinions of others in class. Students are expected to be actively engaged in learning.

## **Class Engagement**

Class engagement is expected of all students and is defined as meeting attendance requirements as stated in Shenandoah University Division of Occupational Therapy Handbook. Additionally, students will engage in demonstration of application, analysis, evaluation, and creation of professional standards and skills that align with client-centered and evidence-based service delivery. Points for in-class engagement will be awarded throughout the semester as indicated in the course syllabus.

## **Professional Behavior**

Students are expected to act professionally at all times. This includes dress, communication and general behaviors.

The SU Division of OT has adopted and adheres to the American Occupational Therapy Association Code of Ethics (found at [www.aota.org](http://www.aota.org)).

Any student who demonstrates inappropriate professional behavior (including, but not limited to, the following: poor attendance or tardiness to class, missed examinations, lack of participation in required curricular activities, inappropriate behavior or dress in classroom or clinic, poor personal hygiene, violation of Student Handbook policies, unsafe behavior, or lack of respect for the dignity and rights of others) may receive disciplinary action. Particularly egregious behavior may result in immediate dismissal from the program. The Program Director in consultation with the faculty and student will determine the appropriate disciplinary action. Appropriate actions may include consultation with the advisor/student



affairs committee or other appropriate party, disciplinary suspension from the program, and/or dismissal from the program. All offenses will be documented and a copy will be placed in the student's file.

All offenses will be considered cause for a Professional Behaviors Assessment by the faculty and a self-assessment by the student as described in the Student Handbook. Based on the assessment, a remediation plan will be initiated including specific goals and objectives. Failure to meet the stated goals and objectives in the stated time frame or further incidents of a similar nature may be grounds for dismissal from the program.

### **AOTA Membership**

All students are required to be active members of The American Occupational Therapy Association in order to access necessary documents and resources used in this course. Membership documentation should be uploaded to Exxat and kept updated throughout the program.

### **Cell phone/laptop usage**

Cell phones should not be used in classes. Cell phone use is considered unprofessional behavior, and students must silence the phone to avoid disruptions.

Laptops are assigned to students in order to assist them with their course studies. Students are required to be ethical and responsible users of Shenandoah University's computing network. Please refer to the SU Information Technology Policy Statement for all of the university's policies and procedures of appropriate use. Important - Use of laptops during the face-to-face classes is limited to the discretion of the instructor and to be limited to course learning.

### **Academic Integrity Code**

Academic Integrity Code. The SU Academic Integrity Code prohibits lying, stealing, and cheating. As a faculty member of SU, I am dedicated to upholding the standards of academic integrity prescribed by the Academic Integrity Code, and I do not tolerate academic dishonesty for any reason. If I suspect a violation has occurred, I will take action. If you have questions about the Academic Integrity Code, please come talk to me or refer to the Academic Integrity Code on the SU website. Logging in to a SU system with a SU issued login signifies that you are agreeing to abide by the SU Academic Integrity Code. See the full [Academic Integrity Code](#) for more information.

### **Copyright**

Some course materials are being made available to you pursuant to the Technology, Education and Copyright Harmonization (TEACH) Act. Materials are subject to copyright protection as noted below and may not be reproduced, distributed or publicly displayed without the prior written consent of the copyright owner.

## Complaint Policy

Students with complaints should refer to the policy outlined in the [Academic Catalog](#) available on the university website.

## Privacy

For the university FERPA policy, see the [Academic Catalog](#).

## Recording of Classroom Activities

- *In general:* When a class meeting is being recorded, Zoom provides an on-screen notification; if you are attending by phone, an announcement is made prior to you joining the class.
- *By students:* Recording of classroom activities by students is only permitted in the case of accommodation for a documented disability unless the instructor has given prior written permission for such recording. Such recordings may be used only for your personal viewing; you may not post or otherwise share your recordings with others.
- *By faculty:* The instructor may want to record and archive the activities of the classroom for students to review later. These recordings cannot be shared with anyone outside of the course without express permission from a designated university official.

## Students with Disabilities

The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities. Under ADA, a disability is defined as a physical or mental impairment that substantially limits a major life activity. If you need accommodations because of a disability, please register with the [Office of Learning Resources and Services](#) (located in the Academic Enrichment Center in Howe Hall, room 204) at the beginning of each semester, or as soon as possible, so that arrangements can be made. Accommodations are granted on a case-by-case basis with the support of proper documentation. Please call the [Office of Learning Resources and Services](#) at 540-665-4928 or email [dss@su.edu](mailto:dss@su.edu) for information and/or to make an appointment to discuss your needs. You will find more information by visiting the [SU Office of Disability Services](#).

## Student Support Services

Help is available 24/7 at the [SU Libraries](#) for online materials and the [IC Help Desk](#).

## Counseling Resources

Visit the [SU Counseling Center](#) for counseling resources and information.

## Late Work Policy

A 5% grade reduction will incur each day an assignment is late for 7 days. Work that is more than 1 week overdue will not be accepted and a student will receive a zero for the assignment. Due to the emphasis on interactive learning, late discussion board posts will not be accepted. If a student anticipates the need for an extension for submitting work, the instructor must be notified at least 24 hours in advance and it is the discretion of the instructor to approve any extensions.

## Assessment Standards and Criteria

### Grading Scale:

93-100% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

77-79% = C+

73-76% = C

70-72% = C-

67-69% = D+

60-66% = D

<60% = F

### Course Assignments:

<p>1. <b>Student Responsibility Form:</b> For each fieldwork placement, students must complete the student responsibility form prior to beginning your fieldwork hours and upload it into Exxat as a PDF document. To receive credit for this assignment, type the date it was uploaded into Exxat into the corresponding text box in Canvas. This form can be found in Exxat.</p> <p><b>Due: Prior to Start of Placement</b></p>	<p><b>5 Pts</b></p>
<p>2. <b>Clinical Instructor(CI) Information:</b> Please complete your CI's contact information in Exxat. Once this is completed, please type the date in the text box in Canvas that it was entered to Exxat.</p> <p><b>Due: by the end of week 1</b></p>	<p><b>5 pts</b></p>

<p>3. <b>Completion of the <u>Fieldwork Attendance Log</u>**</b> signed by the student and the CI verifying that the student participated in a minimum of 48 hours of Level I Fieldwork. A copy of the form is below. Please make sure that it is signed by you and your CI before uploading it into Exxat. (2 pts will be taken off if it is not signed initially). This must be uploaded to Exxat AND Canvas; be sure to put the date it was uploaded into Exxat in the comment box. Please upload all pages as one document as a PDF file.</p> <p><b>Due: At end of placement</b></p>	<p><b>20 pts</b></p>
<p>4. <b>A copy of the <u>Level I Student Evaluation Form</u>**</b> completed and signed by the CI and the student. <b>Please make sure all information is filled in on the entire form.</b> <b>Note:</b> Any student receiving 3 or more scores of a "B" (Below Standards) on the Level I Student Evaluation Form will automatically receive a D in this course and may need to complete additional hours. Please make sure that you and your CI both sign the form before uploading it. No electronic signatures are accepted. (2 pts will be taken off if it is not signed initially). Please upload all pages as one PDF file into Exxat and Canvas upon completion; be sure to put the date it was uploaded into Exxat in the comment box. Please post within 2 days of completion of your fieldwork rotation.</p> <p><b>Due: At end of placement</b></p>	<p><b>20 pts</b></p>
<p>5. <b>Completion of <u>Student's Evaluation of the Level I Fieldwork Facility Form</u>**.</b> Please upload all pages as one PDF file into Exxat upon completion. Then put in the text box in Canvas the date that this has been completed and uploaded to Exxat.</p> <p><b>Due: At end of placement</b></p>	<p><b>15 pts</b></p>
<p>6. <b>Completion of an <u>Annotated Bibliography in APA style.</u></b> Completion of an Annotated Bibliography in APA style. Bibliography should include at least 3 evidence-based articles relating to the setting in which you are placed for fieldwork. All articles must relate to your fieldwork experience. Systematic reviews/meta-analysis articles ARE NOT acceptable. (2 points will be deducted per article if a systematic/meta-analysis is used). 3 pages max.</p> <p><b>Due: At end of placement</b></p>	<p><b>15 pts</b></p>
<p>7. <b>Completion of behavioral health, psychological/social factors chart.</b> Purpose: To better understand what behaviors, psychological/social factors (C.1.7) impact clients and how we can address psychosocial concerns with our clients.</p>	<p><b>20 pts</b></p>
<p><b>Total Points:</b></p>	<p><b>120</b></p>
<p>All fieldwork experiences are considered part of Shenandoah University's academic program. Therefore, the ultimate responsibility for grading is that of the Academic Fieldwork Coordinator. Grades for this course will reflect the student's overall performance in all aspects of the Level 1 fieldwork course as specified above</p>	

## **IPEC**

Interprofessional Education & Collaboration (IPEC) at Shenandoah University aligns with the mission, vision, and strategic plan of the school. Health professions students at Shenandoah University are required to participate in activities through the Office of Interprofessional Education and Collaboration. Interprofessional educational activities may be required by some program accrediting bodies.

Activities may include participation in some or all of the IPEC Core Workshops that are offered throughout a student's time in their program. Students may also be required to participate in other interprofessional educational or practice experiences offered to them as part of their program's curriculum. All IPEC learning experiences will require students to actively participate in the event and complete a survey upon completion for tracking of their participation.

Location/Timing: The IPEC Core Workshop Series for this academic year will be taking place fully online (with more info to come) in small interprofessional groups with a faculty facilitator from one of the participating programs. Any change to this delivery method will be decided by the IPEC Council and communicated to programs. Programs will notify students of their obligations to participate in IPEC activities at the start of each semester, with dates, times, locations, and expectations for each event.

Shenandoah University  
Division of Occupational Therapy  
**Student Responsibility Acknowledgement for Fieldwork Education** (This form must  
be completed prior to engaging in fieldwork rotation)

Name of Student:

Fieldwork Facility/:

Dates of Placement:   /  /   to   /  /    
Month / Day / Year Month / Day / Year

Contractual Agreement between Shenandoah University and

(Name of Facility)

The Fieldwork Data Form (if available) is dated:   /  /    
Month / Year

I understand that I must abide by all information in SU OT Program & Fieldwork Manual.

I understand that it is my responsibility to provide transportation to each clinical site, up to 90 miles one way from my residency.

I understand that I must meet the requested requirements (i.e. drug test, interview, background checks, physical exam, immunization records, etc.) of each **fieldwork** site that I am assigned to, prior to the beginning of each fieldwork experience. If these have not been met SUOT will **NOT** sign off on fieldwork placement.

I confirm to have read both the Contractual Agreement and the Fieldwork Data Form (if available) for each of my placements. I understand it is my responsibility as an occupational therapy fieldwork student to meet the health and general requirements, as outlined in the Contractual Agreement.

I have obtained, and will maintain, personal health insurance through all fieldwork placements. I will provide a copy of coverage upon request.

I understand that it is my responsibility to follow all policies & procedures of the fieldwork site while completing the fieldwork experience at each facility.

I understand it is my responsibility to review the Standards of Practice for Occupational Therapy and the AOTA Code of Ethics in preparation for my fieldwork experiences.

I acknowledge my responsibility under HIPPA to keep confidential any information regarding patients, as well as all confidential information about the facility. I agree not to reveal any person(s) except authorized staff and associated personnel, any specific information regarding any client and further agree not reveal to any third party any confidential information of the facility, except as required by law or authorized.

I understand the Academic Fieldwork Coordinator (AFWC) will consider each student's interests and geographical location with respect to fieldwork placements and the AFWC cannot guarantee that student requests will be granted. Fieldwork assignments will be determined by the AFWC and will be based upon the availability of experiences, the program's desire to

provide a variety of different practice-based experiences, and each student's abilities or needs.

Student's Signature Date

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

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

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

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

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

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

**I. FUNDAMENTALS OF PRACTICE**

THE STUDENT:	U B M E O
<p><b>1. Adheres consistently to AOTA's Occupational Therapy Code of Ethics.</b> Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS:</p>	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>
<p><b>2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety.</b> Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS:</p>	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>



## II. FOUNDATIONS OF OCCUPATIONAL THERAPY

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

## III. PROFESSIONAL BEHAVIOR

THE STUDENT:	U B M E O
<p>1. <b>Time management skills.</b>            Consider student's ability to be prompt, arriving and completing assignments on time.            COMMENTS:</p>	
<p>2. <b>Organization.</b>            Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities.            COMMENTS:</p>	
<p>3. <b>Engagement in FW experience.</b>            Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes.            COMMENTS:</p>	
<p>4. <b>Self-directed learning.</b>            Consider student's ability to take responsibility for own learning and to demonstrate motivation.            COMMENTS:</p>	
<p>5. <b>Reasoning and problem solving.</b>            Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process.            COMMENTS:</p>	
<p>6. <b>Written communication.</b>            Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills.            COMMENTS:</p>	
<p>7. <b>Initiative.</b>            Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed.            COMMENTS:</p>	
<p>8. <b>Observation skills.</b>            Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations.            COMMENTS:</p>	

<p>9. <b>Participation in supervisory process.</b>          Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication.          COMMENTS:</p>	
<p>10. <b>Verbal communication and interpersonal skills with patients/clients, staff, and caregivers.</b>          Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence.          COMMENTS:</p>	
<p>11. <b>Professional and personal boundaries.</b>          Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues.          COMMENTS:</p>	
<p>12. <b>Use of professional terminology.</b>          Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication.          COMMENTS:</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. <b>Contributes to screening/evaluation process.</b>            Communicates observations. Identifies resources for evaluation process. Could include chart review.            COMMENT:</p>						
<p>2. <b>Completes an interview and drafts an occupational profile.</b>            COMMENT:</p>						
<p>3. <b>Identifies potential goals from evaluation process.</b>            COMMENT:</p>						
<p>4. <b>Drafts documentation consistent with practice setting.</b>            COMMENT:</p>						

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

THE STUDENT:	U	B	M	E	O	N/A
<p>1. <b>Contributes to intervention process.</b>            Could include preparing clinic area and identifying resources and evidence.            COMMENT:</p>						
<p>2. <b>Identifies interventions consistent with client evaluation and goals.</b>            COMMENT:</p>						
<p>3. <b>Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified.</b>            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>

STUDENT'S NAME: \_\_\_\_\_

FACILITY NAME: \_\_\_\_\_

NAME and CREDENTIALS of SUPERVISOR: \_\_\_\_\_

SUPERVISOR'S YEARS of EXPERIENCE: \_\_\_\_\_ year(s)

LEVEL I 1<sup>ST</sup> ROTATION \_\_\_\_\_ LEVEL I 2<sup>ND</sup> ROTATION \_\_\_\_\_ (Please check one)

1= Strongly Disagree    2= Disagree    3= Neutral    4= Agree    5= Strongly Agree
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Please use the key above to rate the following:  
**SUPERVISION**

1. This was a well planned FW I program.	1 2 3 4 5
2. Supervisor provided adequate orientation.	1 2 3 4 5
3. Supervisor effectively provided positive reinforcement.	1 2 3 4 5
4. Supervisor effectively provided constructive feedback.	1 2 3 4 5
5. Supervisor provided opportunities to review and discuss client/patient information.	1 2 3 4 5
6. Supervisor provided opportunities to discuss the clinical reasoning behind the OT process.	1 2 3 4 5

Please answer the following questions based on your experiences during this FW rotation.

1. What factors facilitated active student participation with actual clients/patients in your setting?

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2. What factors limited active student participation with actual clients/patients in your setting? \_\_\_\_\_

3. I consider my fieldwork rotation overall to have been (Please circle one):

- Very Satisfactory
- Satisfactory
- Somewhat unsatisfactory
- Significantly unsatisfactory

4. My fieldwork experiences overall were (Please circle one):

- Definitely compatible\* with the SUDOT curriculum
- Somewhat compatible with the SUDOT curriculum
- Somewhat incompatible with the SUDOT curriculum
- Definitely incompatible with the SUDOT curriculum

*\*Compatibility between fieldwork and curriculum implies that what was taught in your courses was reflected in your fieldwork activities.*

Please comment on your personal experiences during Fieldwork that you feel demonstrates compatibility or incompatibility between the practice at the Fieldwork site and what is being taught in the SUDOT curriculum (i.e. what did you see during your fieldwork rotations that reflected what you learned in your coursework)?

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Please comment on recommendations you would make to increase compatibility between the academic coursework and your Fieldwork experience.

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Please review the SUDOT Educational Goals below before answering question #5.

**Division of Occupational Therapy Educational Goals**

Occupational therapy graduates will demonstrate competence in executing the roles of a clinical scholar by:

1. Applying the principles of ethics, advocacy, civic responsibility, professional engagement, and leadership within the individual to global continuum.

2. Providing evidenced-based, occupation-based, client-centered services ranging from individualized evaluations and interventions to prevention, consultation, and education within systems.
3. Synthesizing knowledge through the analysis of diverse sources of evidence to create new meaning as applied to occupational therapy practice. (Fall, 2009)

5. After reviewing the SUDOT Educational Goals, I feel that I am making progress in achieving SUDOT's goals. (Please circle one)

- Definitely agree
- Somewhat agree
- Neither agree or disagree
- Somewhat disagree
- Definitely disagree

Other Comments:

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**FIELDWORK EXPERIENCES:** In the following grid, place a rating (1-4) after each listed experience.

- 1 – Experience not applicable in this setting.
- 2 – Participation was mainly observation.
- 3 – Participation was primarily with FW supervisor, staff, or other students.
- 4 – Participation was primarily with actual patients/clients.

Please refer to the OTPF for examples of Areas of Occupation.

<b>Scholarship of Practice</b>			<b>Scholarship of Discovery</b>		
	<b>Evaluation of:</b>			<b>Use of critical thinking</b>	
	<b>ADL's</b>			<b>Use of EBP</b>	
	<b>IADL's</b>			<b>Use of Reflection</b>	
	<b>Education</b>			<b>Engagement in research/data collection</b>	
	<b>Work</b>			<b>Desire for life-long learning</b>	
	<b>Social Participation</b>				

	<b>Leisure</b>			
	<b>Play</b>			
	<b>Interventions for:</b>			
	<b>ADL's</b>			
	<b>IADL's</b>			
	<b>Education</b>			<b>Engagement in a Professional Organization</b>
	<b>Work</b>			<b>Participation in service organizations</b>
	<b>Social Participation</b>			<b>Engagement in volunteer work</b>
	<b>Leisure</b>			<b>Participation in "going the extra mile" for patient/client</b>
	<b>Play</b>			

**Final Reflective Paper Assignment (20 pts)**

As a way of summarizing your experience with Level I fieldwork, you should submit a final reflective paper via Canvas. The Reflective Paper should discuss the following aspects of your experience. Think about your growth as a result of this experience and how it has helped you get ready for the next step in your professional development.

For clarity, it is suggested that you follow the order of these bullet points in writing your paper. Please use these as headings. This should be a **maximum** of 3 pages.

a. **Professional Behaviors:** (10 pts total)

- Provide a description of the professional behaviors, (e.g. communicated professionally, responded appropriately to feedback etc.) that you used during your 48 hours. Please include at least **three** specific examples of your behaviors. What professional behaviors are challenging for you or do you feel like you need to work on? Please include at least **one** specific example.

●

b. **Professional Growth:** (8 pts total)

Finally, briefly reflect on the feedback you received at this facility.

- What are your strengths? (1 pts)
- What are some areas you could improve in? (1 pt)
- Provide a description of a situation in which you needed supervision/assist (1pt)
- What did you find most challenging about this experience? (1pt)
- How will this experience help you prepare for your Level II Fieldwork Placements? (1pt)
- Describe what went well. (1pt)
- Describe what did not go as well. (1pt)
- What is your biggest takeaway from this experience? (1pt)

c. 2 points for spelling/grammar

### **Level I Fieldwork Objectives**

The goal of Level I Fieldwork is “to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients.” (AOTA, 2020). Level I Fieldwork is not intended to develop independent performance, but to “include experiences designed to enrich didactic



course work through directed observation and participation in selected aspects of the occupational therapy process.” (AOTA, 2020). (C.1.1).

By the end of Fieldwork I assignment, the student will meet the following objectives (C.1.9):

### **FUNDAMENTALS OF PRACTICE**

Adheres to ethics:

1. Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures including when relevant, those related to human subject research.
  - Maintains strict patient confidentiality
  - Interacts professionally and respectfully with patients, families, and staff.
  - Establishes and maintains a therapeutic relationship with the patient
  - Maintains quality patient care and patient satisfaction as guidelines for professional behavior

Adheres to safety regulations:

2. Anticipates potentially hazardous situations and takes steps to prevent accidents.
  - Utilizes infection control precautions and procedures
  - Maintains clear and orderly work area by returning equipment and supplies
  - Follows facility policies in response to emergency code or drill situations
3. Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
  - Provides safe supervision of patients during high-risk activities
  - Refrains from use of equipment or procedures unless trained
  - Seeks and is receptive to supervision to ensure patient safety
  - Demonstrates willingness to function within constraints of center policies and procedures

### **PROFESSIONAL BEHAVIORS**

4. Demonstrate ability to implement professional behaviors such as time management, punctuality, courtesy, respect for others, and appropriate dress.
5. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
6. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.
  - Arrives promptly to scheduled meetings and treatment sessions.
  - Completes assignments by scheduled deadlines
  - Utilizes unscheduled time to increase learning
  - Prepares in advance for meetings and treatments

- Notifies supervisor and OT educator when problems arise
7. Articulates a clear and logical rationale for the OT process.
  8. Collaborates with supervisor(s) to maximize the learning experience in terms of communication and observation skills.
    - Asks questions when uncertain
    - Notifies supervisor of unusual occurrences or circumstances
    - Identifies, communicates, and uses own optimal learning methods and styles
    - Recognizes communication styles of self and supervisor; adjusts style as needed to promote optimal communication with supervisor
    - Uses discretion in wording and timing of questions asked of supervisor
    - Demonstrates receptiveness to feedback and input from supervisors
    - Actively seeks feedback on performance
    - Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
    - All written communication is legible, using proper spelling, punctuation, and grammar.
    - Uses language appropriate to the recipient of the information, including, but not limited to funding agencies and regulatory agencies.
  9. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
  10. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
  11. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
    - Explains the role of OT within the practice setting, in terms and language that are clearly understood by the recipient

### **Psychosocial (C.1.3 & C.1.7)**

12. Demonstrate effective therapeutic use of self, including the awareness of the effects of one's attitudes, values, knowledge, and skills during interactions with participants, clients and families.
13. Effectively interact with clients, families, and professionals.

### **Screening and evaluation**

14. Practice interview techniques and the use of standardized and non-standardized tools to assess occupational status.

- 15. Participate in evaluations of client factors such as strength, range of motion and balance that may be affecting participation.
- 16. Generate sample treatment goals and activities for a selected client or group.

**Intervention**

- 17. Create a sample progress note on a selected client.
- 18. Provide supervised treatment using therapeutic activities and/or occupation to address a specific limitation.
- 19. Learn new skills and practice skills on new client populations

\* If these objectives are appropriate as indicated above, please sign and return this copy to:

\* If you have site specific objectives, please send them to the following email address:

Lindsay Leigh MS, OTR/L ([lleigh@su.edu](mailto:lleigh@su.edu))

Lisa Knight ([lknight@su.edu](mailto:lknight@su.edu))

Fieldwork Team

SU MSOT PROGRAM

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

Fieldwork Educator: \_\_\_\_\_  
(Print Name) (Signature)

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