



**Fieldwork Manual for the
Occupational Therapy Programs at Cox College**

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Fieldwork education is highly valued in the Cox College Occupational Therapy curriculum.

Level I and level II fieldwork offers students a wide variety of essential hands-on learning opportunities that supplement seated classroom learning. All Level I and Level II fieldwork experiences are within the *DOING* curriculum thread.

Level I Fieldwork experiences are directly linked to the specific sequence of clinical topics and courses. In the MSOT program, Level II Fieldwork experiences occur after completing all seated coursework. Doctoral students have some coursework and Capstone work after their level II fieldwork. Both the MSOT and the OTD level II fieldwork experiences are full time internships at selected sites that are 2 twelve week rotations. Student also participate in an online synthesis course while in fieldwork. This course is designed to further prepare students to synthesize classroom learning with fieldwork.

Prior to level I fieldwork, DOING experiences begin with courses offered the first semester. For example, students practice basic, hands-on skills including soft skill development, patient interactions, patient handling, and professionalism in Professional and Therapeutic Use of Self. This course precludes level I fieldwork and is designed to promote professional and therapeutic behaviors in simulated and real world environments. Students are challenged to complete assignments that occur in the community to ensure real world, active participation learning and to prepare students for the following semester which includes level I fieldwork.

Level I fieldwork occurs in conjunction with seated courses with related topics to strengthen the relationship between course content and interactions with a wide scope of related populations. Level I-A has a focus on social, sensory, and psychological person factors which impact occupational performance. This rotation occurs one day a week spaced out over part of the semester at a mental health facility. Level I-B has a focus on physical disability, or related area that affects occupational performance across the lifespan. The level I-C fieldwork experience has a focus on working with older adults in multiple settings. Level I-D is a one-week experience with youth populations.

Cox College is required to maintain cooperative agreements with a determinably adequate number of fieldwork sites locally and nationally. These agreements must be in effect during the entirety of a student's fieldwork experience and must clearly outline responsibility of the school and site. Agreements are maintained in iContracts software with access for faculty, staff, and legal counsel. Cox College and each site have agreeable terms and learning objectives appropriate for student learning experiences within the occupational therapy curriculum.

Accreditation

The Cox College Master of Science in Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's web address is [AcoteOnline.org](https://www.acoteonline.org).

The Cox College Occupational Therapy Doctoral Program has gained applicant accreditation status and is on track to have an accreditation visit in 2024/2025. Status updates will be updated at [acoteonline.org](https://www.acoteonline.org)

Professional Licensure

Successful completion of the program will confer either a degree of Master of Science in Occupational Therapy or a Doctoral degree in Occupational Therapy. Graduates of the program will meet all of the educational requirements to be eligible to sit for the national certification examination, administered by the National Board for Certification in Occupational Therapy (NBCOT). The NBCOT Program data results can be found [here \(Links to an external site.\)](#) A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/ or attain state licensure. Professional licensing varies by state/ territory and it is the program applicant's/students/ graduate's responsibility to thoroughly research specific licensing requirements in the state they wish to practice. To review state licensure eligibility requirements, go [here \(Links to an external site.\)](#)

The state professional licensing boards make the ultimate decision as to whether or not an individual will be eligible to sit for licensure based on the rules and regulations in place at the time the individual submits their application for licensure. The Missouri Occupational Therapy Practice Act can be found [here \(Links to an external site.\)](#)

Cox College occupational therapy graduates are encouraged to register nationally and also apply for licensure.

Student Role

Students of the Cox College in the Occupational Therapy Program are expected to effectively communicate with the Academic Fieldwork Coordinator and Fieldwork Educator to ensure that the fieldwork experience is optimal and follow all policies and procedures established by the fieldwork site and by the college.

The student is responsible for:

1. Participating actively in the fieldwork planning process with the Academic Fieldwork Coordinator.
2. Complying with all student policies and procedures described in student handbook.
3. Submitting updated student health information as needed.
4. Submitting documentation of ongoing certifications as needed.
5. Following the Occupational Therapy Code of Ethics.
6. Scheduling and participating in an interview for fieldwork placement when required by the site.
7. Communicating with the fieldwork site to obtain travel instructions and work hours.
8. Participating actively in the supervision process.
9. Completing ongoing self-assessments during the fieldwork process.
10. Discussing any problems related to fieldwork placements with the Academic Fieldwork Coordinator and the Fieldwork Educator in a timely fashion.
11. Remaining at the fieldwork site for the duration of the experience unless extenuating circumstances require an interruption.

12. Completing an evaluation of the fieldwork site at the completion of the experience.

Adapted from *The Essential Guide to Occupational Therapy Fieldwork Education* (Costa, 2015)

Attendance

During Level II Fieldwork, students must follow the fieldwork site's calendar regarding working days and hours and holidays. For example, certain clinics do not follow the normal working day; evening or weekend hours may be scheduled. During Level 1 Fieldwork, students must follow the dates within the semester that are established by the AFWC.

Attendance to all fieldwork experiences is mandatory. Every effort must be made to avoid absences during fieldwork experiences. Illness or unusual emergencies are the only acceptable reasons for clinic absences.

If students must be absent due to illness or an emergency, the following procedure must be followed:

- If an absence is anticipated, students must report this in advance to the site Fieldwork Educator and to the Academic Fieldwork Coordinator at Cox College so that arrangements for making up missing time can be made.
- If an absence is sudden in nature, students must inform the Fieldwork Educator. Students should call their fieldwork educator at the site before the scheduled start of the day. If students must leave a message, they should call again later to ensure the messages was received. Students should notify the Academic Fieldwork Coordinator of the day missed and the scheduled makeup date.
- Students must inform the Fieldwork Educator of absence or late arrival
- Punctuality is of critical importance in clinical practice. If students must be late, telephone the supervisor before the scheduled start of the day to inform the supervisor of arrival time.
- The Cox College occupational therapy program permits up to a maximum of two days of absence from Level II fieldwork due to illness or emergency. An absence of more than two days requires a doctor's note or written approval through the AFWC (i.e., unusual emergencies such as natural disaster, family death, accident, etc.). The attendance policy of the fieldwork site may differ and must be followed for all Level II fieldwork.
- Absences for attending professional conferences are approved at the discretion of the Fieldwork Educator.
- In cases where time must be made up, a grade of 'incomplete' will be given for the fieldwork experience. All time must be made up within 4 weeks of the scheduled end of the experience.

Transportation

Fieldwork sites may involve significant drive time to commute from students' residences. Some sites require that students have transportation between buildings several times per day. Students must arrange transportation to all fieldwork sites assigned. Students with a specific need who would like to request specific geographic placements can do so through the Academic Fieldwork Coordinator. **There is absolutely no guarantee about the geographic placement of students for fieldwork.**

Snow Days/Weather Conditions

An absence occurring due to weather conditions must be made up following the procedures specific to Level I or Level II fieldwork. Fieldwork educators are requested to notify students and the AFWC in the event that their site is unexpectedly closed due to weather or other conditions. For Level 1A, 1B, and Level 1C fieldwork experiences: If the college is closed due to weather conditions in the Springfield area then the student will not be expected to attend fieldwork. The student will be expected to communicate with their fieldwork supervisor. For Level 1D and Level 2A & 2B: These experiences may or may not occur within the local Springfield, MO area; for this reason, the student must make a decision to drive to fieldwork based on local weather conditions and personal safeguard.

Punctuality

Punctual attendance at the fieldwork site is mandatory. Repeated tardiness is a serious problem. Consequences may begin with having to make up missed time and if tardiness persists, end up with dismissal from the fieldwork site. Leaving clinical facilities early to attend to personal business is not permitted. Do not schedule any appointments during fieldwork times and dates and make sure to plan ahead so that you are available and flexible to meet the needs of the site and the requests of the supervisor.

Professional Dress Code

A professional dress code is required at fieldwork. Traditional therapy dress code frequently includes: khaki or black pants, tennis shoes, polo, and nametag. The students should abide by the following guidelines for appropriate attire in the clinic:

- Students must be clean, showered, neat, and well-groomed at all times.
- A name badge should be worn at all times. Students receive name badges from Cox College. These name badges must be worn at all times when on fieldwork.
- Comfortable, stable shoes must be worn with non-slip soles and no open toes.
- No yoga pants
- Clothing that will allow modesty and ease of movement when working with clients should be worn. Absolutely no torso showing. No “back crack” should show when squatting! No exposed chest, no open shoulder tops. Cover up.
- Avoid all perfumes or after shave lotions.
- Limit gum chewing. Do not chew gum when educating a patient or meeting with supervisor.
- Long dangling earrings, religious/political (or anything even remotely controversial) jewelry, and/or excessive jewelry should be avoided. Only one set of rings on one finger allowed.
- Nails should be short: less than 1/4 inch from nail body to distal edge (free edge), neat and appropriately groomed. Students should avoid chipped nail polish but may wear neatly applied nail polish *if the site allows*. **Absolutely no acrylic nails.**
- A watch may be helpful in clinical situations especially if you are not allowed to carry cell phone. No cell phones, smart phones, or text messaging should be used during fieldwork unless specifically asked to do so. In addition, you may not wear a text messaging watch or must turn off that feature while at the fieldwork site.
- The fieldwork site has the right to request a specific uniform. The site also has the option to ask students to alter their dress (including sending student home) if it is inappropriate in the opinion of the supervisor. Please check with the fieldwork supervisor for specifics on appropriate dress before arriving at the site.

- Students are encouraged to save dramatic styles for their personal time such as eyeliner greater than 1/4 inch from corner of eye, overly dramatic eyelash extensions or heavily applied makeup, face piercings, and exposed offensive tattoos should be avoided.
- Absolutely no perfume or cologne may be worn in clinical situations, avoid scented lotions. Avoid scented hand sanitizers.

Professional Expectations and Behavior

The policies and procedures of each fieldwork site vary considerably, including the student role, dress code, and any other special requirements. Students are expected to behave in a professional, ethical, dignified, and respectful manner at the fieldwork site. All occupational therapy students and occupational therapists must abide by the American Occupational Therapy Code of Ethics. Here is a link to that document: [AOTA Code of Ethics \(Links to an external site.\)](#)

Students should expect to be treated by their supervisors and co-workers with dignity and respect at all times. Students should be supplied with adequate and reasonable resources to complete their work. Fieldwork educators have agreed to be available for assistance and feedback throughout students' fieldwork experience.

Professionalism includes maintaining respect for the clients, co-workers and fieldwork supervisor(s). The use of sound judgment in all clinical situations is part of professionalism as is the use of discretion and diplomacy. Students must at all times show respect for the clinic's equipment and supplies. Proper attire, timeliness, and attendance are also included in the category of professional behavior. Students must handle their personal and professional problems without interference with the performance of their clinical duties. Therefore, no cell phones, smart phones, or text messaging should be used during fieldwork. In addition, you may not wear a text messaging watch or must turn off that feature.

Professional behavior requires 100 percent performance at all times. Students must follow professional standards while at the fieldwork site, in the classroom, and while engaging in professional activities as a representative of the Occupational Therapy Program at Cox College. Students demonstrating unprofessional behavior shall expect to fail their fieldwork regardless of their performance in other skill areas.

Fieldwork experiences are a vital part of the occupational therapy education. The Occupational Therapy Programs at Cox College are very fortunate that talented Fieldwork Educators give their time and effort to afford students the opportunity to integrate their theoretical knowledge with clinical practice, as well as learn specific intervention skills. All students should demonstrate appreciation at all times with courteous behavior. Students are representatives of Cox College as well as the occupational therapy professional community.

Confidentiality

Students must adhere strictly and consistently to the Health Insurance Privacy and Portability Act (HIPPA) regarding confidentiality of patient/client information. HIPPA training is taken seriously and begins during orientation. General guidelines for confidentiality of patient information are outlined below; however each fieldwork site must inform students of specific policies enforced at the facility:

- Discuss client information only with other professionals who “need to know”
- Avoid discussions in elevator, cafeteria, or any public areas
- Do not look at any client information unless YOU “need to know”
- Client interview: all information a client discloses to you is confidential. Choose location for interview carefully. When possible, close doors or speak softly in semi-private rooms to ensure that no one overhears private information.
- Do not leave medical record information out, open, or in any way visible
- Do not take any part of medical record home
- Shred all sensitive paper data as advised by your Fieldwork Educator
- Position computer screen so others cannot read confidential information
- Make sure you log off computer when documentation is done electronically
- Never give out your passwords to anyone
- Do not fax any part of the medical record
- Do not leave voice mail message regarding client condition
- Direct any visitors inquiring about patient information to the information desk
- Remind others to follow confidentiality policy
- For case presentation, do not use ANY identifiable information including:
 - Name, location
 - Do not use any true dates (including date of admission, discharge, surgery, DOB, referral date, etc.)
 - Do not include any identifying numbers: medical record, health plan, social, email, address, vehicle license, web site, etc.
 - You may include client’s age if under 90 years, state “90+” if over.
 - May include race, ethnicity, marital status
 - Absolutely no photos of clients
 - ABSOLUTLY no social media posts about clients

Physical Handling of the Client

The supervisor should be very specific regarding the site’s policies concerning the physical handling of the client/patient by occupational therapy students. The supervisor should tell students directly what clearance or supervision is needed to perform range of motion exercises, neuromuscular education, transfers, and other physical skill interventions.

Students must be certain they are aware of and follow the site’s policies and procedures for physical handling of the patient/client. If the students are unsure of the policies and procedures, they should clarify this with their Fieldwork supervisor.

Patient Precautions and Contraindications

Student must pay careful attention to patient precautions (e.g. weight bearing, motion restrictions, cardiac condition, swallowing, behavioral). If the students are unsure about precautions or the correct technique to follow, these should always be clarified with the Fieldwork Educator prior to the treatment session. The supervisor should review patient precautions with students until the supervisor is certain the students know where to find this information. Supervisors should also ensure that students are able to follow through with the precautions correctly.

Infection Control

Infection control is of critical importance. Students will follow the policies of the site related to infection control and PPE use. Thorough hand washing is imperative before and after working with any client/patient. Hand washing is also necessary at the beginning and end of the workday. The Fieldwork supervisor should review the site's policies on infection control including standard precautions with all students.

Body Mechanics

Using correct body mechanics ensures the safety of both students and the clients/patients. Students must use correct body mechanics at all times while handling clients/patients, especially when performing transfers. Students will be introduced to this information during their first academic year. The fieldwork educator should provide immediate and specific feedback to the students on their body mechanics to prevent injury.

Medical Problems and Emergencies

Students should consult with their own physicians for all medical concerns. In the case of a medical emergency while at the fieldwork site, others may facilitate for or arrange emergency care if the student is unable. Students must pay for all emergency services and health related expenses out of pocket or with their personal health insurance.

Safety

To decrease vulnerability and reduce the possibility of an incident, students must take responsibility for learning about the fieldwork site's environment and become aware of potential risks. Students must adhere consistently to all safety regulations at each fieldwork site. Safety for the clients, other staff, and for students is of utmost importance. Fieldwork supervisors should provide a brief orientation to safety procedures, emergencies, fire, tornado, potential terror, and patient incidents. Students must be sure he/she is aware of the site's policies and procedures concerning emergencies. Students should ask their Fieldwork Educator questions to clarify these procedures, if they are not clear.

Five important safety tips to be aware of at all times:

1. Be alert to your surroundings
2. Identify potential risks
3. Understand guidelines and expectations from the college and the fieldwork site.
4. Consider solutions to potential problems.
5. Inform your site supervisor immediately of any safety concerns.

Should an incident occur:

1. Document all facts, including the date, time, persons involved and the situation (pay attention to your feelings & do not minimize them.)
2. Report all concerns, including safety and personnel problems within 24 hours.
3. If necessary, seek medical attention.

Parking areas

1. Take necessary precautions (e.g. walking with security personnel) if parking in garages or poorly lit parking areas.
2. Avoid walking to your car alone after dark.
3. Avoid texting or talking on phone when walking to your car.

Harassment- Interpersonal hazards.

Harassment of fieldwork students/interns based upon age, gender, ethnicity, race, or disability is illegal. Should students feel they have been harassed, they should report this to the AFWC and the Fieldwork Educator to take next steps. Harassment of others by students at the fieldwork site can result in immediate dismissal from the program and/or suspension from Cox College. This behavior could also result in legal action.

Reduce the risk of becoming a victim of sexual harassment.

1. Trust 'gut feelings' about situations to avoid. Remove yourself from any situation at the first sign of feeling unsafe
2. Be clear in communication with others. If necessary, be forceful, firm and assertive in communication with others.
3. Be aware of non-verbal cues that can alert to a potential problem.
4. Be aware that alcohol and other substances can affect judgment and may be illegal.

Health Requirements

Health requirements may differ from site to site. Basic requirements are listed in the Cox College student handbook and include a list of vaccines. Students track their health records in Exxat under the student profile. The students are required to have yearly flu vaccine and yearly TB screening. Each student is responsible for maintaining their flu and TB screening annually as well as maintaining the documentation and providing that documentation to the fieldwork site as needed. All costs associated with flu vaccines and TB screening are the responsibility of the student.

Drug Screen

Drug screenings are a requirement of Cox College admissions. If a site requires additional drug screening, the associated costs are the responsibility of the student. If the student fails a drug screen, they will be at risk for dismissal from the program. Please refer to Cox College Student catalog for details. If it is discovered that a student arrived at a fieldwork site under the influence of drugs or alcohol the student will be dismissed from the program.

Training Beyond coursework, students will be required to complete specialized training to help prepare them for fieldwork:

- American Heart Association's Basic Life Support for Healthcare Providers
- Infection Control Training

- Code of Conduct
- HIPPA Training
- Patient Safe Handling
- Fieldwork sites may require additional specialized training. Any costs associated with additional required site specific training are the responsibility of the student.

Background Checks

Some sites require additional background check information other than the initial background check that was complete prior to your admission to Cox College. All expenses related to additional background checks are the responsibility of the student.

Background checks may include but are not limited to:

- Family Care Safety Registry - Missouri Department of Health and Senior Services
- Office of Inspector General's List of Excluded Individuals
- General Services Administration's Excluded Parties Lists System
- Criminal background check for each state of residence in the past 7 years
- National Background Check
- Fingerprinting

If an applicant is concerned that something in their background might prohibit them from sitting for the licensure exam, they may find helpful information from the National Board for Certification in Occupational Therapy at:

IMPACT OF A FELONY CONVICTION

National Certification – Our professional field requires you to pass a National Exam. Candidates applying for the NBCOT® Certification Examination for CERTIFIED OCCUPATIONAL THERAPIST must answer each of the following questions on the examination application:

- 1) Have you ever been charged or convicted of a felony? (NOTE: Candidates must answer affirmatively even if records, charges, or convictions have been pardoned, expunged released or sealed.)
- 2) Have you ever had any professional license, registration, or certification revoked, suspended or subject to conditions by a regulatory authority or certification board?
- 3) Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
- 4) Have you ever been suspended and/or expelled from a college or university?

If the answer to any of these questions is “yes,” the candidate must submit the following information to NBCOT®’s Regulatory Affairs Department:

- 5) An explanation of events of the incident(s) to which the candidate answered “yes”;
- 6) Copies of official documentation related to the incident(s); and
- 7) Any additional information or documentation the candidate may wish to include, such as remedial measures taken since the incident.

NBCOT® will review the information submitted on an individual basis and determine whether the incident(s) has a direct relationship to a potential violation(s) of the Candidate/Certificant Code of Conduct. NBCOT®’s Qualifications and Compliance Review Committee may impose

sanctions, including barring a candidate from becoming certified by NBCOT® either indefinitely or for a designated period of time. See www.NBCOT.org for more information

Special Assistance

Students experiencing difficulty with fieldwork or who like special consideration or assistance are encouraged to seek help during the first week of fieldwork or as soon as the need arises. The Occupational Therapy curriculum has extensive fieldwork requirements including Level I and Level II experiences. The document describing the Essential Functions, also applies to education at the fieldwork site.

Problems Occurring During Fieldwork, Unsatisfactory Performance

Students experiencing a problem on fieldwork (performance, supervisory, or other) should discuss this immediately with the appropriate parties including their Fieldwork Educator. Students should email the AFWC as soon as any problem arises. Text or call the AFWC if there is an urgent matter.

The Fieldwork Educator must inform the AFWC in cases where student performance is below minimal acceptance. This should occur as soon as the problem is identified. In this way, the AFWC can assist the Fieldwork Educator and the student in dealing with the problem. If further intervention is necessary, the AFWC does have the ability to remove the student from the site.

Educators should discuss any concerning situation with the student. A plan for resolution of the problem will be determined by both educators, student, and AFWC (as needed). A learning agreement providing specific criteria, time lines, and learning activities and resources may be drawn. In some cases, this may involve extending the fieldwork period or replacing an experience to meet these criteria. If the student is unable to complete the designated learning agreement, the student may receive a failing grade for the course. A failing grade will interrupt the student progression through the Occupational Therapy Program (see OT Handbook on progression).

The fieldwork site may terminate fieldwork if it evaluates that the student will be unable to meet the fieldwork objectives, as indicated in the Cooperative Agreement. Prior to this, the student must be given notice (due process) of the performance problems and provided with a learning agreement to improve performance.

In situations where client or staff safety are considered to be compromised, immediate termination of the fieldwork experience may occur. A problem of lack of professional behavior as outlined in this manual or as defined by the fieldwork site may result in a failing grade for the course.

Students that choose to leave a fieldwork placement without discussing the problem with the Academic Fieldwork Coordinator and Fieldwork Educator will receive an immediate failing grade for the course. The policies following a course failure described in the student manual will be followed.

The following Memorandum of Understanding with the Student is signed by the student and the AFWC prior to their Level 2A experience.

[Click here to Download Memorandum of Understanding with student level 2.docx](#)

Academic Fieldwork Coordinator (AFWC) Role

Academic Fieldwork Coordinator (AFWC) Role

The Cox College Academic Fieldwork Coordinators are responsible for coordinating and monitoring the level I and level II fieldwork experiences. It is the role of the Academic Fieldwork Coordinators to act as a liaison between the student and the Fieldwork Educator at the facility. The Academic Fieldwork Coordinator determines the most appropriate fieldwork placement that will meet the student's needs. The Academic Fieldwork Coordinator is responsible for communicating with prospective fieldwork sites, establishing relationships with facilities, assuring a formal contract is in place, educating Fieldwork Educators, preparing essential documentation for experiences, and communicating essential information to all involved pertaining to the Cox College Occupational Therapy program.

The students should not negotiate dates, contracts, or schedules with any fieldwork site or educator without prior authorization from the AFWC.

The Cox College Academic Fieldwork Coordinator is responsible for the following:

1. Following all conditions outlined in the Cooperative Agreement.
2. Implementing and following all fieldwork related ACOTE standards.
3. Establishing and maintaining the necessary communication between the fieldwork site and Cox College, including ensuring (with the assistance of responsible staff) all written cooperative agreements between Cox College and the fieldwork placement sites are signed and reviewed every five years.
4. Serving as a resource to the fieldwork sites in establishing and maintaining a suitable clinical education program.
5. Maintaining current information files in Exxat on each fieldwork placement.
6. Communicating to ensure students' health information is up to date and meets requirements of Cox College and clinical site
7. Orienting all students to the purpose and to the procedures for fieldwork education.
8. Advising students in regards to fieldwork placement planning.
9. Assigning all eligible students to fieldwork experiences.
10. Providing information (that is not accessible by student) to the fieldwork site at least 4 weeks prior to the student's arrival.
11. Communicating with students while they attend fieldwork through Canvas coursework, email, and text messaging as needed.
12. Ensuring that students receive proper assessment and supervision during the fieldwork experience by communicating with supervisors as needed.
13. Serving as a liaison to the Occupational Therapy Program throughout the students' fieldwork experiences. Performing on-site visits are scheduled on an as needed basis.

14. Coordinating continuing education for fieldwork educators on topics related to supervision, clinical education, and OT theory and practice.
15. The Academic Fieldwork Coordinator may actively supervise fieldwork students.
16. The Academic Fieldwork Coordinator enters grades for fieldwork after receiving student evaluations from fieldwork educator. The Academic fieldwork coordinator has ultimate authority in student grade over the fieldwork educator and might, in a rare instance, pass or fail a student based on individual situation even if the fieldwork educator has a differing opinion.

Fieldwork Educator Role

Fieldwork Educator Role

It is the role of the Fieldwork Educator to act as supervisor, educator, mentor and guide during the student's clinical experience. It is essential that students communicate all needs to the Fieldwork Educator in a responsible and professional manner. The Fieldwork Educator is responsible for orienting the student to the facility, and reviewing facility policies, procedures and expectations for the fieldwork experience. The Fieldwork Educator will oversee all written documentation and interactions with clients, family, and team members. It is the Fieldwork Educator's responsibility to inform the student about special projects and assignments related specifically to that fieldwork experience. The Fieldwork Educator is also responsible for both informal and formal evaluations and communicating student progress with the student and the academic institution.

As established by the ACOTE 2018 Standards, the Fieldwork Educator of Level-I and Level-II students are expected to work together with the Cox College OT faculty to develop learning objectives, ensure proper supervision of students, effectively communicate about student performance and progress, and maintain a signed Cooperative Agreement.

All individuals involved in student education at the fieldwork site are considered Fieldwork Educators. Other terminology which may be used at the sites may include: *clinical instructor*, *student educator*, *student supervisor*, *fieldwork supervisor*, or *preceptor*.

At the fieldwork site, there may also be a Fieldwork Education Coordinator who actively participates in the communication process between the two institutions. This person or an otherwise appointed fieldwork educator at the site, takes care of administrative responsibilities for fieldwork education at the site, which includes the following:

1. Providing the day-to-day supervision for the occupational therapy students, while maintaining responsibility for all patient/client care.
2. Following all conditions outlined in the Cooperative Agreement.
3. Working with the Academic Fieldwork Coordinator to schedule students at the fieldwork site.
4. Collaborating with the Academic Fieldwork Coordinator in the development of the clinical program to provide the best opportunity for application of theoretical concepts from the academic program including development of fieldwork site objectives.

5. Developing a student manual which includes an orientation to the facility and objectives for Level II fieldwork experiences. See suggested contents of student manual.
6. Updating the AOTA Fieldwork Data Form on an annual basis.
7. Exercising good judgment in assigning clients/patients to the students
8. Assessing the knowledge, skill, clinical reasoning, and professional development of students by completing a midterm and final evaluation with students
9. Providing due process in the event of poor performance and potential failure. This includes developing a learning agreement in conjunction with the student, with advisement from the Academic Fieldwork Coordinator. Performance expectations and learning activities to address problem areas must be clearly identified.

Qualified supervisors for Level I Fieldwork include but are not limited to OT and COTA practitioners, psychologists, social workers, physician assistants, teachers, recreational therapists, nurses, and physical therapists.

LEVEL I	LEVEL II
Level I Fieldwork Educators may be qualified personnel from a number of professions. These educators may include:	Level II Fieldwork Educators must be:
Occupational therapists, occupational therapy assistants, teachers, social workers, physical therapists, nurses, psychiatrists, psychologists, activity directors, program administrators, etc.	An occupational therapist with an unencumbered license and one year of full time OT experience.

Recognition and Appreciation of Fieldwork Educators

The Cox College Occupational Therapy Department appreciates the commitment made by the fieldwork educators to the occupational therapy students. The Occupational Therapy Program plans to periodically offer workshops/clinical education seminars to fieldwork educators.

OT Student Supervision and Medicare Requirements information from AOTA can be found here: <https://www.aota.org/education/fieldwork/medicare-requirements-for-student-supervision> (Links to an external site).

Level I Fieldwork

Level I Fieldwork

This section is to help students and educators further understand the policies and procedures of level I fieldwork education. The Academic Fieldwork Coordinator (AFWC) is available to clarify any information. Communication is extremely important for successful Fieldwork experiences. Your questions are always welcomed.

The AOTA Standards describe the goal of Level I Fieldwork “To introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients” (ACOTE, 2018). Level I Fieldwork is not intended to develop independent performance, but and introduce the OT students to various levels of development and/or disability. Level I fieldwork supplements classroom learning by providing opportunities to integrate academic knowledge of each age population in real life and treatment situations. Students develop foundational observational, interpersonal and communication skills. Fieldwork experiences include involvement with persons with varied levels of abilities and with culturally diverse backgrounds. Specific level I fieldwork assignments and experiences are further defined in each course syllabus and in Canvas learning modules.

Cox College Level I experiences are each 35- 40 hours of focused observation and participation in an area of occupational therapy or a related process. The Level I fieldwork supervisors are qualified personnel with licenses to practice in their respected profession. Supervisors may include faculty, occupational therapists, occupational therapy assistants, teachers, social workers, nurses, physical therapists, physician assistants, and psychologists. Other professions that relate to the occupational therapy process and meet objectives of Level I learning experiences will be considered. Level I rotations are designed to expose the student to a diverse population of persons with varied occupational dysfunctions and needs. Level I experiences provide the student with broad exposure to a variety of settings and diagnoses of persons in different areas including: mental health and psychosocial focused settings, simulated physical disabilities and rehabilitation settings, older adult care settings, and settings focused on providing services for children and youth. More information from AOTA about Level-I Fieldwork can be found at [Level-I FieldworkLinks to an external site.](#)

Schedule design of Level I Fieldwork will depend on the type of setting and the curriculum of the academic institution. Options include, but are not limited to: full days for 6- 8 weeks, two separate half days for 6-8 weeks, one full week of 35-40 hours. This will be assigned by the AFWC.

Expectations of Level I Fieldwork Experience

Student

1. Review Level I objectives as outlined in the course syllabus.
2. Demonstrate professional level communication skills with the Fieldwork Educator, clients, and staff.

3. Develop professional relationship with clients/family.
4. Begin to develop written documentation skills.
5. Begin to: gather data, identify problems, and understand treatment goals and occupation based interventions to meet the goals.
6. Implement components of occupation based interventions.
7. Display professional behavior according to the student manual.
8. Display the initiative in asking questions and seeing that learning needs are met.
9. Demonstrate growth in areas of communication, documentation, intervention, and lifelong learning.

Facility

1. Follow Level I Fieldwork objectives as outlined in the course syllabus.
2. Provide on-going verbal feedback (positive as well as need for changes) to the student.
3. Provide a formal evaluation at the conclusion of the experience.
4. Provide opportunity for graded client involvement:
 1. Observe
 2. Interact
 3. Interview
 4. Plan or assist with treatment interventions
 5. Implement or assist with components of treatment interventions
5. Notify AFWC at Cox College of any difficulties as soon as possible.
6. Provide written feedback to students as to improve accuracy and appropriateness of student performance.
7. **OPTIONAL:** Provide the student with an optional assignment of your choice that you feel would enhance their learning experience at your facility.

Academic Institution

1. Identify course content areas to be enhanced by Level I Fieldwork experiences.
2. Develop general goals that clearly reflect the purpose of the experience and level of performance to be achieved.
3. Assure that objectives reflect the appropriate role of an OT student.
4. Sequence the objectives from concrete to conceptual or from simple to increasing complexity.
5. Identify facilities that may be able to provide the necessary learning experiences.

6. Share the objectives with the fieldwork educators and ask them to identify those objectives that could be met in their facility.
7. Discuss and coordinate fieldwork administration issues such as: scheduling, work load, report deadlines, etc.
8. Collaborate with fieldwork educators to clearly identify the skill level necessary for successful completion of Level I Fieldwork experiences.
9. Develop an evaluation form and protocol.

Fieldwork Facility

1. Evaluate administrative aspects of the program to determine the feasibility of providing education experiences of high quality while maintaining the effectiveness of services. Some considerations are: providing the necessary supervision and scheduling learning experiences.
2. Review objectives and learning experiences with academic representatives to assure they address the Level I Fieldwork objectives of the program.
3. Review the evaluation form and associated protocols and seek any necessary clarification prior to its implementation.
4. Review the Level I Fieldwork objectives and evaluation form to determine if the learning experiences can be provided at your fieldwork facility and if they are compatible with the philosophy of the program.
5. In collaboration with the academic program faculty, identify and design, if possible, specific learning activities which will meet Level I objectives.
6. Those facilities providing Fieldwork for both the professional and technical level students should have different learning experiences designed to clearly reflect role delineation.

Commission on Education Guidelines for Occupational Therapy Fieldwork – Level I

Information from this page is from <http://www.aota.org/Education-Careers/Fieldwork/LevelI.aspx> (**Links to an external site.**)

- **Definition and Purpose** – AOTA describes the goal of the Level I Fieldwork, “to introduce students to the Fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients.” Level I Fieldwork is not intended to develop independent performance, but to “include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.”

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of the individuals throughout the

life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers and therapeutic activity or work centers are among the many possible sites. Fieldwork may also include simulated experiences, services management, and administrative experiences. Populations may include disabled or well populations; age – specific or diagnosis – specific clients.

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to: Academic or Fieldwork Educators, Occupational Therapists, Psychologists, Physician Assistants, Teachers, Social Workers, Nurses, Physical Therapists, Social Workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience.

- **Objectives – Objectives of Level I Fieldwork may vary significantly from one academic institution to another. These variations occur as a result of differences in individual academic institutional missions, programmatic philosophical base, curriculum design and resources, etc. As a result, the individual academic institutions should provide information regarding the specific didactic relationship and should provide objectives for the experience. Fieldwork educators should determine if the resources of their facilities are adequate to meet the objectives of the educational institution and then apply the objectives to the fieldwork setting.**

AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC), Amended and Approved by FWIC 11/99 and COE 12/99, Last Updated 12/1/99, Copyright 1999 – 2006 American Occupational Therapy Association, Inc. All rights reserved. <http://www.aota.org/Education-Careers/Fieldwork/LevelI.aspx> Links to an external site.

Fieldwork objectives should reflect role delineation between professional and technical level students (as specified by *The Guide to OT Practice, AJOT Vol 53 No 3*). In the event a facility provides Level I fieldwork experiences to both levels of students, separate objectives and learning experiences should be utilized, as developed by the academic program faculty. Students should be evaluated using these objectives. In instances where students will have a prolonged/consecutive fieldwork experience in the same facility, the objectives should also reflect a sequential orientation and move from concrete to conceptual or from simple to more complex learning activities. In the event that the student rotates through a variety of settings, it is recommended that a master list of objectives be developed that demonstrate a developmental learning continuum and indicate which objectives/learning experiences have been provided in previous experiences.

Cox College Level I Fieldwork Objectives:

1. Demonstrate use of therapeutic skills to effectively interact with supervisors, clients, volunteers, peers, and others. (B.4.1, B.4.10) (Curriculum Thread: 2)
2. Recognize and adapt to a variety of diverse and alternative cultures, processes, and ideas. (B.5.1, B.4.10)
3. Demonstrate the values, attitudes, and behaviors congruent with occupational therapy's profession's philosophy, standards, and ethics. (B.4.10, B.7.1) (Curriculum Thread: 2)

4. Demonstrate intellectual curiosity and growth in critical thinking.(B.7.1) (Curriculum Thread: 2)
5. Demonstrate growth in personal and professional behaviors (including "soft skills") through ongoing reflection and self-assessment. (B.7.4) (Curriculum Thread: 2)
6. Analyze how client factors (including psychosocial factors) impact occupational performance among a variety of clients in various contexts. (B.4.3,B.4.9, B.4.10)
7. Analyze and modify a variety of occupation-based interventions in collaboration with clients, groups, and populations which promote health, prevent disease, and improve quality of life. (B.4.3, B.4.9, B.4.22)
8. Identify appropriate discharge recommendations that include community resources and products designed to promote a client's independence and optimal occupational function in their least-restrictive environment. (B.4.18, B.4.28)
9. Recognize and demonstrate ability to follow safety procedures to protect self, clients, and others. (B.4.10, B.4.18) (Curriculum Thread: 2)
10. Identify a variety of service delivery contexts, documentation practices, reimbursement practices, coding, and rationale for treatment. (B.4.6, B.4.15, B.4.29, B.5.1)

It is expected that students will show growth in the skills of observation, participation, and consultation as they progress through Level I experiences.

Grading of Level I Fieldwork:

Level I fieldwork will be graded as Pass/Fail. The final grade will be determined by the Academic Fieldwork Coordinator after review of the evaluation is completed by the supervisor(s) and upon completion of all assignments related to the Level I fieldwork. If the evaluation of the student from the fieldwork educator indicates that the student has shown unsatisfactory performance or needs improvement in one or more areas, the Academic Fieldwork Coordinator will meet with the student to discuss the evaluation. Failure of a fieldwork experience may result in inability to progress further in the program. Unexcused absences from Level I fieldwork **and/or** two or more excused absences may impact pass/fail status.

Exxat is our software tracking system for fieldwork. Communication between the college, the student, and the site will occur within Exxat. Exxat also will house all fieldwork site information, clinical educator information, and student information. Students will be responsible for providing information to the AFWC as requested by each site. Exxat software fee are paid by each student. Training in the use of Exxat will be provided prior to the first fieldwork rotation.

Level I Fieldwork Scheduling Procedure

Specifics of site selection are explained in the fieldwork meetings with the Academic Fieldwork Coordinator. All students will complete 35-40 hours of 4 different Level I fieldwork rotations for a total of 140-160 hours. Students may be assigned different sites within each specific fieldwork experience (i.e. pediatric experience may include one day care setting and one school setting). It

is encouraged the one rotation include placement in a community based program such as a group home or drug/alcohol day treatment center. This rotation is specific to the mental health/psychosocial experience. Participation in a community practice area in Occupational Therapy is vital to your development as a clinician. Cox College students may also have simulated experiences within the state of the art Cox Health Simulation Lab, Cox Cottage, virtual Simucase training as well as other non-clinic, faculty led experiences as a part of their fieldwork education. The Level I experiences will occur in conjunction with the related seated clinic courses.

Level I Fieldwork Rotations- Descriptions

Fieldwork Level I-A has a focus on social, sensory, and psychological person factors which impact occupational performance. Rotation occurs 4 hours a week in Feb-April at a clinic for 8 weeks and a one day experience in mental health for a total of 40 hours. (Mental health, community based and in-patient based dementia care, forensic, substance abuse treatment facilities, etc.) This first Level I experience must be related to an area of mental health. The student may participate in screening, evaluation, and intervention with clients in various stages of mental illness. Students may have opportunities to lead or co-lead an intervention group during this experience

Fieldwork Level I-B includes a series of simulated physical disability scenarios where students train to assess and treat a variety of conditions in orthopedic, out-patient, and acute care settings. This experience has a focus on physical disability, assistive technologies, or related area that impacts occupational performance. Rotation occurs during the fall 2 semester for a total of 35-40 hours and may include simulation experience, skills labs, faculty led community screenings, and exposure to a variety of clinics (OP clinic, prosthetics, wheelchair clinic, community resources, etc.) Students will observe/participate in various aspects of screening, evaluation, and intervention, as possible.

Fieldwork Level I-C has a focus on issues impacting older adults as well as exploring environments in which occupational therapists support the occupational needs of older persons. This rotation is 35-40 hours during the spring 2 semester.

Fieldwork Level I-D has a focus on occupation in pediatric settings. This rotation occurs in March of the spring 2 semester and is a week long experience (4-5 days). For the pediatric experience, students may have an opportunity to observe typical and/or atypical development. Students will be provided with the opportunity to practice use of developmental screening assessments and evaluations, as well as prepare and present a group activity to a group of children.

Carrie Miller (OTR/L) is the Academic Fieldwork Coordinator assigned for each of the fieldwork rotations in the Master of Science degree program. April Swanson (OTD, OTR/L) is the Academic Fieldwork Coordinator as The Academic Fieldwork Coordinator assigned for each of the fieldwork rotations in the Entry Level Doctorate degree program. The Academic Fieldwork Coordinator is responsible for assigning students to fieldwork slots reserved by facilities. Factors to be considered in assigning student include: geographic proximity to student's home, student's interest, learning needs, family considerations, past experiences, and inherent demands of facility rotation.

The Academic Fieldwork Coordinator will assign students to a Fieldwork site. Approximately one month before the starting date, the facility will receive information (email or mail) confirming placement of a student(s) at the facility. The information will include:

1. Name and telephone number of student(s) assigned.
2. Dates of the rotation
3. Fieldwork course syllabus
4. Level I evaluation form
5. AOTA fieldwork supervisor self – evaluation form

The student will be given their fieldwork assignment no less than one month prior to the start date. They will be given the name of the contact person and the name, address, and phone number of the facility. They will be instructed to contact the facility by a certain date. Failure to do this may impact placement.

Students will be responsible for creating, maintaining, and updating their Exxat profile to include all needed information. Students will be able to share their profile with assigned sites to meet the requirements of onboarding.

Again, Level I fieldwork selection for placement will occur within the semester prior to the experience. Once a placement is confirmed, it cannot be changed. Students must make every effort possible to successfully complete their assigned placement or they may face having to pay tuition again or failure of the program.

Level I fieldwork forms may include:

Self-Assessment, Student Evaluation of Fieldwork Experience, Site Objectives, Link to Student Manual, AOTA Fieldwork Data Form, Level I Performance Evaluation Form, and Learning Agreement.

Level 1A Fieldwork Assignments

Examples of Student Assignments (please see course syllabus for details and assignments)

Client Plan Observation - During your fieldwork, student can pick two clients to observe more intently while they are engaged in an activity. Jot down items under all categories on assignment sheet that are appropriate. You can then give to the fieldwork supervisor so they can write comments OR you can sit and discuss your observations.

Progress notes or SOAP notes. These can be spaced out throughout your experiences

Completion of an OT assessment test or a section of a test with one client. This can be with a client you have observed for your observation worksheet or another client. Your fieldwork supervisor can work with you on helping you organize the time and space needed. You will need to come prepared to do the test- having reviewed and practice in or out of class time. You may need to check out the materials from the MSOT department to perform your test.

Group Activity Plan or Patient Treatment Plan: Complete a treatment plan with a client or group at your facility. Review it with your supervisor and implement the plan, if appropriate.

Final Evaluation- DUE at the end of your experience. Please complete the student evaluation of level I fieldwork BEFORE you meet with the fieldwork supervisor. Failure to complete or turn in student evaluation of experience will result in an incomplete grade in AEI, and will delay your progress to the next semester. The fieldwork supervisor will also fill out an evaluation on the student and will ideally, review it with the student prior to their departure on the final day.

Level 1 Fieldwork: Fieldwork Site Supervisor's Evaluation of the Student:

[Click here to Download Student Evaluation of the Fieldwork.docx](#)

Level II Fieldwork

Level II Fieldwork

“The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork ...must include and in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings” (ACOTE, 2011).

Two full time 12 week (or equivalent) Level II fieldwork rotations will occur as a final requirement of the MSOT program. In the doctorate program, level II fieldwork will occur prior to capstone work. Students will also complete online coursework during these 24 weeks to synthesize classroom and fieldwork experiences.

Level II fieldwork supervisors must be currently licensed occupational therapists with a minimum of 1 year full time clinical experience. It is permissible that the supervising therapist be a part of Cox College and/or a combination of other contracted fieldwork sites. The educational experience of the student must meet the ACOTE standards for Level II fieldwork. More information about Level II fieldwork from AOTA may be found at www.aota.org

Students must complete Level II fieldwork within 24 months of coursework. Students wishing to complete Level II fieldwork on a halftime basis must make their plan known and establish a progression and delayed graduation plan that is acknowledged by the AFWC, the registrar, financial aid, and the department chair.

Level II Placements

Availability of Level II fieldwork placements can often be competitive. In order to assure all students have placements for Level II fieldwork, we will begin placement process up to one year prior to the assignment. Students should plan well in advance and communicate effectively with their faculty adviser and with the academic fieldwork coordinator. Students will have

opportunity to provide input for desired sites and rank them in order of desire. Once a placement is confirmed, it cannot be changed. Students may have to relocate and are responsible for all aspects of making living arrangements. Students must make every effort possible to successfully complete their assigned placement. Requested changes to fieldwork can delay graduation and incur additional tuition and fees.

Example: Level II 12 Week Schedule/Progression of Fieldwork developed by fieldwork site:

Checklist example from CoxHealth Branson:

Week	Brief description/outline of what to expect
Week 1	<ul style="list-style-type: none"> • Observation with OTR, lots of chart reviews of H&P's, OT notes, etc. • Assist your Fieldwork Educator (FWE) in completing one new eval and follow through with treatment plan • Practice writing progress notes with FWE completing formal documentation on the chart • Observe with PT an ST (observe MBS if possible)
Week 2	<ul style="list-style-type: none"> • Complete 2 or 3 new evals/treatments and required documentation with assistance from FWE • Attend care conference with your FWE or other therapist
Week 3	<ul style="list-style-type: none"> • Begin working of scheduling of patients • Begin reporting on patients at care conferences • Now assuming 25% of the caseload (3-4 patients) and completing paperwork for those patients with input from FWE
Week 4	<ul style="list-style-type: none"> • Submit idea for special project or work in collaboration with FWE to develop project that is site specific • Assuming full responsibility for scheduling of student caseload • Answering requests from secretaries and coordinating co-treatments with PT and ST as appropriate
Week 5	<ul style="list-style-type: none"> • Assuming 50-75% of the caseload (6-8 patients) and doing all associated paperwork with continued input from FWE • Submit idea for presentation of disorder/disease and begin research for this presentation

Week 6	<ul style="list-style-type: none"> • Complete mid-term evaluations
Week 7	<ul style="list-style-type: none"> • Student to begin working towards taking on a full caseload (10-12 patients) and completing all associated documentation with input from FWE • Prick from list of community resources or student can come up with one of their own and begin work on community project
Week 8	<ul style="list-style-type: none"> • Special project due (assigned during week 4) • Student is responsible for 100% of caseload with input from FWE
Week 9	<ul style="list-style-type: none"> • Student is responsible for 100% of caseload with input from FWE
Week 10	<ul style="list-style-type: none"> • Student is responsible for 100% of caseload with input from FWE • Give in service to OT's on identified disease/disorder and community project findings (assigned during weeks 5 and 7)
Week 11	<ul style="list-style-type: none"> • Student is responsible for 100% of caseload with input from FWE
Week 12	<ul style="list-style-type: none"> • Student is responsible for 100% of caseload with input from FWE • Final evaluation

Site Specific Objectives

Prior to the start of a Level II Fieldwork experience the Fieldwork Educator (FWE) and the Academic Fieldwork Coordinator (AFWC) must agree on site specific learning objectives. Cox College utilizes Formstack to send a survey to FWE prior to the start of the rotation requesting that the FWE provide site specific objectives or agree to adopt the sample Cox College Level 2 Fieldwork Site Specific Objectives. Once the objectives have been agreed upon, the AFWC sends a copy to the student and requests that they submit an assignment acknowledging that they have read, reviewed, and understand the learning objectives.

Cox College Sample Level 2 Fieldwork Site Specific Objectives

1. The student will demonstrate safe practice by providing service in a way that promotes safety for self and client, and that follows all established procedures for safety.
2. The student will demonstrate professional behaviors including strict adherence to confidentiality, ethical behavior, responsibility for professional competence, constructive response to feedback, effective time management skills and reliable work habits.

3. The student will communicate and collaborate with other health care professionals in a professional manner using effective methods and lines of authority.
4. The student will document services in a way that is consistent with facility, state, and payer source guidelines. Documentation will accurately reflect the treatment provided and client involvement in treatment.
5. The student will perform assessments in an ongoing and systematic manner, focusing on physiological, psychological, and cognitive status of client.
6. The student will interpret data from the assessment; then formulate and follow a goal directed plan of care based on clinical reasoning, client's specific goals, preferred roles, available resources, and relevant time constraints.
7. The student will implement care in a knowledgeable, skillful, and consistent manner focusing on achieving functional outcomes, maintaining therapeutic relationships, setting appropriate limits to undesirable behaviors, and accurately evaluating the effectiveness of the intervention and modifying as needed.
8. The student will identify client psychological and social factors and explain the role of OT and treatment to increase occupational participation.

AOTA Resource for site specific objectives: <http://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx> (Links to an external site.)

Attendance Expectations

Students are expected to complete all 12 weeks of each Level II fieldwork without a single absence or tardy. Professional behavior is of primary importance during your fieldwork experience. Showing up on time, prepared for your day, and on a dependable, consistent basis is at the core of professionalism.

During Level II fieldwork, students must follow the fieldwork site's calendar regarding working days and hours and holidays. For example, certain clinics do not follow the normal working day; evening or weekend hours may be scheduled. Attendance at all fieldwork experiences is mandatory. Every effort must be made to avoid absences during fieldwork experiences. Illness or unusual emergencies are the only acceptable reasons for clinic absences.

If students must be absent due to illness or an emergency, the following procedure must be followed:

- If an absence is anticipated, students must report this in advance to the site Fieldwork Educator and to the Academic Fieldwork Coordinator at Cox College so that arrangements for making up missing time can be made.
- If an absence is sudden in nature, students must inform the Fieldwork Educator. Students should call their fieldwork educator at the site 5-10 minutes before the scheduled start of the

day. If students must leave a message, they should call again later to ensure the messages was received. Students should notify the Academic Fieldwork Coordinator of the day missed and the scheduled makeup date.

- Students may not use email to inform the Fieldwork Educator of absence or late arrival
- Punctuality is of critical importance in clinical practice. If students must be late, telephone the supervisor 5-10 minutes before the scheduled start of the day to inform the supervisor of arrival time.
- The Cox College occupational therapy program permits up to a maximum of two days of absence from Level II fieldwork due to illness or emergency. An absence of more than two days requires a doctor's note or written approval through the AFWC (i.e., unusual emergencies such as natural disaster, family death, accident, etc.). The attendance policy of the fieldwork site may differ and must be followed for all Level II fieldwork.
- Absences for attending professional conferences are approved at the discretion of the Fieldwork Educator.
- In cases where time must be made up, a grade of 'incomplete' will be given for the fieldwork experience. All time must be made up within 4 weeks of the scheduled end of the experience.

For our purposes at Cox College, you may have up to 2 days of excused absences and not have to make up the time. But if your fieldwork supervisor expects you to make up the missed days, then you must follow their expectation. Unexcused absences will not be tolerated and will result in immediate dismissal from the OT program.

AOTA Fieldwork Data Sheet

The fieldwork coordinator must maintain up to date information about each site. Specific information is collected through the AOTA Fieldwork Data Sheet via Exxat software.

AOTA Student Evaluation of the Fieldwork forms

Following each level II experience, students will be required to fill out the AOTA Student Evaluation of the Fieldwork Experience form and the AOTA Student Evaluation of the Educator form. These forms are sent via Formstack and all data is compiled and stored electronically.

State or National Conference Attendance

State or National Conference attendance is an excused absence according to the Cox College OT program. However, you must clear this first with your supervisor. Your supervisor may not want to allow attendance or may want you to make up the time. Additionally, occasional continuing education courses or special lectures have been offered in supplement to your experience. These are excused at the discretion of your fieldwork supervisor.

Formstack Information for Fieldwork Supervisors

Cox College utilizes a third party software called Formstack to house the online Fieldwork Performance Evaluation (FWPE). All level II supervisors will receive an automated email from Formstack with a link to the student's mid-term and final evaluation. Please add noreply@formstack.com to your whitelist to ensure delivery of automated emails. Once you have opened the form, follow the directions listed on the first page for completing the Fieldwork Performance Evaluation. All the scores will be calculated for you automatically. You will have a

chance to review the total score along with the scores for each question before you submit the evaluation. **The mid-term does not have a pass/fail status – there is not a minimum score required to pass mid-term. The final evaluation requires a sum score of 111 or higher to pass.** Also on the final, a score of 3 or higher is required on items #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), and #3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents). The final determination for pass/fail is at the discretion of the Academic Fieldwork Educator.

Cox College Misc. Fieldwork Policies

Currently licensed and adequately prepared supervisors:

This policy is parented by ACOTE standard C.1.11:

Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full -time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of level II fieldwork. Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program (ACOTE, 2018).

POLICY:

Appropriate Licensure:

It is the responsibility of the Cox College fieldwork department to investigate the licensure status of the level II fieldwork supervisor. They will upload and maintain the information within the fieldwork tracking software (Exxat). This information will include state of licensure, licensure issue date, expiration date, and license number. The information will include a date stamp indicating that the investigation was complete prior to the start of the student's level II fieldwork.

Adequate Preparation:

It is the responsibility of the Cox College fieldwork department to recurrently offer education related to fieldwork. This occurs in a variety of ways including: via email, phone calls, onsite visits, MOTA meetings, Cox Health departmental meetings, Cox College OT Facebook page posts, Cox College website, Exxat software, formal conferences (such as periodically offering the AOTA Fieldwork Educators Workshop), and other avenues to disseminate educational content related to supervising students.

In addition, a number of professionals will serve as a part of the **Cox College Fieldwork Advisory Task Team**. The following vital roles are present within the Fieldwork Advisory Task Team to assist the AFWC:

- **Cox College Administrative staff**: provides knowledge and insight related to allied health experience for all contracting fieldwork entities. In addition, provides expertise in advising the collection of protected student health information and fulfilling the requests for student information from fieldwork sites.
- **CoxHealth Clinical Therapist Educator**: finds and facilitates educational opportunities for all Cox Health occupational therapists. In addition to the education provided to the CoxHealth occupational therapists, she also assists in coordinating opportunities for continuing education for all therapists in our community.
- **CoxHealth OTs**: provide valuable input and help to inform clinical competency expectations related to student preparedness for fieldwork experiences. These team members serve as liaisons for networking between the Cox Health System and Cox College.
- **Cox Health legal team**: provide assistance and advisement related to legal compliance. In-house staff and contracted services also help with other items such as background checks, Title IX, ADA compliance, and student of concern issues.
- **OT Fieldwork Coordinators**: Active in promoting the program in the community leading to development of potential fieldwork sites. Responsible for sustaining relations and networking with current sites and communicating availability with AFWC.

It is also the responsibility of the fieldwork program to investigate that the OTR has a minimum of one-year full-time clinical experience.

SCOPE:

This is applicable to the Cox College OT fieldwork program.

Decision tree outlining the Cox College procedure for establishing fieldwork sites:

[Click here to Download Decision Tree for Establishing FW Site.pdf](#)

COE Guidelines for an Occupational Therapy Fieldwork Experience - Level II are available below for Fieldwork Supervisors and can be used as a guideline in the case of claims against a supervisor to help determine supervisor status. Other helpful information may come from the student evaluation of a fieldwork site.

These guidelines can be found

at: <http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20--%20Level%20II--Final.pdf> Links to an external site.

LEVEL II FIELDWORK SUPERVISION WHEN NO OTR EXISTS

This policy is parented by ACOTE standard C.1.14:

Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site (ACOTE, 2018).

POLICY:

Emerging practice settings and settings where no occupational therapist exists are present in the Springfield and surrounding community as well as in other parts of the United States. For example, there are local inpatient psychiatric units with little to no occupational therapy services for many years. There are also service opportunities for emerging practice areas such as community based practice, primary care services, and other unidentified sites.

It is the policy of Cox College OT program that if a level II fieldwork experience identified would be a viable, valuable experience then the following criteria must be met in order to consider placement of a student in this setting:

1. The supervisor must be a currently licensed occupational therapist (OTR) with a minimum of 3 years' full-time experience practicing occupational therapy.
2. The OTR must demonstrate a working knowledge of the setting identified by sharing past experience, current research, or other approved substance of knowledge. This must then be discussed with the AFWC and approved.
3. There must be a detailed 12-week plan that outlines the expectations of the student, the supervisor, and the academic institution. This outline must be approved by the Academic Fieldwork Coordinator (AFWC).
4. A learning contract will be developed by the OTR supervisor and AFWC then signed by the student to ensure learning objectives and expectations are clear.
5. At a minimum, the supervising OTR must provide 8 hours of direct supervision of the student per week. This minimum requirement can be met face to face or via on line communication platform.
6. There must be an on-site supervisor who communicates with the student for day-to-day supervision and guidance. This on-site supervisor and the supervising OTR must communicate at least one time per week.
7. The supervising OTR must be available to the student via a variety of contact methods and be able to respond to the student within a reasonable timeframe.
8. Once the 12-week outline and learning contract are approved then one must also obtain written approval from the OT Department Chair. Any objections will be considered and revisions made as needed.

SCOPE:

This policy is for occupational therapy students completing a level 2 fieldwork experience in a setting where no OTR exists.

LEVEL II FIELDWORK OUTSIDE OF THE UNITED STATES

This policy is parented by ACOTE standard C.1.16:

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

POLICY:

It is the policy of the Cox College fieldwork program that the following conditions must be met for Level II fieldwork outside the United States:

- Student must be supervised full time by an occupational therapist
- Supervisor must provide proof that they have graduated from a program approved by the World Federation of Occupational Therapists
- Supervisor must provide proof that they have at least 1 year of full time experience in OT practice prior to the onset of Level II fieldwork
- All other objectives, policies, MOU, and timelines are agreeable with the perimeters of the FW experience as determined by the AFWC
- Student may not go to unsafe zones as determined by travel alerts for war zones, or CDC alerts for disease, or other reports
- Students must be fluent in the language spoken at the fieldwork site

SCOPE:

This policy is for occupational therapy students completing a level II fieldwork experience in a setting outside of the United States.

COX COLLEGE OT DEPARTMENT POLICY RELATED TO FIELDWORK SUPERVISION PROGRESSION

This policy is parented by 2018 ACOTE standard C.1.13:

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

This applies to remote and in person supervision. As ACOTE responded on their website:

The decision to use remote supervision when otherwise unregulated is a collaborative decision between the academic program, fieldwork educator, and clinical site. How frequent fieldwork educator supervision occurs, remote or on site, is dependent upon if the site is a traditional placement (a setting where OT services currently exist) or a role-emerging placement (a setting where no OT services currently exist). The 2018 ACOTE Standards do not include requirements specifically related to remote supervision. However, 2018 ACOTE Standard C.1.13 requires that

supervision be direct and transition to less direct as the student establishes competency with consideration to skills and client safety/protection. (ACOTE.org, 2023)

POLICY:

The policy includes the process of including these steps:

- Inform Fieldwork Educator that Level II fieldwork supervision begins as direct and then should decrease 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.
- Inform student that Level II fieldwork supervision begins as direct and then should decrease 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.
- Monitor student Canvas assignment regarding progression of supervision during Level II fieldwork.
- Provide education as needed to fieldwork educators, including continuing education opportunities and communication in multiple formats.
- Suggest AOTA Fieldwork Educator's workshop as continuing education opportunity for fieldwork educators.
- The AFWC will document pertinent communications in Exxat and complete site visits as needed.

SCOPE:

This policy applies to Level II fieldwork

Mission, Vision, Core Values, and Goals of Cox College and Occupational Therapy Department

Mission, Vision, Core Values, and Goals of Cox College

Cox College Mission Statement

Cox College is committed to excellence by meeting the educational needs of students and the health care community.

College Vision

Cox College: Leaders in health care education

Core Values

Student First:

We believe in providing a learning environment that promotes student inspiration, support and academic achievement.

Highest Quality:

We believe in providing an educational experience utilizing cutting edge technology and evidence-based curriculum.

Communication:

We believe in shared, transparent communication that is respectful and responsible.

Nothing is Impossible:

We believe in working together, taking reasonable risks and daring to change so that the impossible becomes possible.

Lifelong Learning:

We believe that professional curiosity develops over a lifetime based on self-evaluation, effective questioning and critical analysis of information.

Goals of Cox College

- To provide quality educational programs
- To provide a quality customer experience
- To provide a quality workforce experience
- To achieve quality business practices
- To collect data and utilize systematic assessment practices

Vision of the Occupational Therapy Department

Department of Occupational Therapy at Cox College: To be the best for those who need us.

Mission of the Occupational Therapy Department

The mission of the Department of Occupational Therapy at Cox College is to create evidenced-based practitioners who are client-centered, occupation-driven, and clinically competent. We achieve this mission by:

1. Utilizing a multi-modal curriculum that promotes knowledge translation, resulting in therapists equipped to meet the needs of diverse populations. (**KNOWING**)
2. Encouraging professional identity development through hands-on practice and reflection to develop critical thinking and advance clinical reasoning, resulting in effective problem-solving skills. (**DOING**)
3. Advancing the profession of occupational therapy through innovation, evidence-based practice, and scholarly contributions. (**ADVANCING**)
4. Committing to life-long learning through professional development, service, and interdisciplinary collaboration in order to improve the health of the communities we serve. (**LEADING**)

The Department of Occupational Therapy shares the philosophy of the profession in that “people of all ages and abilities require occupation to grow and thrive” (Hooper & Wood, 2014). In keeping with the Cox College mission of commitment to teaching clinical excellence, the Occupational Therapy program views occupation, occupational performance, and occupational participation as fundamental principles for organizing the curriculum including service learning projects and active teaching/learning processes (learning through doing). Embedded within the curricular design is the singular principle that an individual’s occupational performance can be positively shaped by focus on the “whole person” and attending to his/her physical, psychological, spiritual, social and cultural concerns as influenced by both internal environment (within a person) and the external environment (outside a person). Using these guiding concepts, students are encouraged to develop the capacity to examine and analyze the occupations people perform as well as enable the students to use occupation as the medium to assist people and communities to “live life to the fullest.”

Curriculum Threads & Outcomes

In the MSOT curriculum, there are common themes and threads that contribute to the overall learning experience for the student. The curriculum is designed to produce practitioners that fulfill the mission and vision of the OT Department. Cox College MSOT curriculum provides opportunities for:

1. **KNOWING:** Acquiring the knowledge, skills and attitudes to be a clinically competent entry-level practitioner who reflects on current evidence-based practice and engages in person-centered, evidence-informed delivery of occupational therapy.

2. **DOING:** Demonstrating skills needed to deliver occupational therapy services to meet the needs of diverse populations.
3. **ADVANCING:** Synthesizing evidence and innovation with efficient and effective business practices in order to advance the delivery of occupational therapy services.
4. **LEADING:** Empowering others to engage in positive change by utilizing a strengths-based leadership approach to promote and refine strategic thinking.

OT Department Philosophy

The Cox College Occupational Therapy (OT) Program anchors curriculum design in the fundamentals of occupation, occupational performance, and occupational participation. Embedded within the curricular design is the singular principle that an individual's occupational performance can be positively shaped by focus on the "whole person" and attending to his/her physical, psychological, spiritual, social and cultural concerns as influenced by both internal environment (within a person) and the external environment (outside a person). Using these guiding concepts, students are encouraged to develop the capacity to examine and analyze the occupations people perform as well as enable the students to use occupation as the medium to assist people and communities to "live life to the fullest."

The Cox College OT Program embraces Universal Design for Learning (UDL) concepts (Novak, 2016; Rose, 2002) using a multi-modal approach to learning which provides neuro-diverse learning opportunities. The curriculum provides varied practice (Brown, Roediger, & McDaniel, 2014) opportunities for engagement and exploration of concepts, facilitates integration and reflection, and encourages depth of responses from the adult learner. The curriculum is designed to focus on knowledge translation (Breen et al., 2018; Straus, Tetroe, & Graham, 2009) resulting in synthesis of information and ethically-sound application of knowledge that positively impacts the student and benefits those served.

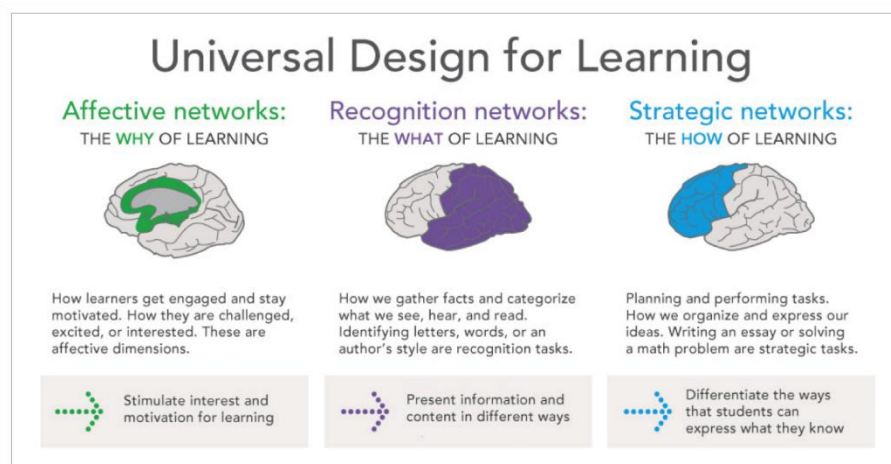


Figure 2: Universal Design for Learning Adapted from [UDL Resources - UDL and Technology -Putting It Together for student success- Removing Barriers \(weebly.com\)](#) . Retrieved 2.24.2022

The Cox College OT Program utilizes a strengths-based approach that focuses on opportunities for specific intellectual virtue development. Students who are fueled by curiosity develop intrinsic motivation to find effective solutions when that curiosity is combined with critical inquiry. Keeping with foundations in the philosophical study of knowledge acquisition (Baehr, 2021), the Cox College OT Program values the development of personal characteristics that enhance learning. Deployment of curriculum targets emerging intellectual virtues including, but not limited to:

- Curiosity
- Open-mindedness
- Intellectual Courage
- Intellectual Autonomy
- Intellectual Carefulness
- Intellectual Humility
- Attentiveness/ Awareness
- Intellectual Thoroughness
- Intellectual Tenacity

We believe that natural motivation for learning and traditional philosophy of education concepts such as grit, metacognition, self-reflection, positive patterns of thought, active learning, growth mindset, and resilience directly intersect within the development of intellectual virtues. The development of these virtues combined with a heart for service results in an increased capacity to become a dynamic professional, who is skilled in therapeutic use of self, is clinical competency, and adopts habits of life-long learning.

The threads of KNOWING, DOING, ADVANCING, and LEADING encapsulate the mission of the curriculum and the outcome goals. The Person-Environment-Occupation-Performance (PEOP) model, the Occupational Therapy Practice Framework (OTPF) (AOTA, 2020), and current standards of the profession are the theory foundations that are the backbone of the entire curriculum. Faculty value active student engagement and promote active learning through course design that includes multiple opportunities for engagement. Faculty align lesson planning and methods for course refinement with current evidence-based teaching in occupational therapy education for student-centered teaching practices as described by Henderson (2021). The profession's core beliefs in the relationship between occupation and health and its view of people as occupational beings is evident in the Cox College OT curriculum. The curriculum offers opportunities for:

- A graded developmental approach to acquiring the knowledge, skills, and attitudes to be a clinically competent entry-level practitioner who reflects on and engages in the scholarly application of occupational therapy and has a skill set to deliver person-centered, evidence-based occupational therapy.

- An emphasis on occupation as the link between person and environment and as an organizing framework for understanding the interaction of these factors on occupational performance.
- A central focus on humans as occupational beings, occupational performance, and on the complex processes by which people find meaning and health through the interactive person-environment process of ‘doing’ or engaging in occupations (examination of areas of occupation, performance skills and performance patterns).
- A comprehensive understanding of both personal factors and context or environmental influences on occupational performance and function in the areas of occupation.
- An intentional use of metacognition strategies, intellectual virtues, and growth mindset principles that foster learning in context. As a result, students know themselves as learners and develop the ability to approach tasks successfully because they understand that they learn different kinds of tasks differently. This sets them up for successful problem-solving skill development in clinical practice.
- Intentional use of the PEOP – OTPF standards of practice with applied course content and objectives as the major anchoring theories in curriculum content.

The entry-level MSOT curriculum model (figure 3) illustrates didactic-to-clinical experiences designed for the Cox College occupational therapy student. The inner color-filled square shows how the PEOP & OTPF theories permeate the curriculum. The hexagons depict the curriculum sequences, with the student’s clinical competence as the central core representing the culmination of the integration of the curriculum into application. The arrow of clinical inquiry represents the influence of our distinct philosophy of teaching and learning where students are consistently questioning and advancing their practice.

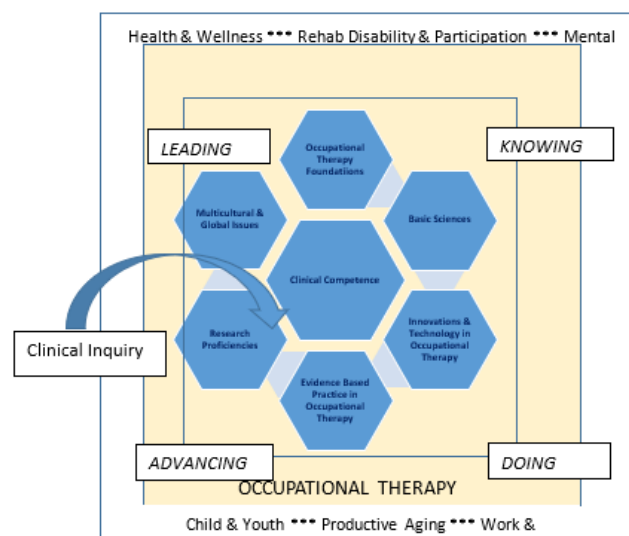


Figure 3: MSOT Curriculum Model

The different curriculum sequences (labeled in the hexagons in figure 1) build specific concepts concurrently or progressively. They complement each other and provide opportunities for increasingly more complex application. The knowledge and skills learned are unified by the application of PEOP – OTPF theories. For example, student learning in Development of Human Occupations is tandem with Pathophysiology and Occupational Performance, enabling students to intuitively understand how factors associated with conditions and specific dysfunction impact occupational performance. The sequencing allows for ample skill and knowledge preparation, and also fosters high-level strategic learning particularly, metamemory (the intuitive knowledge of one's memory capabilities and strategies to improve it), metacomprehension (the ability to assess one's own skills, knowledge, learning, or depth of understanding), problem solving, critical thinking, and clinical reasoning.

The curriculum sequence provides:

- The structure and function of the human body as it relates to occupations (*KNOWING*);
- Theoretical and philosophical foundations of occupational therapy practice (*KNOWING*);
- Opportunities for professional identity development including professional attitudes and behaviors, self-reflection, goal-setting, and therapeutic use of self (*KNOWING*);
- Assessment of strengths and barriers to everyday task performance and engagement in the following areas: play and leisure, social participation, ADLS, IADLs, rest and sleep, education, health management, and work (See Table 1 for examples);
- Clinical competence in general areas of practice, and beginning specialization as a reflective entry-level professional (*DOING*);
- Identification and treatment of developmental and acquired occupational dysfunctions using evidence-based and occupation-based assessments and interventions (*DOING*);
- Use of iterative clinical inquiry in order to create the habits of an evidence-based practitioner (*DOING & ADVANCING*);
- Opportunities for growing discernment in deciphering reliable and valid evidence to inform clinical practice while also building capacity to contribute sound evidence to the profession (*ADVANCING*);
- Synthesis of evidence and innovation with efficient and effective business practices in order to advance the delivery of occupational therapy services (*ADVANCING*);
- Growing capacity for self-reflection and self-care as a healthcare professional focused on recognizing and mitigating the symptoms of burn-out before they affect personal health and professional performance (*ADVANCING*);
- Opportunities for embracing innovation and technology to design practical solutions for everyday performance needs (*ADVANCING*);
- Leadership and advocacy training for responsible, collaborative clinical practice (*ADVANCING & LEADING*);
- Opportunities for building awareness of healthcare disparities in order to create inclusive healthcare solutions for diverse populations (*LEADING*);

- Critical internal and external environment evaluation in order to determine viable solutions in emerging practice to expand access to occupational therapy services for those who need us (*LEADING*).

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ACOTE Standards for FW Education

The following are the ACOTE 2018 Standards

Section C: Fieldwork Education

C.1.0 Fieldwork Education

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

C.1.1	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.
C.1.2	Document the criteria and process for selecting fieldwork sites, to include memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.
C.1.3	Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.
C.1.4	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling

	of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives. and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.5	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.7
C.1.6	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I and the Level II fieldwork if it involves an entity outside of the academic program.. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.
C.1.7	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.

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

C.1.8	Ensure that personal 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 1 fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologist, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.
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C.1.9	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none"> • simulated environments • standardized patients • faculty practice • faculty led site visits • supervision by a fieldwork educator in a practice environment <p>All Level I fieldwork must be comparable in rigor.</p>
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The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupation therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:

C.1.10	<p>Require a minimum of 24 weeks full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.</p> <p>The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different setting</p>
C.1.11	<p>Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork.</p>

	Ensure that the student supervisor is adequately prepared to serve as fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.
C.1.12	Document a mechanism for evaluation the effectiveness of supervision (e.g. student evaluation of fieldwork) and for the providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).
C.1.13	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression towards entry-level competence.
C.1.14	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or 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 offsite.
C.1.15	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g. the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).
C.1.16	Document and verify that students attending Level II fieldwork outside of the United States are supervised by an occupational therapist who graduated from a program approved by the World Federal of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.