DEPARTMENT
OF
OCCUPATIONAL THERAPY

STUDENT
FIELDWORK MANUAL
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GLOSSARY OF TERMS

Academic Fieldwork Coordinator (AFWC): The AFWC is the academic faculty person within the occupational therapy program who has been designated to be responsible for the clinical education courses outlined in the program’s curriculum.

Accreditation Council for Occupational Therapy Education (ACOTE): ACOTE is the accrediting body that sets the standards for occupational therapy educational programs. ACOTE is located at ACOTE c/o Accreditation Department, American Occupational Therapy Association (AOTA) 4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-3449, (URL: www.acoteonline.org).

Affiliation Agreements: Affiliation Agreements are contractual agreements between Clarkson University, the CU Occupational Therapy Program, and the clinical facilities. Prior to the start of students’ fieldwork education experience, an executed agreement must exist.

American Occupational Therapy Association (AOTA): AOTA is the organization that professionally represents occupational therapists in setting policy, procedures, standards, and serves as a governmental liaison. AOTA is located at 4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-3449, (URL: www.aota.org). Telephone: (301) 652-AOTA; Fax: (301) 652-7711.

E*Value: This is the software program Clarkson University utilizes to manage fieldwork data including affiliation sites, scheduling, communication, assessments and outcome measures.

Fieldwork Coordinator (FWC): The FWC is the person on staff within a facility who is designated to be responsible for the fieldwork education program. Their responsibilities include but are not limited to maintaining contracts, structuring students’ fieldwork education experiences, communicating with the AFWC the availability of fieldwork educators, monitoring the student while at the facility, providing guidance to the students and fieldwork educators as needed, and assuring that a learning-conducive environment is maintained. The FWC may serve as fieldwork educator.

Fieldwork Data Form (FDF): Document utilized to disclose each affiliating sites’ demographics (i.e. - scope of practice, practice setting, site-specific requirements, & clinical staff) to the University. This document is updated annually.

Fieldwork Educator (FWE): Also referred to as Clinical Instructor (CI). The FWE is a staff member within the clinical setting who is responsible for the teaching and supervision of an assigned student. The FWE can also serve as the CC.

Fieldwork Performance Evaluation (FWPE): This standardized form is approved for use by ACOTE to assess the student’s performance on Level II Fieldwork at mid-term and at final. The rating scale used in this determines whether a student has been successful on fieldwork.
National Board for Certification in Occupational Therapy (NBCOT): NBCOT is the credentialing agency that provides certification for the occupational therapy profession. NBCOT serves the public interest by developing, administering and continually reviewing a certification process that reflects current standards of competent practice in occupational therapy. NBCOT is located at The Eugene B. Casey Building, 800 South Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150. Office: (301) 990-7979; Fax: (301) 869 8492; or web: www.nbcot.org.

New York State Occupational Therapy Association (NYSOTA): NYSOTA is the only professional organization for Occupational Therapy in New York State. Its mission is to promote the professional of occupational therapy practitioners who work and live in NYS. NYSOTA is located at PO Box 609, Glenmont, NY 12077. www.nysota.org. Telephone (518) 301-9187.

Professional Behaviors Rating Scale: This document serves as the Level I student evaluation which is completed by the fieldwork educator on the last day of the clinical rotation. This student evaluation consists of 40 items addressing professional behaviors.

Student Evaluation of the Fieldwork Experience (SEFWE): This document provides information (objective and subjective data) from the student and their fieldwork supervisor regarding a specific fieldwork experience at an affiliating site.

World Federation of Occupational Therapists (WFOT): WFOT is the key international representative for Occupational Therapists and Occupational Therapy around the world and the official international organization promoting occupational therapy.
INTRODUCTION TO FIELDWORK

Fieldwork can be likened to the Thomas Edison of academia at Clarkson University’s Department of Occupational Therapy! It is a time where “light bulbs” go off as students begin to make connections between didactic instruction and occupational therapy practice. Fieldwork provides an opportunity for students to synthesize didactic coursework with clinical skills by applying theoretical and scientific constructs throughout the occupational therapy process, understanding and integrating the occupational needs of various client populations, refining clinical skills through evidence based practice and establishing professional collaborative relationships with supervisors and future colleagues.

All students are required to complete supervised fieldwork experiences as part of the Clarkson Occupational Therapy Program. Fieldwork provides an opportunity to complement academic preparation with the application of theory and course content to practice, to further develop and refine clinical skills, and to establish professional relationships with supervisors and future colleagues. Fieldwork consists of two Level I placements following the third trimester of didactic coursework and two Level II placements following the completion of all coursework.

Each fieldwork placement (either Level I or Level II) will have a learning objective that focuses on psychosocial factors impacting performance in occupation and at least one site will focus primarily on psychosocial factors. Information regarding potential fieldwork sites and supervisors will be made available to students on our academic management website, E*Value. A fully executed memorandum of understanding is maintained between Clarkson University and each fieldwork site. In addition, Fieldwork Site Data Forms are maintained and updated annually for each site, as well as site-specific learning objectives for Level II placements.

FIELDWORK EDUCATION AND CURRICULAR DESIGN

In keeping the ACOTE Standards, fieldwork education is an integral component of the Clarkson University’s Department of Occupational Therapy curriculum. Fieldwork education at Clarkson University’s Department of Occupational Therapy provides an opportunity for students to synthesize didactic coursework with clinical skills by applying theoretical and scientific constructs throughout the occupational therapy process, understanding and integrating the occupational needs of various client populations, refining clinical skills through evidence based practice and establishing professional collaborative relationships with supervisors and future colleagues.

The primary relationship of Level I fieldwork to the curriculum is through Goal 1; delivering quality and ethical OT services and Goal 4; demonstrating the commitment to grow as an individual and professional. Level I fieldwork provides an opportunity for students to gain
exposure to the professional role of occupational therapists while establishing relationships with clients, families, colleagues, and supervisors. Level 1 Fieldwork incorporates a focus on professional, safe, and ethical service delivery (ACOTE Standards C.1.0, C.1.1).

Level II fieldwork provides the opportunity for synthesis of all 5 curricular goals and threads as students flourish into competent entry level occupational therapists. Our graduates will use occupations as both interventions and outcomes to promote an individual’s adaptation to biological, psychological and contextual factors that have interrupted the ability to engage in occupations that have meaning and purpose in the individual’s life. Consistent with our curricular goals and threads, the Level II fieldwork program is designed to prepare our students to competently respond to both current and emerging societal needs that influence individuals' occupation through inter-professional scholarship and practice (ACOTE Standards C.1.0, C.1.1).

SELECTION OF FIELDWORK SITES
To ensure the fieldwork program reflects the sequence and scope of our curricular design, Level I and Level II fieldwork sites are selected based on the following criteria (ACOTE Standard C.1.2):

- Site provides experiences consistent with the Clarkson fieldwork objectives
- Site philosophy, model, and populations reflect the sequence, depth and focus of the Clarkson OT curricular design
- Site contributes to broadening the fieldwork opportunities in regards to practice area, populations, or geographic area
- Site provides experience that promotes critical thinking and clinical reasoning

In addition, at least one fieldwork experience (Level I or Level II) will focus primarily on psychosocial factors (ACOTE Standard C.1.7). A fieldwork site will meet Clarkson’s criteria for psychosocial focus if its programming (clinical, community-based, or role-emergent) addresses any of the following:

- The mental health – mental illness continuum
- Emotional or behavioral regulation
- Impairments in interpersonal or social skills
- Specific psychological/psychiatric diagnoses
- Socio-economic factors resulting in health disparities
- A focus on the body-mind-spirit relationship

Clarkson University’s Department of Occupational Therapy does NOT guarantee placement in student preferred fieldwork sites however, preferences are taken into consideration to the extent possible when assigning fieldwork placements.
CONFIDENTIALITY

The AFWC has an ethic responsibility to ensure confidentiality and the right to privacy for students, clients, facilities, and programs. Two federal statutes provide guidance for the sharing of information with relation to the fieldwork experience: the Health Insurance Portability and Accountability Act (HIPPA) and the Family Educational Rights and Privacy Act (FERPA).

HIPPA is federal legislation that was enacted by Congress in 1996 to protect confidential medical information and to reduce health-related fraud. Students must complete the HIPPA training as directed by the AFWC and pass the post-assessment with a minimum of 80% accuracy prior to initiating any fieldwork placement. It is the student's responsibility to abide by HIPPA guidelines in all clinical settings, whether experiential learning as part of any course or in formal fieldwork settings. Students must not include any client's identifying information in academic fieldwork assignments, such as case studies, discussion groups, or presentations. Documentation containing data protected under HIPPA must be maintained in a locked or secure location and shredded when no longer in use. Students who violate HIPPA risk termination and failure of fieldwork placement.

Likewise, students' personal health records are also protected under HIPPA guidelines. The AFWC may not share information about a student's health (beyond confirmation of meeting minimum health requirements) or disability status with a fieldwork site without obtaining written permission from a student. If a student has health considerations or a disability that (s)he believes may impact performance at a fieldwork site, or may qualify for accommodations under the Rehabilitation Act of 1973, he is encouraged to self-disclose this information to the fieldwork educator at the beginning of the fieldwork placement.

The Family Educational Rights and privacy Act (FERPA) was enacted in 1974 and protects the privacy of information contained in the academic records of students. FERPA does allow some sharing of academic information between the AFWC and fieldwork educators without a student's permission when the information shared supports that student's successful completion of fieldwork. However, it is unethical to share irrelevant student information or information that could negatively bias fieldwork educators against a student. More information on FERPA and its relationship to fieldwork experiences is available at www.aota.org.
STUDENT RESPONSIBILITIES

STUDENT READINESS
Students must achieve a cumulative GPA of 3.0 and must consistently demonstrate appropriate professional behaviors and necessary competencies to be permitted to enroll in these fieldwork courses. Lack of safe or ethical behavior in any academic or clinical environment may result in Department action, up to, and including, separation from the occupational therapy professional program. The safety requirement for clinical skills is 100%. Students must meet these safety requirements to continue into the next semester or clinical fieldwork assignments.

Students are expected to take an active role in the learning process whether in a traditional or emerging practice area. Students will participate through both guided observation and active participation in selected activities. Students must abide by site’s established policies and procedures. Use of cell phones for talking, texting, or checking e-mail is prohibited during work hours unless required in fulfillment of fieldwork duties and responsibilities.

STUDENT ORIENTATION TO FIELDWORK
Orientation to fieldwork is embedded in the Profession Seminar Courses within the CUOT curriculum. Prior to beginning fieldwork experiences, Level I orientation is provided in OT 543: Professional Seminar B: Theory and Practice in the spring semester of the first academic year. Students receive an overview of the fieldwork program and the integration within the OT curriculum, are oriented to the syllabus and related assignments, the student evaluation process and evaluation tool and academic and fieldwork expectations are discussed. Emphasis is placed on students taking ownership of their learning, supervision, communication, and safety. In addition, the role of psychosocial factors and the impact on occupational engagement is reviewed and stressed as an important component of the fieldwork process. The student fieldwork manual is provided and reviewed with a signed acknowledgement of receipt and responsibly obtained from each student.

Level II fieldwork orientation is embedded into OT 547 Professional Seminar D: Guided Practice for Scholarly Activity in the spring on their second academic year. Students are oriented to the syllabus, the student evaluation process and tools, along with academic and fieldwork expectations. Emphasis is placed on students taking ownership of their learning, the supervisory process, communication, safety and resources. In addition, the role of psychosocial factors and the impact on occupational engagement is reviewed and stressed as an important component of the fieldwork process. Information in the student fieldwork handbook related to Level II fieldwork is reviewed.
STUDENT HEALTH REQUIREMENTS

Prior to every fieldwork placement, it is the student’s responsibility to ensure that their physical and all required immunizations are current and will remain current throughout the fieldwork experience. Some fieldwork sites may require additional immunizations and/or health related documentation. It is the AFWC responsibility to ensure this information is available and communicated to the student (ACOTE Standard C.1.2). If additional requirements exist, it is the student’s responsibility to obtain and provide the required criteria. The requirements for each specific fieldwork site can be found in the Fieldwork Site Data Form on E*Value. Students are responsible for all costs associated with all required health and immunization costs, including any additional requirements mandated by the assigned fieldwork site. Failure to meet health requirements or to provide requested documentation could result in expulsion from and failure at a fieldwork site.

All health-related documentation must be submitted to the Clarkson University Student Health Services for final compliance verification. All student health records will be maintained by Clarkson Student Health Services. No electronic or hard copies of health records will be maintained within the OT Department, with the exception of a Health and Immunization Verification document signed by Student Health Services medical staff. A copy of this verification form will be available to the student through the e-Value website and provided to fieldwork sites upon assignment. The Department will take all reasonable measures to ensure security and privacy of this information.

Upon assignment to a fieldwork placement, a copy of the Clarkson Student Health Center’s Health and Immunization Verification form is sent to the fieldwork site. Students are required to provide verification of the following:

**Upon Matriculation**
- Tetanus or Tdap, within the past 10 years of completion of final fieldwork
- MMR – Proof of immunization, documented evidence of having had the disease, or separate Measles, Mumps and Rubella titers demonstrating immunity
- Varicella titer or immunization
- Hepatitis B immunization or signed waiver

**Updated Annually**
- PPD (Mantoux) 2-step or 2 separate PPD’s (not to expire during any fieldwork period)
- Annual physical exam (upon matriculation and renewed annually)
- Influenza vaccination is not required but strongly encouraged
CPR AND FIRST AID

A Health Care Provider CPR and First Aid certification is required prior to starting any fieldwork experience. When possible a CPR training course will be held in the spring through the Clarkson University Department of Occupational Therapy. Students will be responsible for costs associated with CPR certification. Students have the option of receiving training independent of the University provided it meets the Health Care Provider CPR and First Aid guidelines and that a copy of certification is uploaded into E*Value for verification by AFWC.

ADDITIONAL TRAINING

Students must complete training on OSHA Workplace Safety and infection control, satisfactorily passing a post-test with a minimum score of 80%. A certificate of completion is then awarded and uploaded into the student's record in E*Value.

DRUG TESTING

Some fieldwork sites also require drug testing prior to participation in patient care at the facility. The student must comply with test procedures and pass the test to remain assigned at that facility. This information is available to students in E*Value during the site selection process and should be confirmed by students prior to accepting a fieldwork assignment. If the student selects a facility with this requirement, fulfillment of this requirement is the student’s financial responsibility (when applicable). Students are obligated and financially responsible to follow any established policies and procedures pertaining to health and safety screenings at assigned fieldwork sites.

CRIMINAL BACKGROUND CHECKS

A satisfactory criminal background check is required of all students upon matriculation to the Clarkson OT Program. The Clarkson University OT Program uses the services of Certified Background to complete this process. Student background reports are maintained by Certified Background, and verification of student clearance is provided to the OT Department. Some fieldwork sites may require an updated background check prior to beginning an affiliation. This information is available to students in E*Value during the site selection process, and should be confirmed by students prior to accepting a fieldwork assignment. In such cases, it is the student’s responsibility to coordinate with their assigned fieldwork site to complete this requirement.

Criminal activity that occurs while a student is in attendance at the University may result in disciplinary action, including separation from the program and the university, and will be addressed through the university’s academic or disciplinary policies. In addition, any felony convictions or charges must be reported to the National Board for Certification in Occupational Therapy (NBCOT) prior to registering for the National Board Exam. Each report is handled on a
case-by-case basis by the NBCOT Qualifications Review Committee, which may require an investigation. More information is available at www.nbcot.org. In addition, each state has specific rules and regulations regarding licensing individuals with criminal backgrounds, and students are responsible to be knowledgeable of the unique rules governing their practice.

**PROFESSIONAL LIABILITY INSURANCE**

All students are required to have liability insurance prior to initiating fieldwork assignments. This form of risk management minimizes risks to students and the University, while providing students opportunities to learn and develop during fieldwork experiences and assignments.

Clarkson’s Office of Risk Management, in cooperation with its vendors, oversees student professional liability (malpractice) coverage and related issues. Students are covered by the Clarkson University Health Sciences’ umbrella policies for professional and general liability while engaged in fieldwork. The Department Academic Fieldwork Coordinator provides the Office of Risk Management with appropriate professional liability insurance information. The AFWC will also provide verification of professional liability insurance to fieldwork sites.

**DRESS CODE**

When students are representing Clarkson University, the Department of Occupational Therapy, business casual dress is expected per the student handbook. Business casual includes conservative clothing that provides sufficient covering for the chest, abdomen, hips, and low back during active exercise. For women this includes slacks and a blouse or knit top that is not see-through. For men this includes slacks and an appropriate shirt. Both women and men should wear shoes that are comfortable for long periods of standing and walking. Sports-type shoes are acceptable in most professional, clinical settings. Appropriate professional grooming requires that hair be clean, brushed or combed, and long hair should be contained when working with clients. Beards and mustaches are acceptable if well formed. While jewelry may be worn to work, it may not be worn during work with patients if there is any potential for scratching or impinging on patients during activity. When on a clinical site, students are expected to adhere to the higher standard of appearance. When in doubt, students are expected to contact the Department’s Academic Fieldwork Coordinator to confirm expectations.

**NAME TAGS**

Nametags are required to be worn at all times in accordance with Federal law during fieldwork placements. The department provides an appropriate name tag during the first semester of the curriculum, or upon legal name change, at no charge. Replacement nametags must be ordered by, and paid by the student, from the company used by the department, and conform to the standard nametag provided by the department. Fieldwork sites may require student to obtain
and display an alternate form of identification (name tag, badge, etc.) which will take precedent over the CUOT nametag.

LEVEL I FIELDWORK (OT 700)

INTRODUCTION
According to the Accreditation Council for Occupational Therapy Education (ACOTE) 2011 Standards, the goal of Level I fieldwork is to introduce students to fieldwork, to apply knowledge to practice, and to develop understanding of client’s needs. Our Level I fieldwork program provides students with exposure to a variety of populations (both disabled and well) in a variety of practice settings through direct observation and participation in selected experiences. Through supervision of the fieldwork educator and course required course assignments, students begin to make connections between the didactic coursework to date and the occupational therapy process (ACOTE Standard C.1.8). Students will enhance their understanding of occupation across the lifespan and explore factors, including psycho-social, that influence occupational performance (ACOTE Standard C.1.7). Students begin to cultivate not only professionalism but their professional identity.

Level IA fieldwork experiences are a 2-week full-time rotation and begin following the student’s first full academic year. Level IB Fieldwork is embedded during the fall or spring semester of the second academic year to allow simultaneous classroom and clinical education opportunities. This fieldwork experience runs 1 day per week for 10 weeks. Level I fieldwork cannot be substituted for any part of the Level II fieldwork requirement (ACOTE Standard C.1.10). Examples of Level I placements may include a variety of settings including day care centers, special education classrooms, adult community centers, adult assisted living facilities, independent living centers, clinical or health settings and community-based programs such as camps, recreation, art or social programs.

LEVEL I FIELDWORK OBJECTIVES
Level I objectives are measured through the Professional Behaviors Rating Scale completed by fieldwork educators and through embedded didactic coursework.

1. Students will begin to develop professional identity by:
   a. Demonstrating an increased comfort and confidence when interacting with clients, colleagues and administrators within practice settings (Thread: Professional Identity)
   b. Demonstrating empathy for client’s perception of quality of life, occupational roles, and intervention priorities, and demonstrate respect
for the impact that social and cultural diversity have on beliefs, attitudes and values. (*Thread: Professional Identity*)

c. Demonstrating an ability to accurately document observations of client behaviors. (*Thread: Professional Identity*)
d. Demonstrating professional and ethical behavior, and responding appropriately to supervisory feedback. (*Thread: Professional Identity*)

2. Students will increase awareness of existing and potential occupational therapy roles by:

   a. Recognizing local or regional occupational needs that may benefit from innovative or technology-based interventions. (*Threads: Technology, Innovation*)
   b. Exploring the unique influence that a rural context has on occupational participation and performance. (*Thread: Innovation*)
   c. Identifying existing and potential inter-professional collaborations within their fieldwork setting. (*Thread: Inter-professional Collaboration*)

3. Students will develop basic clinical reasoning skills by:

   a. Reflecting upon service delivery systems, respecting setting-specific policies and procedures, and demonstrating a basic understanding of the assessment and intervention process. (*Thread: Professional Identity*)
   b. Recognizing the use of occupation as both an intervention and client-centered, meaningful outcome. (*Thread: Professional Identity*)
   c. Reflecting on how psycho-social factors influence engagement in occupation. (*Thread: Professional Identity*)

4. Students will begin to identify and integrate the OT program curricular threads into fieldwork experiences. (*Threads: All*)

Assignments in OT 700 are intended to reinforce concepts covered during the first year of didactic coursework as well as support curricular threads. Students complete an occupational profile during each rotation and engage in asynchronous online discussion board posts incorporating individual reflections, peer interaction, mentoring and feedback. These assignments are designed to deepen student’s understanding of individuals as occupational beings, how psychosocial factors influence engagement in occupation, the role of occupational therapy (or potential role for role emergent settings), the dynamic nature of professional and inter-professional relationships, and enhancing student’s professional identity (ACOTE Standards C.1.0, C.1.1).
LEVEL I FIELDWORK ASSIGNMENT PROCEDURE

The Level I fieldwork assignment process begins in February of the second trimester. Students have the opportunity to review potential Level I fieldwork sites on the academic management website, E*Value. The assignment process begins with 1:1 meetings with students and the AFWC to discuss practice setting preferences, personal fieldwork objectives and ensure alignment with curricular goals. The Fieldwork Planning Matrix is completed jointly at this time to formulate an overall fieldwork plan.

Students then complete and submit a Level I Fieldwork Placement Preference Form by the deadline provided. Clarkson University’s Department of Occupational Therapy does NOT guarantee placement in student preferred fieldwork sites however, preferences are taken into consideration to the extent possible when assigning fieldwork placements.

Students are notified of Level I fieldwork placements by the target date of March 30th in the spring trimester prior to OT 700. Records of fieldwork assignments are maintained within E*Value as well as the student fieldwork files. It is the responsibility of the student to make living and/or transportation arrangements to fulfill fieldwork obligations.

Once students are assigned, the AFWC sends confirmation to the fieldwork sites and to the student. The AFWC also provides the fieldwork site with the following information:

- student personal data (i.e. name, address, contact information)
- verification of insurance
- date of certified background check
- verification of HIPAA and infection control training
- verification of current CPR and First Aid training
- copy of Health Center’s Health and Immunization Verification form.

Upon confirmation, it is the student’s responsibility to contact the site (and schedule an interview if required). Students must verify site requirements and provide all documentation and information required by the site in a timely manner. If the site has health or background check requirements above and beyond those required by the CUOT Program, it is the student’s responsibility to cover the cost and provide required documentation.

LEVEL I ATTENDANCE

Students are expected to complete the entire internship (minimum of 70 hours) during the assigned dates, unless previously arranged with the AFWC and the fieldwork site. Work schedule will be provided by the fieldwork site educator and is not flexible. Tardiness or leaving early is
unacceptable and reflects unprofessional behavior. Unscheduled absences are allowed only in the event of illness or emergency and are to be made up. In the case of an unscheduled absence, the student must notify the fieldwork supervisor per the site’s policy. In addition, the student must contact the AFWC by phone or e-mail prior to the start of the scheduled workday.

LEVEL I FIELDWORK SUPERVISION

The Academic Fieldwork Coordinator will ensure supervision during Level I fieldwork placements is provided by qualified personnel, with a focus on enhancing opportunities for inter-professional collaboration, development of professional identity and professionalism (ACOTE Standard C.1.9). This may include, but is not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, or other relevant professionals such as teachers, social workers, psychologists, nurses, physical therapists, speech language pathologists, or community-based program staff (ACOTE Standard C.1.9). Qualifications of Level I fieldwork educators will be documented in E*Value.

All fieldwork educators are provided with Clarkson University’s Department of Occupational Therapy Fieldwork Educator’s Fieldwork Manual that includes an orientation to the Level I fieldwork process, objectives and resources to enhance student learning, and integration of our curricular threads to support them in their critical roles as supervisor and educator (ACOTE Standard C.1.1, C.1.3). The fieldwork educator will be responsible for verifying the completion of fieldwork, completing and reviewing the Professional Behaviors Rating Scale with the student, and returning the completed Professional Behaviors Rating Scale to the AFWC in a timely manner.

STUDENT EVALUATION OF FIELDWORK EXPERIENCE

The Level I Student Evaluation of Fieldwork Experience (SEFWE) form provides a mechanism for student reflection on their learning experiences, the effectiveness of their FEW and supervision. Information obtained is utilized as an outcome measure of the quality and effectiveness of the site and the FWE to ensure high quality student focused learning experiences that meet curriculum objectives. Students complete this form following each level I rotation (ACOTE Standard C.1.2, C.1.10). It is then uploaded to E*Value and reviewed by the AFWC to ensure the site and supervision meets ACOTE’s and the Clarkson University’s Department of Occupational Therapy standards.
LEVEL I GRADING

A Professional Behaviors Rating Scale was developed to integrate the professional behavior expectations of the Clarkson University Department of Occupational Therapy Program. Fieldwork educators and student receive notification by e-mail granting access to the Professional Behaviors Rating Scale through E*Value prior to the end of the Level I placement. The Professional Behaviors Rating Scale is completed individually by both the student (self-assessment) and the fieldwork educator and then reviewed together (ACOTE Standard C.1.10). The fieldwork educator and the student each submit the Professional Behaviors Rating Scale to the AFWC electronically through E*Value within 3 days of completion of the fieldwork experience.

During Level I Fieldwork, students are required to complete learning activities assigned by the Academic Fieldwork Coordinator as noted on the OT 700 syllabus (ACOTE Standard C.1.8). Successful completion of Level I fieldwork is measured by a grade of C or better on course assignments (see syllabus), and a passing score of 100 out of 120 points on the Professional Behaviors Rating Scale for each fieldwork experience. Students who do not successfully complete OT 700 are required to repeat the course before proceeding to the next courses in the curriculum sequence. Students may repeat OT 700 once.

LEVEL II FIELDDWORK (OT 705 & 710)

INTRODUCTION

Students are required to complete two 12-week full-time fieldwork experiences and occur at the end of all academic coursework (ACOTE Standard C.1.13). In keeping with ACOTE’s identified goal of Level II fieldwork, the Level II fieldwork program at Clarkson University Department of Occupational Therapy is designed to transition students out of the student role and into the role of an ethical entry-level generalist therapist by promoting practice skills reflective of current evidence and enhancing clinical reasoning skills (ACOTE Standard C.1.11). Fieldwork placements reflect the curricular threads of the Clarkson OT program and include experiences in traditional clinical settings as well as in innovative, role-emerging settings. The Academic Fieldwork Coordinator is responsible for ensuring that the sites are developmental in nature, provide a client-centered experience, and provide students with diverse experiences. Students have the opportunity to choose from a variety of settings serving individuals across the life span.

LEVEL II FIELDWORK OBJECTIVES

Level II fieldwork provides the opportunity for synthesis off all 5 curricular goals and threads as students flourish into competent entry level occupational therapists (ACOTE Standards C.1.0,
Each fieldwork site develops its own learning objectives that depict its specific philosophy, model of service delivery and client needs. In addition, students are expected to meet the objectives established for Level II fieldwork by the Clarkson OT program which mirror and are measured by the AOTA Fieldwork Performance Evaluation. Level II programmatic fieldwork objectives are as follows:

1. Students will develop entry-level competencies in OT as demonstrated by achieving the minimal passing score on the AOTA Fieldwork Performance Evaluation.
2. Students will apply knowledge and skills obtained in the academic setting to the fieldwork setting, including all aspects of the OT Practice Framework.
3. Students will understand the impact of psychosocial factors on occupational engagement and integrate these factors into client-centered, meaningful, occupation-based outcomes (ACOTE Standard C.1.12).
4. Students will integrate all aspects of developmental, psychosocial, behavioral and physical functions into therapeutic intervention.
5. Students will demonstrate a science-driven practice through the analysis and use of related evidence.
6. Students will follow protocol and procedures during evaluation and intervention practice.
7. Students will demonstrate professional and ethical behaviors in relationships with clients, family members, colleagues and supervisor throughout the OT intervention and fieldwork education process (ACOTE Standard C.1.11).
8. Students will communicate the role and value of OT to clients, professionals, and the general public (ACOTE Standard C.1.11).
9. Students will demonstrate effective written communication skills through accurate, appropriate and timely documentation.
10. Students will demonstrate self-initiative in seeking new learning opportunities.
11. Students will demonstrate effective inter-professional collaboration to meet program and client needs.
12. Students will incorporate innovation, technology and scholarship, as they relate to their fieldwork setting and population.

LEVEL II FIELDWORK ASSIGNMENT PROCEDURE

Students are encouraged to take an active collaboration role in planning their Level II fieldwork experiences with the AFWC. Students have access to Fieldwork Site Data Forms and previous Student Evaluation of Fieldwork Experience Forms and any supplemental site information within E*Value. Previous student evaluations of the fieldwork site should be considered a subjective report of one individual’s experience. Information about potential sites should be reviewed by students to gain insight into the practice setting, population, caseload, supervision format, and site expectations.
Diversity among fieldwork placements (i.e. setting, population, service delivery, practice area) is required and will be ensured by the AFWC using the Fieldwork Planning Matrix. Students can complete Level II fieldwork placements at one site provided the placements are reflective of more than one practice area or in a maximum of four different settings (ACOTE Standard (C.1.12). In addition, Level II fieldwork can be completed on a part-time basis as long as it is at least 50% of a FTE per the site specific personnel policies (ACOTE Standard C.1.13). Final site placement is at the professional discretion of the AFWC to ensure diversity in settings, populations and skills are achieved.

There are currently two time periods for the completion of Level II fieldwork: OT 705 during the summer trimester, and OT 710 during the fall trimester. The Level II fieldwork assignment process for both periods will begin during the fall semester of the second year of study.

1. In the fall trimester of the second year of study, students meet with the AFWC on an individual basis to review the Fieldwork Planning Matrix form. The AFWC ensures fieldwork settings preferences continue to represent a balance of clinical experiences with regards to settings, populations, and practice areas. The AFWC also verifies that at least one placement (Level I or Level II) focuses on psycho-social factors. Student health and certification (i.e. CPR, HIPAA, etc.) status is reviewed with the students at this time.

2. In December students begin reviewing potential Level II fieldwork sites on the academic management website, E*Value. Students then complete and submit the Level II Fieldwork Placement Preference Form by the deadline provided (January). Forms turned in late will be given lower priority when determining placements.

3. Level II Fieldwork Placement Preference Forms are reviewed by the AFWC and matched based on academic needs of the student and site availability. Clarkson University’s Department of Occupational Therapy does NOT guarantee placement in student preferred fieldwork sites however, preferences are taken into consideration to the extent possible when assigning fieldwork placements.

4. In the event multiple students have requested the same site, decisions are based on the academic criteria presented by the student as important, availability of other preferred sites, and AFWC’s knowledge of student and site circumstances. In the event that all criteria are equal, students are selected randomly for the specified site.

5. If a student cannot be placed at requested sites which Clarkson University already has an existing relationship, the AFWC determines if there are other sites with which the University has an existing agreement that will meet student’s preferences.

6. If this is not possible, the AFWC contacts new sites to determine if the site meets the CUOT site selection criteria and provides an experience consistent with the CUOT fieldwork objectives.
7. Given extenuating circumstances, a student can complete all Level II fieldwork requirements in one setting if at least two separate practice areas are represented, or in up to four different fieldwork sites.

8. The target date for student notification of Level II fieldwork site placements is January 31 in the spring trimester prior to OT 705 & OT 710.

9. Upon confirmation of placement, the AFWC sends confirmation to the site regarding the student placement.

10. By April 1st, the AFWC sends a letter to each site confirming: AOTA Personal Data Form, verification of insurance, date of certified background check, verification of HIPAA and infection control training, verification of current CPR and First Aid training, copy of Health Center’s Health and Immunization Verification form regarding current immunizations, PPD’s and physical.

11. Upon confirmation, it is the student's responsibility to contact the site to introduce themselves and send their completed AOTA Personal Data Form which is available via Moodle. Students must verify site requirements and provide all documentation and information required by the site in a timely manner. If the site has health or background check requirements above and beyond those required by the Clarkson OT Program, it is the student's responsibility to cover the cost and provide the required documentation.

   **No student, nor family member, is to contact a Level II fieldwork site without receiving prior permission to do so from the Academic Fieldwork Coordinator.** Students who do not adhere to this policy will jeopardize their placement and will move to the bottom of the placement list.

12. It is the responsibility of the student to make living and/or transportation arrangements to fulfill fieldwork obligations.

**SITE CANCELATION OF PLACEMENT**

Occasionally, a clinical facility may cancel a scheduled rotation without notice. In this case, the AFWC is responsible for locating another site for the student. The location of another fieldwork site may require unexpected travel on the part of the student. The student is responsible for all costs associated with the fieldwork experience.

**LEVEL II FIELDWORK DATES**

Students may begin a Level II fieldwork affiliation once they have met the following requirements:

- All didactic courses must be completed with a minimum grade of C (73 or higher)
- Students have maintained an overall GPA of 3.0 or higher
- Satisfactory completion of Level I placements.
OT 705 affiliations will be scheduled for a 12-week period from May through August, while OT 710 affiliations will be scheduled for a 12-week period from August – December. Specific dates are determined by the site and may vary and, at times, fall outside the range of typical placement schedules. Students should not commit to any vacation plans prior to confirmation of fieldwork placement and dates. Time off during Level II fieldwork affiliations for vacation, service trips or study abroad is not permitted.

**LEVEL II ATTENDANCE**

Students are expected to complete 12 full weeks for each fieldwork assignment, in consecutive weeks unless previously arranged with the AFWC and the fieldwork site. Work schedule will be provided by the site’s fieldwork educator and is not negotiable. A typical work day will be 8 hours with an additional 30 minutes for lunch. In sites where a work day is shorter (e.g. K-12 school settings), the student’s hours will reflect those of the site’s fieldwork educator. Tardiness or leaving early is unacceptable and reflects unprofessional behavior. Unscheduled absences are allowed only in the event of illness or emergency. In the case of an unscheduled absence, the student must notify the fieldwork supervisor by phone or e-mail prior to, or at the start of the scheduled workday. In addition, the student must contact the AFWC by phone or e-mail prior to the start of the scheduled workday. Any additional attendance policies of the fieldwork site must be followed. Absences must be made up at the discretion of the fieldwork educator.

Acceptable absences include:

- Medical illness that prevents student from doing duties
- Holidays recognized by the fieldwork site.
- Religious holidays occurring during affiliation (students must discuss with fieldwork educator prior to beginning the affiliation
- Family emergency

**CHANGING LEVEL II FIELDWORK**

Ideally, Level II fieldwork placements should not be changed once confirmed, as they may negatively impact the relationship between Clarkson University and the fieldwork site, and reflect poorly upon the student. Barring any extenuating circumstances, students will not be granted a change in Level II fieldwork once confirmation has been received. Students are expected to bear the responsibility of completing Level II fieldwork as assigned. Those who refuse a Level II fieldwork assignment will forfeit their spot and go down to the bottom of the placement list. Students who cancel their Level II fieldwork without written permission from the AFWC may forfeit their original graduation date.
SPECIAL REQUESTS

Students may submit a special request for a change in Level II dates or location in writing, using the request for Extenuating Circumstances Form, available from the AFWC. This request will be reviewed by a committee consisting of the AFWC and department faculty members, who will determine if the special request will be granted. Additional documentation may be requested. The committee's decision will be provided to the student in writing. Granting of a special request does not guarantee fieldwork placement in a specific geographical location. Examples of extenuating circumstances may include marital status, dependent child, family emergency, mortgage commitment or health considerations.

LEVEL II FIELDWORK SUPERVISION

Students completing Level II fieldwork in traditional settings (where there is a full-time OT onsite) will be supervised by a registered occupational therapist who has a minimum of one year clinical experience, NBCOT certification, and meets all state-specific regulatory criteria (ACOTE Standard C.1.14). In “role-emergent” fieldwork settings (those settings where an OT is not currently employed fulltime) supervision will be shared by an onsite, non-OT supervisor and a qualified occupational therapist with a minimum of 3 years of clinical experience. A minimum of 8 hours of supervision per week must be provided by the occupational therapist in role-emergent placements (ACOTE Standard C.1.17).

Fieldwork supervision can be provided in a variety of formats. This includes:

- One student to one fieldwork educator
- Multiple students to one fieldwork educator
- Multiple fieldwork educators to one student
- Multiple fieldwork educators to multiple students
- Role-enhancing/role-emerging supervision (supervision shared by fieldwork educator and onsite supervisor)

Ratio of students to fieldwork educators will not exceed 3:1; appropriate supervision ratio will be determined based on student and site needs, ensuring that learning objectives can be met and that students can perform their duties safely. If multiple fieldwork educators are assigned to a student, or students, it is recommended that one person assume the role and duties as the primary fieldwork educator.

The supervision process is designed to evolve as the students gain competence throughout the level II FW experiences. To maintain safety of all parties involved the fieldwork educators' use of direct and less direct supervision is to be appropriate for the setting, the severity of the client's condition, and the ability of the student (ACOTE Standard C.1.16).
INTERNATIONAL FIELDWORK PLACEMENTS
Supervision for Level II fieldwork placements outside of the United States must be provided by an occupational therapist who graduated from an OT program approved by the World Federation of Occupational Therapists, with a minimum of 1 year of experience in practice or 3 years for a role-emergent setting (ACOTE Standard C.1.19.).

FIELDWORK SITE POLICIES
While on a Level II fieldwork experience, students must abide by the site’s established policies and procedures regarding dress and professional behavior. Use of cell phones for talking, texting, or checking e-mail is prohibited during work hours unless required in fulfillment of fieldwork duties and responsibilities.

LEVEL II EVALUATION OF STUDENT PERFORMANCE

Mid-Term Contact
The AFWC or designated faculty will initiate contact with the FWE and the student during the 6th or 7th week. Initial contact with the fieldwork educator may be by phone, e-mail or an on-site visit (ACOTE Standard C.1.3). Discussion at the midterm contact is documented in the student's records and addresses the following questions:

● How is the student's overall performance to date?
● What are the student's strengths?
● What areas does the student need to focus on during the remaining weeks of the fieldwork placement?
● Does the fieldwork educator have any specific concerns?
● Does the fieldwork educator feel that the student has been adequately prepared for the Level II experience, or are there any questions regarding the Clarkson OT curriculum and/or supporting curricular threads?
● Does the student demonstrate an understanding and integration of psychosocial factors impacting occupational performance to develop client-centered intervention and outcomes?

Any additional questions or comments that result from this discussion.

The midterm contact with the student will take place following contact with the fieldwork educator (ACOTE Standard C.1.3). Strengths and areas for improvement based on fieldwork educator feedback will be shared with student and their feedback will be requested. They will also be asked to indicate if fieldwork supervision has been adequate. Students will be reminded that they are welcome to contact the AFWC at any time if questions or concerns arise. The midterm contact and response is documented in the student's records.
Mid-Term Evaluation

Fieldwork sites may assign site-specific learning activities during the course of a fieldwork experience, which students are obligated to complete. At mid-point of the Level II fieldwork experience (week 6), both the student and the fieldwork educator must complete the *AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student* (ACOTE Standard C.1.18). The purpose of this midterm evaluation is to help students identify strengths and weaknesses, and help direct focus during the second half of the fieldwork experience. Students and fieldwork educators must utilize the midterm scoring criteria as a point of reference for performance. **Satisfactory performance at midterm is set by AOTA at 90 points.** Scores that fall at or below 89 are unsatisfactory and must be reported immediately to the Academic Fieldwork Coordinator by the fieldwork educator. A score of "1" on Item 2 of the FWPE ("Adheres to Safety Regulations") is grounds for automatic failure of the current fieldwork assignment.

If a student is not meeting student objectives, is at risk for failing, or is at risk for termination from the fieldwork experience, the AFWC, fieldwork educator, and student will meet either in person or via conference call to develop a plan of action. This may include a learning contract in circumstances where a student has the opportunity to improve performance. A learning contract will be signed by all three and will include: purpose of contract, objectives and designated time-frame, criteria for measuring change, and consequences for not attaining objectives. Failure to comply with the learning contract or meeting fieldwork educator’s expectations may result in termination of Level II fieldwork experience. The *Fieldwork Experience Assessment Tool (FEAT)* may be offered at any time throughout the student’s fieldwork experience as a tool to promote open communication, enhance the supervisory experience and improve student success.

Final Evaluation

At the end of Level II fieldwork experience, the final *AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student* must be completed by the fieldwork educator, reviewed with the student, and signed by both parties (ACOTE Standard C.1.18). The fieldwork educator will keep one copy of the evaluation and return the original to the Academic Fieldwork Coordinator. Students are entitled to request a copy of the evaluation from the fieldwork educator. A completed FWPE with a passing score must be received by the University before the fieldwork experience can be considered complete. Satisfactory (passing) completion of Level II fieldwork is dependent upon a **FWPE score of 122 or higher**, and with all items in "Fundamentals in Practice" scored at a 3 or above (meets standards).

A grade of “W” (withdrawal) will be given only in circumstances where an emergency interrupts the completion of the fieldwork experiences and student obtains written permission from the
AFWC. Students wishing to withdraw from a fieldwork experience because they are not meeting performance expectations may receive a grade of “F” (failure). A student may receive a grade of “W” or “F” in only one Level II experience. In this case, students are required to repeat and repay for an additional fieldwork placement following the development of a revised educational plan and consultation with the AFWC, the student’s advisor, and the Department Chair. In the unlikely event that a student receives a grade of “W” or “F” a second time, he or she will be separated from the OT program. As per University policy, students have an opportunity to appeal their grade.

A passing grade for Level II fieldwork will be submitted to the registrar upon receipt of all required paperwork (FWPE and SEFE). Students must complete all Level II fieldwork requirements within one year after completion of the academic coursework. If circumstances arise and a student needs to complete fieldwork outside of the one-year timeline, students can petition and the case will be reviewed by the faculty. Approval is needed to extend fieldwork placements. This policy ensures timely student progression and matriculation. Once a student successfully completes all coursework, including the first Level II Fieldwork, they are eligible to submit an application for graduation. Upon graduation, the student is then able to apply to take the NBCOT Certification Exam.

**TERMINATION OF LEVEL II FIELDWORK**

Communication between the Clarkson University OT department and clinical site is constant. It is the responsibility of the AFWC to intervene when a FWE reports that a student exhibits unsatisfactory behavior or a student’s potential for achieving entry-level competence by the end of the affiliation is in question. The AFWC and FWE may consult with the Clarkson University program director and other Clarkson University OT faculty when necessary. Decisions to terminate fieldwork assignments will be based on concrete information provided to the AFWC and when mutually agreed upon by both the AFWC and FWE. The decision will be based on feedback from the student, AFWC and FWE. However, since a facility’s participation in the fieldwork education of student is a privilege and not an obligation, the AFWC does not have the right to maintain a rotation assignment if the facility does not agree. The Clarkson University student may petition in writing to terminate a fieldwork rotation. The decision will require approval from the fieldwork site, the AFWC, the Clarkson University OT program director, and the respective college Dean prior to the student being released by the fieldwork site.

A grade of “F” will be given when the student does not successfully complete a Level II fieldwork due to any of the following circumstances:

- Student failed to meet established learning contract.
• Student demonstrated unsafe and/or unethical behavior.
• Student abandoned established responsibilities.
• Failure to meet minimum required final score of 122 on the Fieldwork Performance Evaluation.

STUDENT GRIEVANCE
A student who believes the fieldwork evaluation is inaccurate, should discuss the evaluation with the fieldwork educator. If the fieldwork issue remains unresolved, the student should contact the academic fieldwork coordinator. Most concerns are resolved this way. However, if it is not possible for the student to resolve the problem with the immediate fieldwork educator and/or the academic fieldwork coordinator, then the program director should be contacted. If the concern is not resolved by discussion with the program director then the student may request that the college Dean meet jointly with the student, academic fieldwork and/or the fieldwork educator/program director to resolve the complaint. The college Dean may involve others in resolving the matter if, in his or her discretion, it seems appropriate, including asking a panel to hear the concern. Additional information can be found in the Clarkson University Grievance Procedure in section VIII of the Clarkson Regulations 2016-2017. http://www.clarkson.edu/studentaffairs/regulations/index.html

ROLES AND RESPONSIBILITIES

FIELDWORK STUDENT
Students are representatives of Clarkson University, are responsible for their own learning, and for maintaining the reputation of the Clarkson OT Program. Students are required to:
• Complete all fieldwork assignments, including those that are not graded
• Maintain confidentiality at all times
• Act within the scope of the student’s knowledge, training and expertise
• Demonstrate professional behavior at all times, including timeliness
• Comply with policies and procedures of the fieldwork site
• Actively participate in the supervisory and learning process
• Arrange for transportation and housing as required by assigned fieldwork placement
• Follow the OT Code of Ethics.

ACADEMIC FIELDWORK COORDINATOR
The AFWC at Clarkson University is Cindy Hammecker-McLean, MS, OTR/L. Assistance is provided to the AFWC by the Academic Support Assistant, Jennifer Zoanetti. The AFWC is responsible for overseeing all fieldwork program development and coordination, including:
• Research and identify potential fieldwork sites and opportunities
• Develop and maintain contracts with fieldwork sites
• Establish and maintain current fieldwork site data forms
• Ensure fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner (ACOTE Standard C.1.5)
• Ensure variety of placement opportunities, including both traditional and role-emergent settings
• Ensure fieldwork program reflects the scope and content of the curriculum
• Assist fieldwork educators with the development of site-specific objectives (Level II)
• Ensure qualifications of fieldwork educators
• Ensure ration of fieldwork educators to students enables proper supervision and ability to provide adequate assessment of student performance and progress (ACOTE Standard C.1.5)
• Collaborate with, support, and train fieldwork educators
• Collaborate with students to identify fieldwork needs and preferences, and establish a “good fit” for fieldwork experiences
• Communicate with students regarding fieldwork placements, assignments and requirements
• Maintain ongoing communication with fieldwork educators and students to ensure adequate supervision, monitor student progress and performance, and provide support as needed
• Ensure at least one fieldwork experience has a focus on psycho-social factors
• Review student performance evaluations and assign grades
• Review Student Evaluation of Fieldwork Experience to assess effectiveness and appropriateness of fieldwork placement

FIELDWORK EDUCATOR
All fieldwork educators are enrolled by the AFWC into the e*Value system, where they have access to fieldwork resources, digital evaluations, and e-mail reminders for fieldwork assignments. Prior to the arrival of a student they receive a link to a pre-recorded fieldwork educator orientation, which includes information regarding the OT curriculum, fieldwork objectives, student expectations, and requirements of the fieldwork educator.

Fieldwork Educators are required to meet ACOTE standards and demonstrate the following minimum competencies:
• Demonstrate competency in professional knowledge, skills, and judgment
• Model professionalism and inter-professional collaboration
• Demonstrate OT practice that supports client engagement in meaningful occupation
• Facilitate the student’s clinical reasoning and its application to entry-level practice
• Utilize a student-centered approach to fieldwork education with the objective of developing entry-level competencies
• Engage the student in client interaction
• Review student assignments and provide meaningful feedback
• Evaluate student performance objectively and fairly
• Develop and/or implements an organized fieldwork program consistent with legal and professional standards and environmental factors
• Maintain ongoing communication with the AFWC, student and others involved in the student’s fieldwork experience.

TIPS FOR INTEGRATING PSYCHOSOCIAL FACTORS INTO THE FIELDWORK EXPERIENCE

According to the 2011 ACOTE Standard C.1.7, all master’s degree level educational programs for the occupational therapist must ensure that at least one fieldwork experience (either level I or Level II) has as its focus psychological and social factors that influence engagement in occupation. In addition, Standard C.1.12 requires that in all level II settings psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. This tip sheet has been developed to support fieldwork educators in meeting these Standards.

Examples of Psychosocial Factors (not intended to be an exhaustive list)

<table>
<thead>
<tr>
<th>Depression</th>
<th>Anxiety</th>
<th>Isolation</th>
<th>Grief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skills</td>
<td>Behavior Regulation</td>
<td>Acute Stress</td>
<td>Fear</td>
</tr>
<tr>
<td>Post-traumatic Stress Disorder</td>
<td>Loss</td>
<td>Suicidal Ideation</td>
<td>Coping</td>
</tr>
<tr>
<td>Adjustment Disorder</td>
<td>Substance Abuse</td>
<td>Health Disparities</td>
<td>Control</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>Mental Health Dx</td>
<td>Self-Esteem</td>
<td>Pain</td>
</tr>
</tbody>
</table>

Tips for the Fieldwork Educator

★ Site specific learning objectives include understanding of psychosocial factors impact on occupational performance
★ Encourage student to complete formal or informal assessments/interviews specifically designed to assess psychosocial function (ie. COPM, Life Satisfaction Questionnaire) as part of each individual’s occupational profile
★ Include psychosocial factors when discussing, or having student identify, individual’s strengths and weakness
Utilized Clarkson University’s Department of Occupational Therapy Weekly Supervision Log which included student implemented strategies to address psychosocial factors
Guide students in writing client-centered goals that are occupation-based
Engage in dialog with the student regarding the impact of psychosocial factors on occupational performance
Discuss with students barriers and resources for mitigating the impact of psychosocial factors on occupational performance
Remember all diagnoses labeled as physical disabilities or illnesses have an emotional health component that are frequently unaddressed. Teach students to identify and address the emotional health components of physical disabilities.
Provide opportunities for students to meet with other professionals to discuss how psychosocial factors impact occupational performance such as counselors, social workers, case managers, family members, care givers, etc.
Assign student readings regarding the impact of psychosocial factors on occupational engagement

Tips for the Student

Use your therapeutic use of self
Consider and integrate meaningful occupations into all aspects of service delivery
Empower the individuals you work with
Be sure all goals and interventions are client-centered
Include psychosocial factors while gathering information for the occupational profile
Do your research
Engage in conversations with your fieldwork educator about the impact of psychosocial factors on occupational performance

AOTA Resources Related to Psychosocial Factors
Dealing With Major Life Events and Transitions: A Systematic Literature Review on and Occupational Analysis of Spirituality
http://ajot.aota.org/article.aspx?articleid=2525286&resultClick=1

Effectiveness of Interventions for Adults With Psychological or Emotional Impairment After Stroke: An Evidence-Based Review

Effectiveness of Interventions to Improve Occupational Performance for People With Psychosocial, Behavioral, and Emotional Impairments After Brain Injury: A Systematic Review
http://ajot.aota.org/article.aspx?articleid=2516190&resultClick=3

Engagement, Exploration, Empowerment
http://ajot.aota.org/article.aspx?articleid=2466844&resultClick=1
Improving Quality of Life and Depression After Stroke Through Telerehabilitation

Intervention Strategies Used by Occupational Therapists Working in Mental Health and Their Theoretical Basis http://ajot.aota.org/article.aspx?articleid=2582808&resultClick=1

Perspective of School-Based Occupational Therapy Practitioners in Addressing Students’ Mental Health Needs http://ajot.aota.org/article.aspx?articleid=2582714&resultClick=1

Systematic Review of Yoga Interventions for Anxiety Reduction Among Children and Adolescents http://ajot.aota.org/article.aspx?articleid=2469573&resultClick=1

STATE AUTHORIZATION RECIPROCITY AGREEMENT
On September 13, the New York State Board of Regents unanimously approved regulations allowing New York higher education institutions to participate in the State Authorization Reciprocity Agreement (SARA). SARA is an “agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs.” The agreement is meant to ease the process for offering online courses across state lines.

Higher education institutions within SARA member states are able to offer their distance education programs to students in other member states without having to undergo the lengthy, expensive process of receiving approval in each state in which they want to operate. As long as an institution in a SARA member state has authorization to operate in its “home state” and agrees to meet SARA requirements, it can operate distance education programs in other SARA member states.

OUT-OF-STATE FIELDWORK EXPERIENCE
The Department of Occupational Therapy has relationships with fieldwork sites across the country. If an enrolled student is requesting to complete any fieldwork experience outside of New York State, authorization within the specific state may be required prior to completion of the educational activity.

Clarkson University is proud to be a member of the New England Board of Higher Education Regional Education Compact, a subset of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and an approved SARA Institution. Please refer to the following links for additional information:


New England Board of Higher Education Regional Education Compact: http://www.nebhe.org/

PROFESSIONAL LICENSURE
SARA has no effect on state professional licensing requirements. However, students are responsible for ensuring our academic program meets the requirements for professional licensure in their home state, or the state they plan on practicing in following graduation. Please refer to the following links for additional information:
All 50 states have licensure laws for occupational therapists. The American Occupational Therapy Association (AOTA) website provides links to state regulations regarding qualifications and licensure, continuing competency requirements, regulations, supervision, and telehealth.

NBCOT offers an interactive US map with links to each state’s OT State Regulatory Board Contact List and AOTA links to each state’s licensure requirements.

AOTA provides a list of the states that offer temporary licensure to graduates from ACOTE accredited programs who have not yet passed the NBCOT exam.

AOTA’s Student Guide to Registration and Licensure offers a self-directed “tour” for graduates seeking information on the NBCOT exam and obtaining state licensure.

ACOTE C STANDARDS: FIELDWORK EDUCATION
MASTER’S DEGREE LEVEL FOR THE OCCUPATIONAL THERAPIST

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. 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 maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students.

C.1.3.
Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.

C.1.4.
Ensure that the ratio of fieldwork educators to students enables proper supervision 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.4.14.

C.1.6. 
The program must have evidence of valid memoranda of understanding in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience. (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. 
Ensure that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence 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 Level I fieldwork is integral to the program’s curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.

C.1.9. 
Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

C.1.10. 
Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II 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 in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will

C.1.11. 
Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective
practice, to transmit the values and beliefs that enable ethical practice, and to develop
professionalism and competence in career responsibilities.

C.1.12.
Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum
design. In all settings, psychosocial factors influencing engagement in occupation must be
understood and integrated for the development of client-centered, meaningful, occupation-
based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is
reflective of more than one practice area, or in a maximum of four different settings.

C.1.13.
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.

C.1.14.
Ensure 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 subsequent to initial certification and who is adequately prepared to serve as a
fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the
educational program.

C.1.15.
Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation
of fieldwork) and for providing resources for enhancing supervision (e.g., materials on
supervisory skills, continuing education opportunities, articles on theory and practice).

C.1.16.
Ensure that supervision provides protection of consumers and opportunities for appropriate role
modeling of occupational therapy practice. Initially, supervision should be direct and then
decrease to less direct supervision as appropriate for the setting, the severity of the client’s
condition, and the ability of the student.

C.1.17.
Ensure 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. 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.
C.1.18. Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent).

C.1.19. Ensure 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 1 year of experience in practice.