



WORCESTER STATE UNIVERSITY

Bachelor of Occupational Science Master of Occupational Therapy

Fieldwork Manual

2019-2020



Jessica O'Connor, MS, OTR/L
Academic Fieldwork Coordinator
ST 210-M (508) 929-8622
joconnor10@worchester.edu
Updated March 2019

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PURPOSE

The purpose of this handbook is to provide the student with curricular information and the current policies and procedures of the Level II Fieldwork portion of the Master of Occupational Therapy Program. This information is necessary to a successful Level II Fieldwork for each student and will be adhered to by the AFC and Occupational Therapy Faculty.

INTRODUCTION

Worcester State University has had an accredited occupational therapy program since 1988. The current Master of Occupational Therapy Program, established in 2001 to meet the AOTA professional entry requirement, is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) through 2020-2021. For further information regarding accreditation contact: ACOTE, 4720 Montgomery Lane, Suite 200, Bethesda, Maryland, 20814-3449. ACOTE's telephone number, c/o AOTA, is (301) 652-2682 and its web address is www.acoteonline.org. The program is also recognized by the World Federation of Occupational Therapists (www.wfot.org).

Successful completion of the Master of Occupational Therapy Program, including six months of Level II Fieldwork [C.1.10], qualifies the student to sit for the National Board for Certification in Occupational Therapy Examination. A passing score on this examination allows the graduate to apply for a license to practice that is required by most states within the United States. For further information regarding certification contact: National Board for Certification in Occupational Therapy (NBCOT), 12 South Summit Avenue, Suite 100, Gaithersburg, Maryland, 20877-4150; (301) 990-7979; www.nbcot.org. Massachusetts and most other states require a license to practice occupational therapy. Eligibility for licensure is contingent on earning a passing score on the NBCOT examination.

It is the policy of Worcester State University Occupational Therapy to fully comply with the Accreditation Council for Occupational Therapy Education (ACOTE®).

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The Academic Fieldwork Coordinator (AFC) is responsible for the program's compliance with fieldwork education requirements. [ACOTE, 2018, C.1.0]

The emphasis of fieldwork placements is on the application of an academically acquired body of knowledge, and on the development of a reflective stance toward practice. The purpose is to provide the student with an in-depth, supervised experience in which knowledge and skills are

consolidated, while having the opportunity to assume increasing responsibility for the delivery of occupational therapy services to patients/clients. The fieldwork experience provides the opportunity to make the transition from student to professional. In addition to emphasizing the acquisition of specific techniques related to patient intervention, the fieldwork experience provides the student with the opportunity to integrate professional behaviors and attitudes.

The following document identifies the policies and procedures related to fieldwork and programming, as well as specific procedures which address each 2018 ACOTE standard, listed in [brackets].

OVERVIEW OF OCCUPATIONAL THERAPY PROGRAMS

MISSION OF THE OCCUPATIONAL THERAPY DEPARTMENT

The mission of the Occupational Therapy Department is to offer students access to high quality and affordable professional education. The combination of professional studies and liberal arts education enables students to develop a strong foundation for making career and life choices. The Department provides a learning environment for students to assume an occupation-based perspective on life that positions them to live their lives as creative, responsible, capable, and contributing professionals and citizens of the world. The Master of Occupational Therapy Program includes occupation-based community service projects to enrich student learning and to fulfill the University's goal to be responsive to community needs of the greater Worcester area.

PHILOSOPHY OF THE OCCUPATIONAL THERAPY DEPARTMENT

The philosophy of the Occupational Therapy Department is based on the proposition that engagement in occupation and continuous adaptation toward mastery of one's social and physical environments are innate and vital needs of every individual being. Participation in all areas of occupation (activities of daily living, instrumental activities of daily living, rest/sleep, education, work, play, leisure and social participation) is both a means and an end to fulfillment of these innate drives. The life of a human being is complex and consists of a variety of concurrent role expectations within a variety of contexts and environments (personal, cultural, physical, social, temporal, and virtual). Injury, illness, developmental problems, environmental disruptions, physical, social or psychological deficits or characteristics may disrupt the adaptation process and result in functional limitations within areas of occupation and less than satisfactory performance in roles within all contexts of one's life (American Occupational Therapy Association, 2014a).

Occupational therapy intervention is designed to encourage, facilitate, enhance, and protect the ability to perform the life tasks appropriate to an individual's roles throughout the lifespan. These goals are accomplished through active participation in appropriately graded, purposeful, and meaningful areas of occupations. The selection of these tasks is based on a collaborative process between the therapist, patient/client, and family. Occupational therapists contribute their knowledge of the biological and psychosocial aspects of human development, occupational analysis, environmental analysis, socio-cultural systems, and patient's/client's life roles. Intervention is aimed toward minimizing occupational performance dysfunction and maximizing occupational performance and the process of adaptation.

The Department's philosophy of student learning is derived from current evidence supporting how adults learn and is in accord with the Philosophy of Occupational Therapy Education (American Occupational Therapy Association, 2014b). Adult learners draw on previous experience, are self-directed and most engaged when actively involved in learning experiences (Knowles, 1984). Cooperative learning experiences, such as group projects and problem-based

learning assignments, provide the adult learner a supportive environment to actively participate, including the opportunity to reflect upon perspectives of others as well as one's own values, beliefs, and behaviors. Recognizing the ever-changing environment in which future occupational therapists will practice, the Department believes the educational process must integrate skills for sound inquiry and reasoning, and to inspire the commitment to life-long learning.

CURRICULUM DESIGN

CONTENT

The curriculum content is designed around the following four threads:

Professionalism

Positive professional behaviors are critical to effective occupational therapy practice. A therapist must: adhere to ethical standards, reflect cultural sensitivity, work collaboratively with others, show self-initiative and motivation, and demonstrate therapeutic use of self and competent leadership skills. This thread is addressed throughout the curriculum. Evidence of student progress is documented through the Professional Behaviors Assessment and Professional Developmental Plans completed each academic year of the undergraduate curriculum and the Professional Portfolio submitted during the final graduate year of study.

Clinical Reasoning

Integration of theoretical and scientific knowledge, client's individual interests/needs, and practical and ethical considerations is necessary for planning effective interventions. Students are introduced to the clinical reasoning process terms in the introductory courses and given opportunities to refine reasoning skills throughout the curriculum. Evidence of student progress is documented in a working portfolio that is reviewed each semester by the academic advisor.

Evidence-based Practice

The ability to understand, critique and apply knowledge of occupational therapy and related professional research forms the basis for evidence-based practice. Students learn how to read and evaluate research methods and results related to medical conditions, assessment and intervention. The ability to utilize findings from significant scholarly research enhances their clinical reasoning abilities as they progress through the curriculum.

Person-Environment-Occupation-Performance Model

The Person-Environment-Occupation Performance-Model is used to integrate curriculum content and student learning experiences. This conceptual practice model was developed to organize relevant concepts, and to identify occupational performance problems and appropriate intervention strategies (Christiansen & Baum, 1991, 1997). Key to this model is the consideration of clients' life roles, social and physical environments, along with personal performance capacities and constraints.

Students acquire knowledge and understanding about person factors, including psychological, cognitive, neurobehavioral, physiological, and spiritual capacities and constraints. Frames of reference that focus on remediation of these areas are introduced and explored within the context of the broader occupation-based theory. For example, the biomechanical frame of reference is appropriately applied for assessment and intervention of physiological issues, and the cognitive function frame of reference is appropriately applied to assessment and intervention of cognitive issues. By understanding the Person-Environment-Occupation-Model, students recognize that when following a frame of reference that primarily addresses aspects of one's personal capabilities and deficits, individual roles and environmental issues equally contribute to occupational performance.

Environmental issues that may enable or create barriers include social support mechanisms, social policies and attitudes, cultural norms and values, and physical settings and geography. These factors make up the context for individual occupational performance. Students examine physical barriers within existing structures and recognize the importance and need for universal design. Learning experiences to explore cultural norms and values are embedded in courses that focus on individual and community service delivery. Students are given opportunities to analyze and appreciate the significance of complex systems, from service delivery models to larger political-economic structures.

Occupational performance is central to the Person-Environment-Occupation-Performance Model. Occupation is embedded throughout the curriculum. Students learn the meaning of both individual and cultural occupations. They analyze the underlying demands of occupation, such as the cognitive, motor, sensory, perceptual components. They develop therapeutic plans using occupations to promote, restore, or enable occupational performance.

The Person-Environment-Occupation-Performance Model provides a structure for assimilation and integration of information leading to mastery of effective clinical reasoning in occupational therapy assessment and intervention. The model adheres to the doctrine established by the World Health Organization in the International Classification of Functioning, Disability and Health (ICF), in which both individual and environmental factors that enable or constrain participation in the community are considered in relation to health. It is the responsibility of health care professionals throughout the world to incorporate this mandate into their body of knowledge and practice.

CURRICULUM SEQUENCE

Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001) provides the instructional foundation of the program's curriculum design. It includes four knowledge dimensions, or outcomes of thinking: factual, conceptual, procedural and meta-cognitive. It also identifies six cognitive process dimensions, or processes used to learn: remember, understand, apply,

analyze, evaluate and create. The program's overall curriculum sequence and individual course learning objectives follow the developmental structure of this taxonomy.

The undergraduate program of study is designed to be completed within four years and the graduate program of study may be completed within five semesters (including six months of full-time fieldwork). For post-baccalaureate students, the program may be completed in eight semesters (includes six months of full-time fieldwork and two summer semesters).

The freshmen and sophomore academic years focus upon factual and conceptual knowledge with expectations for remembering and understanding relevant information. The junior through graduate academic years place greater emphasis upon procedural and meta-cognitive knowledge with opportunities for application, analysis, evaluation and creative cognitive process development. The sequence of OT courses is as follows:

Foundation Courses:

<u>Course</u>	Credits
OT 101 Intro to Occupational Studies of Wellness/Disability	3
OT 102 Occupational Studies of Wellness/Disability Groups	3
OT 203 Occupational Studies of Wellness/Disability Theories	3
OT 211 Kinesiology Lab	1

These courses, along with the prerequisite courses, make up the foundation for all subsequent courses. The four themes of the program are introduced and students are expected to identify and understand basic information that is required for successful completion of the upper level courses. Students use life narratives, readings, and community experiences to develop beginning professional skills and to develop their understanding of occupations, client factors, environments, and the overall clinical reasoning process.

Assessment and Intervention in Occupational Studies

Course	Credits
OT 301 Psychosocial Wellness/Disability	2
OT 302 Psychosocial Therapeutic Approaches	3
OT 304 Psychosocial Therapeutic Approaches Lab	2
OT 312 Physiological Wellness/Disability	2
OT 313 Physiological Therapeutic Approaches	3
OT 318 Physiological Therapeutic Approaches Lab	2
OT 317 Research I	3
OT 401 Occupational Performance & Context for Elders	2
OT 402 Therapeutic Approaches for Elders	3
OT 403 Therapeutic Approaches Lab for Elders	2
OT 404 Assistive Technology I	3
OT 407 Research II	3
OT 421 Occupational Performance & Context for Children/Adolescents	2
OT 427 Therapeutic Approaches for Children and Adolescents	3
OT 423 Therapeutic Approaches Lab for Children and Adolescents	2
OT 424 Assistive Technology II	3
OT 426 Organizational & Professional Issues I	3

The occupational therapy assessment and intervention courses are taught over four semesters in the junior and senior years. Each semester examines occupational performance and contexts within one of four areas of practice: psychosocial dysfunction, physical disabilities, elder populations, and child/adolescents populations. These courses address disabling conditions, evaluation methods, therapeutic interventions, and outcomes measurements. Level I Fieldwork is incorporated within each of the four practice areas (OT 304, OT 318, OT 403 and OT 423) in order for students to experience working with the specific populations addressed in the semesters' coursework.

During this phase of the program, students also study research methods in preparation for the thesis process, and professional and organizational issues relevant to an entry-level student and practitioner.

Advanced Studies in Occupational Therapy

Advanced study courses, completed during the second semester senior and graduate year, are designed to further develop a variety of skills. These courses include: seminar discussions to stimulate advanced clinical reasoning skills, independent critical thinking, and cultural competence; group work for advanced case study analysis and organizational-leadership skills, community practice for refining professional behaviors and skills, and independent/ seminar thesis work to attain advanced understanding of evidence-based practice and basic research skills.

Course	Credits
OT 903 Clinical Reasoning I	3
OT 905 Clinical Reasoning II	3
OT 906 Global Health Issues	3
OT 908 Community Health	3
OT 920 Physical Disabilities Fieldwork	3
OT 921 Psychosocial Fieldwork	3
OT 928 Thesis Seminar I	3
OT 929 Thesis Seminar II	3
OT 930 Thesis Seminar III	3
OT 931 Organizational & Professional Issues II	3
OT 932 Specialty Fieldwork (optional)	3
OT 933 Assessment and Evaluation across the Lifespan	3

The completion of an independent thesis is a significant aspect of the advanced phase of the curriculum. Students are expected to complete a thesis (9 credits) before they begin their Level II Fieldwork experiences. The faculty member responsible for each section will have that group of students through all three semesters of thesis seminar and be the students' thesis advisor. It is expected that the students will complete the thesis proposal and HSRB proposal during OT 928, complete data collection and analysis in OT 929 and complete all other aspects of writing in the last seminar (OT 930).

Students complete two Level II Fieldwork experiences in the last semester of the graduate year. One three-month long Level II Fieldwork is required in each of the two practice areas: physical disabilities and psychosocial dysfunction. Students may opt to complete an optional third fieldwork (OT 932) in a specialty area (pediatrics, hands, etc) or internationally. This optional fieldwork may only be taken after the two required fieldwork experiences are successfully completed. Students opting for the third fieldwork experience will not graduate, nor be permitted to walk in commencement ceremonies, until the successful completion of OT 932.

EDUCATIONAL GOALS

Upon successful completion of this academic program, the student will be able to:

- 1.) Demonstrate entry-level clinical reasoning skills.
- 2.) Identify, evaluate and synthesize research for best clinical practice.
- 3.) Exhibit professional and ethical behaviors in a variety of settings (traditional, nontraditional and emerging practice) and with diverse populations.
- 4.) Design, implement and evaluate therapeutic interventions to increase occupational performance in accordance with the Occupational Therapy Practice Framework.
- 5.) Assume the responsibility for achieving and maintaining competence in lifelong learning by participating in professional development activities.

SUMMARY

A strong liberal arts core develops critical thinking, broadens individuals' perspectives, and enhances life choices. The Bachelor of Science in Occupational Studies and Master of Occupational Therapy curricula build upon this base and provide a professional education that prepares students not only for current and emerging occupational therapy practice, but also for yet-to-emerge areas of practice. Occupational therapy foundation courses develop an understanding of the core concepts of occupational therapy that identify its practice domain and basic constructs. Occupational therapy assessment and intervention courses provide students with basic knowledge and skills essential to current and emerging practices. Advanced studies in occupational therapy courses further develop knowledge and skills with greater depth, integration, and complexity. Students use their knowledge and skills to design and implement programs in non-traditional settings, to analyze complex case studies, to implement independent research, to explore more complex professional and organization issues, and to develop higher-level professional skills. Completing the three levels of study, students graduate with the knowledge, skills, and professional behaviors needed for current and future practice.

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GOAL OF FIELDWORK

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience 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 students be exposed to a variety of clients across the lifespan and to a variety of settings. [ACOTE, 2018, C.1.10 – C.1.15]

The fieldwork experience provides the opportunity to make the transition from student to professional through supervised experience in which knowledge and skills are consolidated and opportunity for assuming responsibility is increased. In addition to emphasizing the acquisition of specific techniques related to patient intervention, the fieldwork experience provides the student with the opportunity to integrate professional behaviors and attitudes.

Supervised fieldwork experiences are an integral part of the educational program. In addition to those experiences designed to complement specific professional courses (Level I Fieldwork), the Standards for an Accredited Educational Program for the Occupational Therapist, requires a minimum of 24 weeks' full-time Level II fieldwork [C1.10]. Upon completion of each of the two fieldwork placements, evidence of successful student performance is required through submission of the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student. [C.1.15] When a student has successfully completed all the course work and fieldwork requirements, he/she is eligible to apply to take the certification examination offered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT) Certification Examination. Passing this examination qualifies the student to enter professional practice as an Occupational Therapist, Registered (OTR), and satisfies the requirements for licensure in those states that require a license to practice.

FIELDWORK COORDINATION

The AFC in collaboration with the faculty, ensures;

- **Fieldwork education reflects the sequence and scope of content in curriculum design**
 - Level 1 Fieldwork: Specifically matched to four areas of practice; psychosocial dysfunction, physical disabilities, elder populations, and child/adolescents populations; that are taught in courses (OT 304, OT 318, OT 403 and OT 423)* [C.1.1]
 - Level 2 Fieldwork: Completion of one fieldwork that provides an experience in physical disability, and one that provides an experience in psychosocial disability [C.1.3; C.1.7]
 - Fieldwork objectives at each specific site are created with collaboration between site and Worcester State University faculty to meet curricular needs. There is at least one psychosocial objective required at each site [C1.3]
 - Curriculum supported with multiple clinic and community experiences to expose students to non-traditional and emerging settings [C1.1]
 - The AFW continues to develop new fieldwork sites to provide the best experiential learning [C1.1]
- **All fieldwork sites have updated memorandum of understanding and comply with site requirements [C.1.6]**
 - Students are provided with site objectives and data prior to starting fieldwork [C.1.2]
 - Worcester State University OT Department will maintain Certificate of Liability insurance and provide proof of such documentation to those sites who request it
 - The AFC ensures there are enough fieldwork agreements to provide sufficient fieldwork experiences for students [C.1.5] [A.4.7]
 - The AFC maintains fieldwork maintains a collaborative relationship with occupational therapy fieldwork educators through regular contact, site visits, professional organizations, committee work and training opportunity
- **Fieldwork site supervisors are adequately prepared to serve as fieldwork educator prior to fieldwork experience**
 - Level 1 supervisors are provided with syllabus and affirm their ability to support fieldwork experience in their area of practice [C.1.8]
 - Opportunities for directed observation and participation on selected aspects of the occupational therapy process are an integral part of Level 1 [C.1.9]
 - Level 2 supervisors are required to have a minimum of 1 year of practice experience as a licensed occupational therapist prior to the onset of fieldwork [C.1.11]
 - Opportunities for direct supervision decreasing to less direct supervision as appropriate for the setting are an integral part of the Level 2 process [C.1.13]

- Fieldwork supervisors are evaluated for effectiveness through a student-completed feedback survey [C.1.12]
- Fieldwork supervisors are provided with tools to improve supervisions skills such as the Fieldwork Assessment Tool (FEAT)

FIELDWORK PROCESS

Health and Data Forms

Entering January of sophomore year, students will be enrolled in CastleBranch, an online portal for storing and accessing pertinent medical records and other departmental forms, including CPR certification, HIPAA and Bloodborne Pathogen certificates, AOTA membership information, handbook acknowledgement, code of conduct, consent for release of personal information, and confidentiality statement. Students will upload physical form and immunization records into the system where a CastleBranch reviewer will be sure the provided records meet the standards required for fieldwork placement.

Immunization/health care requirements accepted at most fieldwork sites include;

- Current negative Tuberculin Skin Test and 2-step follow-up with annual update or negative chest x-ray and yearly review
- MMR (2 doses) or evidence of positive titer
- Hepatitis B vaccination (3 doses) and positive titer (non-immune follow up; repeat series and titer and provide official lab report)
- Full Tdap vaccination within 10 years
- Varicella vaccination (2 doses) or evidence of positive titer
- Annual seasonal Influenza vaccine
- Photocopy of health insurance card
- Physical form with doctor signature stating “no limitation”

Departmental forms and membership requirements (see appendix for department forms)

- Up-to-date CPR certification for Health Care Provider or Professional Rescuer
- Up-to-date AOTA membership
- Yearly acknowledgement of handbook
- Yearly signed forms – personal data sheet, consent for release of personal information, student clinical agreement
- Certificate of completion for HIPAA and Bloodborne Pathogen courses

Student will be notified if fieldwork site has requirements beyond the above. Students are responsible for updating the above information as it is about to expire. This can be done through scanning documents or taking a clear picture of document on cell phone and uploading. Expired certificate, memberships, health-related requirements, or other necessary departmental

paperwork will delay participation in fieldwork. Castlebranch will notify students when any of the above are expiring. The tracker package that includes all of the above will be a one-time fee of \$30 for students.

Students entering Level I and Level II fieldwork will use Castlebranch to complete the national background check which includes SORI (sex offender registry information) and FACIS III (fraud and abuse control information system). This check is a requirement at both the university and most fieldwork sites. This will be a once a year fee of \$33.25. All students will also be required to complete a Massachusetts state CORI (criminal offender record information) provided on site. Students will need to be cleared by both systems in order to be eligible for fieldwork. A Level I or Level II site may require a student to complete a drug panel test. The cost of a 10-Panel Drug Test is \$30 and 12-Panel Drug Test is \$67. Students are responsible for paying this fee if a drug screen is required at their site. Students will need to show a negative drug test to be eligible for fieldwork. For more information see **drug policy** and **background check policy**.

Level I

Students will participate in 4 Level 1 experiences that are paired with Therapeutic Approach Courses; psychosocial, physical disability, geriatric, and pediatric. The fieldwork coordinator and faculty work together to provide students with these placements. These placements are total of 16 – 20 hours each and provide students with the opportunity to observe and practice professional behaviors in a variety of settings. Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. All Level I fieldwork is comparable in rigor. Specific site learning objectives are sent to site supervisors prior to placement. The site supervisor is responsible for evaluating student performance. [C.1.9]

Students are responsible for transportation to fieldwork site, and may be expected to commute up to 1.5 hours. Students are responsible for meeting any necessary site requirements such as on-site background check, site specific forms, meeting dress code, etc. Students will complete an evaluation of fieldwork experience after each Level 1 placement to be submitted to the AFC. [A.6.3]

Level II

Securing a Site

The foremost goal of the AFC is to find two fieldwork placements for each student. This is completed through a thoughtful and thorough process of best matching student's geographical location and interests to pre-determined sites. Worcester State University has memorandums of agreement with many affiliation sites throughout New England, but having this agreement does not guarantee the site has an open slot for a fieldwork student. [C.1.2]

Prior to beginning the senior year, students should complete a Survey for Level 2 Fieldwork listing student's anticipated geographical location and population/site preferences. This survey will be provided by the AFC. Given this information, the fieldwork coordinator will begin to reach out to

appropriate sites on the student's behalf. Students are welcome to set up a meeting time with the AFC to view potential sites and list preferred sites. However, this does not guarantee the student will be placed in a preferred site.

Students should expect to travel to their affiliation site, up to 1.5 hours. In the event that there is a shortage of fieldwork spots, a lottery system may be utilized to select a student for placement.

Part of the fieldwork process is developing new sites. **Students are invited to suggest potential new fieldwork sites, but are not allowed to reach out to the site directly. Doing so could jeopardize the placement.** Creating a memorandum of agreement between the University and the site is a lengthy process and is not always possible. Please allow 9 months to 1 year for this process.

Students requesting to travel outside of New England for fieldwork should provide this information at least one year in advance. Student should plan to meet with the AFC to discuss potential based on existing memorandums of agreement and other factors. Being placed outside of New England is not guaranteed. If a potential local site is available, student will be placed here first. Once the process for searching for an out of state placement has begun, student will need to sign an agreement committing to the assignment placement given.

In some instances, fieldwork may be completed on a part-time basis, as defined by fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. Students requesting to complete part-time fieldwork should discuss this with the AFC at least one year in advance. The decision to offer part-time option rests solely with the facility and student must still complete the equivalent of 24 weeks, full-time. [C.1.10]

Students electing to do a third fieldwork experience should indicate this on their Survey for Level 2 Fieldwork. This provides the student with the opportunity to learn more about a specialty area of occupational therapy. This will require the student to register for a 3-credit graduate course and be charged tuition. Students will not be permitted to graduate until they have completed the third optional fieldwork placement.

Site Placement

Generally, post-baccalaureate students complete Level II Fieldwork in Winter (January – March) and Spring (April – June) and traditional students complete Level II Fieldwork in Summer (July – September) and Fall (October – December). The actual starting and ending dates (which are recommended by AOTA) vary from year to year. Some facilities choose to use starting and ending dates other than the ones recommended by AOTA.

It is important to understand that each affiliation site operates very differently; some providing ongoing slots for Worcester State University students, others requesting placement reservations over 2 years in advance, while still others choose to accept students only 3 – 6 months prior to

placement. Once a potential match has been made, the AFC will provide the student with the person to contact at the facility. Students should not contact the facility until instructed to do so. Many sites require an interview or site visit to provide the supervisor/coordinator the opportunity to discuss expectations. Facilities have the right to reject a student based on the interview; **such rejection may very likely result in the student having to delay the start of fieldwork.**

Students should note that all placements are conditional; fieldwork spots are not secured until the students have interviewed and been accepted. Students may not trade or change their assignment fieldwork.

Unfortunately, it is not unusual for a facility to cancel a placement for a student that they had previously accepted. There are many reasons why a facility may cancel a placement, including staffing shortage, medical leave, facility reorganization, etc. Facilities are asked to notify the AFC as soon as possible regarding potential or definitely cancellation of placement. Students should be assured that the AFC places the highest priority on rescheduling fieldwork placements that have been cancelled. However, students are asked to be flexible with considering alternative placements. Depending upon when the cancellation occurs, the options may be limited.

A student may not refuse or cancel a placement that is within his or her geographical location, up to 1.5 hour commute. A refusal must be provided in writing as a petition to the faculty with a valid reason for refusal or cancellation and a proposed alternative plan. This student will be placed at the bottom of the priority list for a new placement.

Site Coordination

Once a student has been placed at a site, the site supervisor will provide paperwork, dress code, and other requirements. This site supervisor will also be responsible for orienting the student to facility, reviewing facility policies and procedures, and defining expectations for fieldwork experience clearly to the student(s). This site supervisor and the AFC will be in communication prior to and throughout the duration of the placement to discuss progress and any problems that may arise.

The student is responsible for communicating with the site supervisor to confirm start date and other prerequisite information. The student should complete all requirements in a timely manner and be sure to confirm timeline of requirements with site supervisor.

Student Role and Responsibilities

It is expected that the student will integrate didactic knowledge into the fieldwork experience through verbal communication, written documentation and professional conduct. In general, the responsibilities of students while on Level II Fieldwork include:

- Remembering that fieldwork is a learning experience. It is appropriate for students to ask questions, seek advice and guidance, explore resources, and engage in other activities that support learning and growth.
- Communicating with clinical fieldwork educators, as appropriate, to confirm starting dates and other prerequisite information.
- Planning for the following requirements, fees and expenses: Cost of transportation and housing (if needed), student nametag, health insurance, National/Federal Background test, drug test, or immunizations.
- Securing/providing the following documentation for fieldwork: Immunization/health care requirements and departmental forms and certificates (**as described in Health and Data Forms**)
- Abiding by all applicable policies and procedures of the facility, including timely notification of absences.
- Fulfilling all duties and responsibilities identified by the clinical fieldwork educators and AFC within the designated timelines.
- Keeping a current name, address and phone number on file at Worcester State University.
- Sending a completed copy of the **Student Evaluation of Fieldwork Experience** (included in department forms) to the AFC within one week of the completion of each fieldwork experience in order to receive a final grade.
- Notifying the AFC immediately should any problem arise during fieldwork.
- Complying with the laws, regulations, and professional standards identified by the fieldwork supervisors, the University, state licensure boards and the American Occupational Therapy Association.
- **Each facility will determine the type of clothing that is appropriate to the setting. Name tags may be required. In any setting, the following items are not appropriate: open toe shoes/sandals, tank tops/midriiffs, facial piercing, acrylic and/or long fingernails, dangling jewelry or suggestive clothing (e.g. low cut tops, leather, short skirts, low riding pants). A neat appearance, in terms of clothing and grooming, is required.**

Site Specific Objectives

GENERAL LEVEL II FIELDWORK OBJECTIVES

Each Level II fieldwork objective relates to the WSU Occupational Therapy curricular threads. General objectives of the fieldwork experience should include the student's ability to:

Thread	Level II Fieldwork Objectives
PB, CR, PEO	Demonstrate skills in administration of assessment procedures utilized by the facility
CR	Demonstrate proficiency in the utilization of treatment interventions employed by the facility
PB	Demonstrate skills in effective communication of ideas and information in written and oral reporting
CR, PEO	Analyze, differentiate and adapt occupational therapy theories appropriately
PB	Develop and manage therapeutic relationships
PB	Display sensitivity to, and respect for, confidentiality
PB	Develop and demonstrate the ability to work collaboratively with patients/clients, supervisors, and other professionals
EB	Assess and seek information for self-directed learning
PB	Identify supervision as a tool for professional growth
PB, EB	Examine professional responsibility to the community at large and concern for social/health care issues
PB, CR	Demonstrate an understanding of the roles of other health professionals
PB	Display, demonstrate and express a positive, professional self-image

SPECIFIC LEVEL II FIELDWORK OBJECTIVES

Fieldwork objectives are those that are identified in the Fieldwork Performance Evaluation (FWPE). The FWPE is used to measure entry-level practice competencies for occupational therapy students. It was specifically designed as a general evaluation tool to be used across various fieldwork settings. Therefore, it is necessary for each program's clinical coordinator to develop Site-Specific Objectives (appropriate for a student within their setting) to correspond to the items on the FWPE. The objectives are based on the seven content areas listed in the *Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE-OTS)*.

POLICIES REGARDING LEVEL II FIELDWORK

ACADEMIC REQUIREMENTS

It is the student's responsibility to ensure that all academic requirements are completed prior to beginning Level II Fieldwork. Students must register for 3 credits for each Level II Fieldwork placement (OT 920 and OT 921). **Level II Fieldwork (6 credit hours) is included as part of graduation requirements in the Master of Occupational Therapy Program.** Students are eligible to apply for loans during fieldwork.

All students must complete all required fieldwork within 12 months of completion of the academic program.

FIELDWORK REQUIREMENTS

The WSU Occupational Therapy Department requires that students complete one fieldwork experience in physical disability (OT 920) and one in psychosocial disability (OT 921). An optional third fieldwork experience (OT 932) can be arranged if the student wants further exposure to a specialty area (e.g. pediatrics, hands, etc.) Students electing to do an optional third placement must register for a 3-credit graduate course and will be charged tuition. Students will not be permitted to graduate until they have completed the third optional fieldwork placement.

Students must complete all fieldwork requirements before they are eligible to sit for the national certification exam. **It is the student's responsibility to obtain NBCOT examination schedules and adhere to paperwork deadlines.** The NBCOT certification examination for the Occupational Therapist Registered will be offered only in a computerized format. There will be no paper and pencil examinations offered, unless for an approved special accommodation.

EVALUATION AND GRADING

Each student's performance on fieldwork must be evaluated using the standard [Fieldwork Performance Evaluation \(FWPE\)](#) adopted by the AOTA in August 2002. The FWPE is a formal assessment tool for evaluating a student's competence at the completion of a Level II Fieldwork experience. The FWPE evaluates the student's competence for entry-level occupational therapy practice. Performance items include: Fundamentals of Practice, Basic Tenets of Occupational Therapy, Evaluation and Screening, Intervention, Management of OT Services, Communication, and Professional Behaviors.

A blank copy of the Fieldwork Performance Evaluation form will be sent to the facility by the Academic Fieldwork Coordinator prior to the student's arrival. It is expected that a final copy of the FWPE will be sent to WSU immediately upon completion of the student's experience. **Students may not hand deliver their evaluation to the AFC. The supervisor must mail, fax, or deliver the evaluation.** Fieldwork experiences are graded on a pass/fail basis. In order to pass, students must meet the minimum passing score as indicated on page 7 of the Fieldwork Performance Evaluation form (FWPE).

A blank copy of the **Student Evaluation of the Fieldwork Experience (SEFWE)** form will also be sent to the facility by the Academic Fieldwork Coordinator. Students are required to complete the SEFWE and review with supervisor. **The completed SEFWE along with the Fieldwork Data (FWD) form assignment must be returned to the Academic Fieldwork Coordinator with the FWPE in order to receive a final grade.**

The deadline for submission of grades for fieldwork to the Registrar follows the regular academic calendar. Students whose completion of fieldwork is “out-of sync” with the academic calendar will receive an incomplete (I) until they have successfully completed the fieldwork experience. Passing grades will only be given when the completed FWPE has been received by the Academic Fieldwork Coordinator. Final fieldwork evaluations are kept in the individual student’s record in the Occupational Therapy Department Office at WSU. They are not sent to AOTA.

FIELDWORK FAILURE AND/OR WITHDRAWAL

Occasionally, a student fails a fieldwork experience. Failure may occur at any point during the fieldwork experience. Because students are made aware of the quality of their performance throughout their experience, a student should not be surprised to find that he or she is in danger of failing.

Any student who is concerned about his or her performance on fieldwork should contact the Academic Fieldwork Coordinator immediately. Students do not need to wait for the supervisor to contact the school. The AFC and the Department Chair are available to support students throughout their fieldwork experiences.

Any fieldwork supervisor who feels that a WSU student’s performance on fieldwork is problematic should contact the Academic Fieldwork Coordinator immediately. If the fieldwork site is geographically accessible, and a student or supervisor request one, a site visit will be made. The AFC will meet with the student, the supervisor(s), and the Clinical Education Coordinator, as appropriate. Generally, the AFC meets with all parties involved, both individually and jointly. After problem-solving discussions, the AFC, the supervisor(s), and/or coordinator (with input from the student) will determine whether the student’s placement should be terminated or if the student should continue in the placement. The best course of action is usually obvious by the end of the discussion so that the decision made is a joint one. If a site visit is not possible, telephone communication will be used.

If a student elects to terminate fieldwork in an attempt to avoid failure, or the fieldwork supervisor at the site decides to terminate a student who is not meeting the fieldwork objectives, the student will receive a **U** (unsatisfactory). However, this constitutes a failure within the department. The clinical supervisor and/or clinical coordinator will be required to complete a form indicating that the student was failing at the time of termination. **The decision regarding the student’s final grade for the fieldwork placement rests solely with the WSU Occupational Therapy Department and NOT the fieldwork site.** Students who fail a fieldwork experience must re-register for either OT920 or OT921, and repeat the experience. The timing of the repeated

experience will be determined by the AFC, based on the reasons for the failure, availability of placements, student's preferences, etc.

Students are allowed to fail only one fieldwork experience. A student who fails a second fieldwork experience will not be permitted to complete fieldwork requirements, nor sit for the national certification examination.

If a fieldwork failure would constitute a second failure at the graduate level, it would result in termination from the program.

A student who wishes to withdraw from his or her fieldwork experience for reasons other than failure must contact the AFC immediately. Since students are required to sign an agreement to honor their commitment to complete the fieldwork experience, withdrawal from fieldwork will be permitted only in certain circumstances. A student must obtain prior permission from the AFC to **withdraw** from a fieldwork experience. **A student who withdraws from a fieldwork experience without consulting the AFC will receive an F for that experience.**

Students requesting to withdraw from fieldwork should note that it is the policy of the OT Department for the AFC to discuss the situation with both the student and the fieldwork supervisor at the site.

In situations where a student withdraws from fieldwork and receives a **W**, the student must register for fieldwork again and must repeat the entire 12-week experience at a new facility. When a student withdraws, the timing of the repeated experience will be determined by the AFC.

Occasionally, depending upon the circumstances, a facility may offer a student the option of taking a brief leave-of-absence (LOA) from the experience. For example, a student who becomes ill during the sixth week of fieldwork may be allowed to take a three or four week LOA, and then return to the same facility to complete the remaining six weeks. The decision to offer the opportunity for a LOA rests solely with the facility; a facility is not obligated to offer LOAs. The AFC reserves the right to determine if a LOA is an appropriate option for any particular student. A student who takes a LOA with the plan of returning to the SAME facility to complete the fieldwork experience will receive an INCOMPLETE (I) until the experience is successfully completed. If the LOA occurs on the student's first fieldwork placement, it may affect the second fieldwork placement in terms of rescheduled fieldwork dates or cancellation.

REASONABLE ACCOMMODATIONS DURING FIELDWORK

A student with a disability, which may impact his/her ability to perform essential job functions on fieldwork, should discuss the issue with the AFC and Student Accessibility Services. A student can discuss advantages and disadvantages of disclosure of the disability to determine if it is appropriate to disclose. If accommodations are necessary, students will need to have appropriate documentation of the disability, as well as type of accommodation needed submitted to SAS. **It is a student's responsibility to make the need for accommodations known to the AFC prior to beginning the fieldwork placement, at least 6 month prior to placement.**

The Americans with Disabilities Act (ADA) will protect a student who has made accommodation needs known prior to beginning the fieldwork experience. Students who disclose their diagnoses after the deadline are still able to participate in the interactive intake process, however the ability to meet the accommodation may be impacted. The AFC cannot disclose any information about a student's accommodation unless given written permission by the student, and the AFC can only disclose this information after the student has been assigned the fieldwork site. The ADA prohibits a facility from refusing a student for affiliation on grounds of a disability, or necessary accommodations, unless the accommodation creates undue hardship for the facility. The AFC and Occupational Therapy Department Chair will work with the student and fieldwork site to implement accommodations.

CONFIDENTIALITY

Students have the right, under the Family Educational Rights and Privacy Act, to have access to their educational records and to prevent disclosure of their contents to third parties without formal authorization. The Occupational Therapy Department Faculty, including the AFC, may discuss a student's academic and fieldwork performance with potential fieldwork supervisors, potential employers or others, only if the student has given formal written permission to do so. Such disclosure occurs only in the best interest of the student and is used to benefit his/her educational experience. (See **Reasonable Accommodations**)

Patients, clients, family members and other recipients of occupational therapy services are also entitled, by law, to confidentiality protection. Students are expected to respect and comply with confidentiality and other ethical and legal standards of care. Students should be familiar with the [Occupational Therapy Code of Ethics](#). In addition, the Student Clinical Agreement states the student's responsibilities regarding confidentiality.

LIABILITY AND HEALTH INSURANCE COVERAGE

Worcester State University maintains an insurance policy that provides coverage for all occupational therapy students in community and fieldwork placements. This coverage is for all matriculating students in the Program and expires upon graduation. Outside employment in any capacity is not covered.

DRUG USE POLICY

Some fieldwork sites now require students undergo and pass random drug screening. This is a fieldwork site initiated requirement. The student will purchase a package on CastleBranch for the specified drug test. A 10-panel drug test costs \$30 and a 12-panel drug test costs \$67. In the event that a positive drug screen occurs the fieldwork site has the legal right to deny students access to practice at their site. If a student is denied clinical access to practice at the given site, the student is precluded from participating in any other clinical placements. The student will not be placed at another site. Students with a positive drug screen will meet with the Department Chair. If students feel they have a valid reason to challenge drug screen result, the process for challenging the result will be discussed. Worcester State University will not incur any costs related to drug screening. Failure to comply with any aspect of the drug testing, altering test results, testing positive, and/or refusal to cooperate with any aspect of this policy

will result in dismissal from the occupational therapy program. Diluting a sample by drinking too much water prior to the test may be seen as attempting to alter test results and result in a positive drug screen that will need to be repeated at student expense.

BACKGROUND CHECK POLICY

Students are required to complete both a Massachusetts state CORI (criminal offender record information) and a national background check which includes SORI (sex offender registry information) and FACIS III (fraud and abuse control information system). Fieldwork sites have the legal right to deny a student access to site with any significant findings on CORI, SORI, and/or FACIS III. The occupational therapy program at Worcester State University cannot offer alternative clinical experiences if a student has been denied access to a fieldwork site due to significant findings on the above reports and the student may be denied further progression in the occupational therapy program.

EMPLOYMENT DURING FIELDWORK

Students are STRONGLY DISCOURAGED from pursuing employment while they are completing full-time fieldwork experiences. It is very common for fieldwork assignments to require additional time beyond the regular 40-hour work week. **Students are not permitted to do fieldwork placements at facilities where they are currently or have been previously employed by the Occupational Therapy, Rehabilitation, or related department.**

POLICY ON CLINICAL VISITS

Knowledge of the clinical education programs is an important aspect of the AFC's job. Periodic visits are made to programs, within the budget capabilities. Telephone and email communication is used extensively, as well. Any program should expect and request the assistance of the fieldwork coordinator while students are completing fieldwork experiences. Every attempt will be made to visit any student whose performance on fieldwork is problematic.

CERTIFICATION AND LICENSURE

CERTIFICATION EXAMINATION

Once a student has completed all academic and Level II fieldwork requirements, he or she is eligible to sit for the National Certification Examination. **NBCOT offers continuous, computer-delivered, on-demand testing.** When the candidate's application is complete at NBCOT (i.e., application filed, fees paid, official transcript filed and any other required examination-related documentation is filed), NBCOT will send the candidate the "Authorization to Test" (ATT) letter. Upon receipt, the candidate may schedule a time to take the certification examination at a Prometric Test Center.

Students are responsible for obtaining the NBCOT Certification Examination Schedule, Candidate Handbook and application form from NBCOT and submitting examination application and application related documents (e.g., special accommodations documentation) to NBCOT.

National Board for Certification in Occupational Therapy, Inc.
800 South Frederic Avenue
Suite 200
Gaithersburg, MD 20877
Telephone 301-990-7979
www.nbcot.org

After completing the exam, it will be scored according to NBCOT calendar. Once the score is released, it can be viewed in your MY NBCOT account. For more information visit <https://www.nbcot.org/en/Students/get-certified#AfterExam>

LICENSURE

Many states require a license to practice as an occupational therapist. An updated list of licensed states may be obtained from AOTA (4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, telephone number, 301-652-6611 or 1-800-SAY-AOTA, for members of AOTA). Massachusetts, New Hampshire, Rhode Island, Connecticut, Maine and Vermont all require licensure to practice. The laws vary but, in most instances, students can obtain a temporary license after completion of fieldwork and PRIOR TO CERTIFICATION.

It is important to be aware of the laws in each state in order to be in compliance with the law. **IT IS AGAINST THE LAW TO PRACTICE OCCUPATIONAL THERAPY WITHOUT A LICENSE OR TEMPORARY LICENSE. INDIVIDUALS WHO BEGIN TO PRACTICE AS AN OCCUPATIONAL THERAPIST WITHOUT A LICENSE JEOPARDIZE THEIR CHANCES OF GETTING A LICENSE.**

Please refer to the [MA licensure regulations](#) regarding supervision.

It is recommended that students obtain an application for licensure about three to four weeks prior to completion of their last fieldwork placement in order to begin gathering necessary documentation. Although each state's requirements vary, most states require an official, completed transcript (including fieldwork) and a notarized passport photo to be submitted along with the application. The application also allows the student to obtain a temporary license for a small additional fee.

Fieldwork supervisors are encouraged to send the Fieldwork Evaluation to the Academic Fieldwork Coordinator **IMMEDIATELY** upon the student's completion of the fieldwork experience in order to avoid any delays in the student's obtaining completed transcripts, and therefore, a license. **IT IS THE STUDENT'S RESPONSIBILITY TO ENSURE THAT ALL REQUIRED DOCUMENTATION IS RECEIVED BY THE LICENSING BOARD IN A TIMELY FASHION. THIS IS NOT DONE BY THE AFC.**

ADDRESSES FOR LICENSURE BOARDS IN NEW ENGLAND ARE AS FOLLOWS:

<p>MASSACHUSETTS Board of Allied Health Professions Division of Registration 239 Causeway Street, Suite 500 Boston, MA 02114 (617) 727-3071 www.state.ma.us/reg</p>	<p>CONNECTICUT CT Department of Public Health Occupational Therapy Licensure 410 Capital Ave, MS# 12APP Hartford, CT 06134 (860) 509-7561 www.state.ct.us/dph</p>
<p>NEW HAMPSHIRE Office of Allied Health Professions 2 Industrial Park Drive Concord, NH 03301 (603) 271-8389 https://www.nh.gov/alliedhealth</p>	<p>VERMONT Office of Professional Regulation 26 Terrace Street, Drawer 09 Montpelier, VT 05609-1106 (802) 828-2390 www.sec.state.vt.us</p>
<p>RHODE ISLAND Rhode Island Board of Occupational Therapy 104 3 Capitol Hill Providence, RI 02908-5097 (401) 222-2827 www.health.state.ri.us</p>	<p>MAINE Dept. of Prof & Financial Regulation Board of Occupational Therapy Practice State House, Station #35 Augusta, ME 04333 (207) 624-8626 www.maine.gov</p>

APPENDIX

Department Forms

Students are responsible for annual submission of a personal data sheet, consent for release of personal information and student clinical agreement. These forms are included in the following appendix. Failure to submit these forms in a timely manner will delay participation in fieldwork.

- Personal Data Sheet
- Consent of Release of Personal Information
- Student Clinical Agreement (2 copies)
- Handbook Acknowledgement
- Student Evaluation of Fieldwork Experience

PERSONAL DATA SHEET
FOR STUDENT FIELDWORK EXPERIENCE

PERSONAL INFORMATION

Name _____

Permanent Home Address _____

Phone number and dates that you will be available at that number

Phone Number _____ Dates _____

Name, address, and phone number of person to be notified in case of accident or illness:

EDUCATION INFORMATION

1. Expected degree (*circle one*)

OTA:

Associate Baccalaureate Masters Doctorate Certificate

OT:

Baccalaureate Masters Doctorate Certificate

2. Anticipated year of graduation _____

3. Prior degrees obtained _____

4. Foreign languages read _____ spoken _____

5. Do you hold a current CPR certification card? Yes _____ No _____

Date of expiration _____

HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes _____ No _____

2. If yes, name of company _____

Group # _____ Subscriber # _____

3. Date of last Tine Test or chest x-ray: _____

(If positive for TB, tine test is not given)

PREVIOUS WORK/VOLUNTEER EXPERIENCE

PERSONAL PROFILE

1. Strengths: _____

2. Areas of growth: _____

3. Special skills or interests: _____

4. Describe your preferred learning style: _____

5. Describe your preferred style of supervision: _____

6. Will you need housing during your affiliation? Yes _____ No _____
7. Will you have your own transportation during your affiliation? Yes _____ No _____
8. *(Optional)* Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork? Yes _____ No _____. If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, list them. To promote your successful accommodation, it should be discussed and documented before each fieldwork experience.
- _____

FIELDWORK EXPERIENCE SCHEDULE

	CENTER	TYPE OF FW SETTING	LENGTH OF FW EXPERIENCE
Level I Exp.			
Level II Exp.			

ADDITIONAL COMMENTS

Worcester State University Occupational Therapy Consent of Release of Personal Information

I, the undersigned, understand that consent is required, by the Family Education Rights and Privacy Act of 1947, as amended ("FERPA"), for Worcester State University to release any personally identifiable information from my education/ health records not identified as "Public Information" under the University's FERPA policy.

I, therefore, give my permission to the Occupational Therapy Department to release my:

- Full name
- Social security number*
- Date of most recent physical exam
- Communicable disease status
- License
- Proof of liability insurance coverage
- Additional facility specific documentation related to clinical participation
- Date of birth
- Driver's license number
- Immunization history
- CPR certification status
- Drug testing results
- Required annual training (HIPAA, OSHA, CCP)

*social security data will be stored and transmitted in an encrypted format

to:

Clinical placement facilities with which the Worcester State University Occupational Therapy has an affiliation agreement requiring above information be released upon request.

for the purpose of:

Participation in required clinical practicum experiences

(Print Name)

(Signature)

(Date)

WORCESTER STATE UNIVERSITY
MASTER OF OCCUPATIONAL THERAPY PROGRAM

STUDENT CLINICAL AGREEMENT

I, _____, agree to honor my commitment to do my
Fieldwork placement in (disability area) _____
at _____
(Facility/Agency)

for the following dates: _____.

I further agree to confirm my intent to affiliate no later than six weeks prior to the first day of
the placement by writing a letter to: _____.
(Fieldwork Supervisor)

I agree to be responsible for:

1. Respecting the confidentiality of patients and clients of the facility and their records in accordance with the facility's policies and procedures.
2. Adherence to the policies and procedures of the facility.
3. Arranging for my own transportation.
4. Arranging for my own housing and meals when not provided by the facility.
5. Providing evidence of a physical examination and other medical tests, if required, to the facility.
6. Providing evidence of health insurance to the facility.
7. Provision of the necessary and appropriate uniform and/or abiding by dress code policy as required by the facility.
8. Obtaining prior written approval from the Facility and School before publishing any material relating to the fieldwork experience.

Signature of Student

Date

WORCESTER STATE UNIVERSITY
MASTER OF OCCUPATIONAL THERAPY PROGRAM

STUDENT CLINICAL AGREEMENT

I, _____, agree to honor my commitment to do my
Fieldwork placement in (disability area) _____

at _____
(Facility/Agency)

for the following dates: _____.

I further agree to confirm my intent to affiliate no later than six weeks prior to the first day of

the placement by writing a letter to: _____.
(Fieldwork Supervisor)

I agree to be responsible for:

1. Respecting the confidentiality of patients and clients of the facility and their records in accordance with the facility's policies and procedures.
2. Adherence to the policies and procedures of the facility.
3. Arranging for my own transportation.
4. Arranging for my own housing and meals when not provided by the facility.
5. Providing evidence of a physical examination and other medical tests, if required, to the facility.
6. Providing evidence of health insurance to the facility.
7. Provision of the necessary and appropriate uniform and/or abiding by dress code policy as required by the facility.
8. Obtaining prior written approval from the Facility and School before publishing any material relating to the fieldwork experience.

Signature of Student

Date

I have received and read the fieldwork manual. I agree to follow the policies and procedures as described.

Name

Date

Signature

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

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

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

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

Instructions to the Student:

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

Instructions to the Fieldwork Educator(s):

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

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

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

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site: _____

Address: _____

Type of Fieldwork: _____

Placement Dates: from _____ to _____

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

Student work schedule:

Hours required: _____ per week

Weekends required Evenings required

Flex/Alternate Schedules Describe: _____

Identify Access to Public Transportation: _____

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

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

Experience report on _____
(date)

Student's Signature

FW Educator's Signature

Student's Name (Please Print)

FW Educator's Name and credentials (Please Print)

FW Educator's years of experience

ORIENTATION—WEEK 1

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

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

CLIENT PROFILE

Check age groups worked with performance

List most commonly seen occupational issues in this setting

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

Occupational Performance Issues

Describe the typical population: _____

OCCUPATIONAL THERAPY PROCESS

I. EVALUATION

List assessment tools used	Observed	Performed

II. INTERVENTION

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

Types of Intervention	Individual	Group	Co-Tx	Consultation
Occupations: client-directed life activities that match/support/address identified goals				
Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement				

Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement				
Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement				
Education: provides knowledge & enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines				
Training: develops concrete skills for specific goal attainment. Targets client performance				
Advocacy: promotes occupational justice and empowers clients				

Identify theory(ies) that guided intervention: _____

III. OUTCOMES

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

Type of outcome	yes	no	Provide example
Occupational Performance			
Prevention			

Health & Wellness			
Quality of Life			
Participation			
Role competence			
Well-being			
Occupational Justice			

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

Yes

No

The current Practice Framework was integrated into practice		
Evidence-based practice was integrated into OT intervention		
There were opportunities for OT/OTA collaboration		
There were opportunities to collaborate with other professionals		
There were opportunities to assist in the supervision of others— specify:		
There were opportunities to interact with other students		
There were opportunities to expand knowledge of community resources		
Student work area/supplies/equipment were adequate		

Additional educational opportunities provided with comments (specify): _____

DOCUMENTATION AND CASE LOAD

Documentation Format:

Narrative SOAP Checklist Other: _____

Hand-written documentation Electronic

If electronic, name format & program: _____

Time frame & frequency of documentation: _____

Ending student caseload expectation: _____ # of clients per week or day
 Ending student productivity expectation: _____ % per day (direct care)

SUPERVISION

What was the primary model of supervision used? (check one)

- one fieldwork educator : one student
- one fieldwork educator : group of students
- two fieldwork educators : one student
- one fieldwork educator : two students
- distant supervision (primarily off-site)
- three or more fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

Frequency of meetings/types of meetings with fieldwork educator (value/frequency):

General comments on supervision: _____

SUMMARY of FIELDWORK EXPERIENCE

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

	Circle one				
Expectations of fieldwork experience were clearly defined	1	2	3	4	5
Expectations were challenging but not overwhelming	1	2	3	4	5
Experiences supported student's professional development	1	2	3	4	5

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

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

Study the following evaluations:

Study the following intervention methods:

Read up on the following in advance:

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

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

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

Why or why not? ____

INSTRUCTIONS

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

