# ACADEMIC FIELDWORK MANUAL

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Introduction to Fieldwork
Fieldwork education is essential to incorporate the knowledge, evidence and information learned in the classroom setting and apply it to the practical setting. Through the fieldwork experience, students develop fundamentals of domain and practice, apply basic tenets of occupational therapy, and practice and enhance skills of observation, screening, evaluation, intervention, communication, and professionalism. The students emerge in their roles as future occupational therapists and begin to develop the personal and professional skills needed to succeed as an entry level practitioner upon graduation from the MOT program.

Fieldwork education is a required component of an occupational therapy education as defined by the Accreditation Council for Occupational Therapy Education (ACOTE). Fieldwork education is divided into Level I and Level II affiliations. Students must pass all of their Level I and Level II fieldwork affiliations and successfully complete all coursework in order to qualify to take the National Board for Certification in Occupational Therapy (NBCOT) examination. Information regarding registering for, preparing for and taking the NBCOT examination is provided in the last semester during OCCU 636 Enrichment Seminar.

The information provided in this manual is an overview of fieldwork education for the Master in Occupational Therapy (MOT) program at Messiah College. Students are provided with this information during the first Fieldwork Seminar. The Fieldwork Seminar will be scheduled by the AFWC in the fall semester prior to the initiation of Level I fieldwork. The fieldwork manual will also be available as an online resource through Canvas during each fieldwork course and students will be responsible to sign verification that they have personally reviewed the fieldwork manual (Appendix A). Information concerning students and their fieldwork education is considered confidential as dictated by the Family Education Rights and Privacy Act (FERPA). No information can be released without the written consent of the student, unless required to do so by law, if the health and safety of the student is at risk, or as dictated by the terms of the Fieldwork Affiliation Agreement.

Fieldwork Philosophy and Relationship to the Curriculum Design
Fieldwork is an essential component to the occupational therapy educational experience at Messiah College. The fieldwork experiences are designed to encourage students to integrate the content learned in didactic courses into community-based experiences and authentic clinical and community settings. Fieldwork experiences enable the student to begin to perform and refine the necessary skills required to become an entry-level occupational therapy practitioner. The Level I fieldwork experiences are incorporated into the curriculum sequence to parallel the coursework to address a specific practice area. The Academic Fieldwork Coordinator (AFWC) works in conjunction with the faculty team to ensure that assigned fieldwork course assignments and activities are in alignment with the didactic coursework and overall preparation of the MOT student.

An essential component of Messiah College’s Occupational Therapy curriculum is learning the physiological, psychosocial, cultural, spiritual, personal and temporal factors of the person and how those factors affect occupational performance. Students participate in three Level I Fieldwork experiences with a focus on enabling students to learn the holistic and complex nature of human beings and promote the understanding of how individuals choose to participate and engage in occupation throughout the lifespan. Level II Fieldwork experiences are designed to require the students to integrate the entirety of the didactic curriculum at a more advanced level than Level I Fieldwork experiences. Students continue to gain and practice additional practical and clinical skills in anticipation of graduation as an entry-level practitioner.

The fieldwork program is designed to nurture the student’s academic and personal growth in alignment with the curriculum design and the five curricular themes of the MOT program. The curriculum design follows a spiraling, developmental model (Weddle & Sellheim, 2009). Students acquire a basic understanding of foundational skills and then are drawn into a deeper level of understanding and more sophisticated critical thinking as the curriculum progresses through application and mastery phases. The six curricular themes are:
1. Occupation-based Theoretical and Foundational Skills
2. Building Competent Occupational Therapy Practitioners
3. Evidence-based Practice and Research
4. Critical Thinking and Reasoning
5. Character Formation and Ethical Leadership
6. Diversity and Intercultural Competence

OCCU 501 Foundations of Occupational Therapy and OCCU 524 Theoretical Perspectives in OT are taught in the first and second semesters at the beginning of the MOT program and OCCU 510 Evidence-Based Inquiry is taught concurrently with the first fieldwork experience. These classes are taught prior to or concurrently with the engagement of the first fieldwork experience to provide a foundational base in theory, foundations and evidence-based practice in alignment with curricular themes 1 & 3. These themes continue to be built upon and solidified in the experiential learning aspect of the fieldwork placement, fieldwork course assignments and discussion board posts as students integrate, process and apply theoretical concepts, foundations and evidence-based practice. The fieldwork program challenges the students’ observation and use of evidence-based practice and knowledge of occupation-based theoretical and foundational skills through program development during OCCU 572 Level I Fieldwork: Community Interventions and daily OT practice through participation and experience in both Level I and Level II placements.

Themes 4-6 (Critical Thinking and Reasoning, Character Formation & Ethical Leadership, Diversity & Intercultural Competence) are interwoven throughout the fieldwork program and highlighted through Level I fieldwork experiences such as participation in community-based programming and participation in fieldwork placements that do not provide OT services. The supporting assignments throughout the fieldwork program are developmentally designed to draw the student into a deeper understanding and mastery of the curricular themes as the curriculum progresses (Theme 2). Level II fieldwork is designed to solidify the student’s competence and understanding of the thematic concepts and contribute to positive student learning outcomes.

The Master of Occupational Therapy curriculum is supported by the Person-Environment-Occupation-Performance Model. This model is a client-centered and occupation-based model that demonstrates the dynamic interaction between the person, the environment, the occupation and the occupational performance:

**Person:** An essential component of the Messiah College’s occupational therapy curriculum is learning the physiological, psychosocial, cultural, spiritual, personal and temporal factors of the person and how those factors affect occupational performance. Our curriculum affirms the holistic and complex nature of human beings and promotes the understanding of how individuals choose to participate and engage in occupation throughout the lifespan.

**Environment:** Environment refers to the various contexts in which individuals engage and participate in occupations. They include personal, physical, social, temporal, cultural, spiritual and virtual environment. Understanding the various environments and contexts that support or inhibit satisfaction. Our occupational therapy curriculum helps you understand occupation-based theories

**Occupation:** Occupation is defined as the “everyday activities that people do... to occupy time and bring meaning and purpose to life” (WFOT, 2012). In occupational therapy, we study the core belief that occupation is essential for health, well-being and participation (AOTA, 2014). Occupation enables individuals to perform their roles as members of society.

**Performance:** Occupational performance “is the doing of meaningful activities, tasks, and roles through complex interactions between the person and environment (Baum and Christiansen).” It is the ability to carry out the activities of daily life. Messiah’s occupational therapy curriculum addresses the impact of conditions and dysfunction on occupational performance. Students will learn to evaluate the consequences of conditions and how to plan therapeutic interventions that minimize the effects of disability.
The curriculum of the MOT program supports the philosophical assumptions of our profession that occupations are essential for health, well-being and participation in the activities of everyday life. It affirms the holistic and complex nature of individuals as occupational beings and that individuals engage in occupations throughout the lifespan to derive meaning and satisfaction.

**Curricular Themes and Program Objectives**

The curriculum model at Messiah College supports an educational process where students engage in evidence-based inquiry, professional reasoning and active learning. In addition, the students have opportunities to learn and practice various professional roles: practitioner, educator, leader and researcher. Consistent with the mission statement of Messiah College, the Master of Occupational Therapy Program strives to instill the following themes and objectives in providing quality education in development of entry-level occupational therapy practitioners:

1. Occupation-Based Theoretical and Foundational Skills
2. Evidence-based Practice and Research
3. Critical Thinking and Reasoning
4. Character Formation and Ethical Leadership
5. Diversity and Intercultural Competence

Throughout the individual fieldwork courses, MOT Program course sequence, and fieldwork progression these curricular themes are infused in course topics, student expectations, and learning outcomes.

**Fieldwork Office Contact Information & Responsibilities**

Joanna Behm, MS, OTR/L  
Occupational Therapy Academic Fieldwork Coordinator (AFWC)  
Assistant Clinical Professor  
One College Avenue, Suite 4508  
Mechanicsburg, PA  17055  
(717) 796-1800 extension 2685  
jbehm@messiah.edu  
www.messiah.edu

The Academic Fieldwork coordinator (AFWC) is a full time member of the Occupational Therapy Department. The AFWC’s primary roles and responsibilities include, but are not limited to:

- 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.1.1)

- 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.1.2)

- 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.1.3)

- 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.1.4)
• 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.1.5)

• 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.1.6)

• 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. (C.1.7)

• 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.1.8).

• 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.1.9).

• 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. (C.1.10).

• 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.1.11).

• 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.1.12).

• 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.1.13).

• 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.1.14).

• 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.1.15).

• 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.1.16).

- 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.1.17).

- 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.1.18).

- 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. (C.1.19).

**Academic Prerequisites for Fieldwork and Certification**

OT students must successfully complete all academic coursework. A student will not be allowed to progress to
Level II FW with an Incomplete or in any required academic coursework.

Failure to complete all necessary requirements or to pass coursework will affect eligibility for FW placement,
ability to sit for the NBCOT certification exam, and graduation from Messiah College. The requirements
include, but are not limited to the following: child abuse clearance, criminal record check, FBI background
check, drug screening, CPR, blood borne pathogen & HIPAA training and health/immunization requirements.
Other requirements may be necessary for particular FW sites (such as welfare fraud checks, mandatory reporter
training and site-specific additional trainings).

**Typhon**

Student fieldwork records, health information and clearances are stored securely through Typhon, an electronic
data storage system for fieldwork. All students pay one time for access to Typhon and their records remain
active in the system for five years after graduation. Both the students and AFWC are able to access these
documents during the time the student is enrolled in the MOT program and well as five years after graduation.

**Clinical Prerequisites for Fieldwork: Health, Clearances & Background Checks**

Many FW sites have different standards and requirements for potential employees, volunteers, or FW students
to qualify them to provide services to their clients/patients. The student will be responsible for completion of all
clearances, trainings and health paperwork prior to FW. Failure to complete clearances and paperwork on time
will disallow the student from completing FW.

The following is a list of requirements that need to be obtained. Copies of the following must be uploaded to
Typhon. Students are required to keep all originals of clearances at their school residence as many sites will ask
for the originals of clearances. The Student’s Record of Prerequisites can be found in Appendix A to track
completion of these requirements. Some requirements may be requested after initiation of the program and
many clearances and trainings may be required to have multiple completions during the length of the program.
<table>
<thead>
<tr>
<th>Document</th>
<th>Completion Requirement</th>
<th>Cost</th>
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<tbody>
<tr>
<td><strong>Insurance</strong></td>
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</tr>
<tr>
<td><em>Medical Insurance</em></td>
<td>Please upload a copy of your Health Insurance Card. If your coverage changes during the internship, you will need to upload a copy of the new card.</td>
<td>Active throughout the entire graduate program</td>
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<tr>
<td><strong>Clearances</strong></td>
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<tr>
<td><em>PA Child Abuse Clearance</em></td>
<td><strong><a href="https://www.compass.state.pa.us/cwis/public/home">https://www.compass.state.pa.us/cwis/public/home</a></strong> Select the “Employee” option.</td>
<td>Annually $23</td>
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<tr>
<td><em>FBI fingerprinting Clearance (IDENTIGO)</em></td>
<td><strong><a href="https://www.identogo.com/locations/pennsylvania">https://www.identogo.com/locations/pennsylvania</a></strong></td>
<td>Annually $27.50</td>
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<td>The FBI Check is a three-step process:</td>
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<tr>
<td>A) First, you must register online, complete the necessary online forms and print the receipt. The registration online requires a visa card for payment.</td>
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<td>ATTENTION – 2 Critical Points to Note:</td>
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<tr>
<td>1. Throughout this process, you must use the Department of Human Services options (<em>and should NOT use any Department of Education options.</em>)</td>
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<td>2. Please note that on the first page, you’ll need to input the following code: 1KG756.</td>
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<td>B) Second, you will need to take the printed receipt and two forms of identification, including one government-issued photo ID to a fingerprinting facility. Locally, you may go either to 6483 Carlisle Pike, Suite 104, Mechanicsburg, PA 17050 or alternatively, you may go to 4815 Jonestown Road, Suite 201, Harrisburg, PA 17109.</td>
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<td>There will be an opportunity online (when you register) to set up your specific fingerprinting appointment. There is also the option of selecting “walk-in” for which you take the chance that they will be able to see you sooner.</td>
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<td>C) Third, after providing the fingerprints at the facility, the results will be mailed to the home address that you entered online. The waiting period for the results currently is 2-4 weeks.</td>
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### PA State Police Check (PATCH)

https://epatch.state.pa.us/Home.jsp

Please make sure to click on “Request New Check”, not the “Volunteer” button. When prompted to select a reason for request, please select “individual”.

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Annually $22</td>
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### Health Related Items

**Physical and Immunization records**

The required physical examination form can be downloaded through the Student Health Portal. Required immunizations include:
- All required college immunizations defined by the Engle Center
- Hepatitis B vaccine series or (+) titer
- Varicella vaccine or (+) titer
- TDAP within 10 years

Before classes commence and updated as needed to keep immunization records current

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<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Cost</th>
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<tr>
<td>Varies</td>
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**PPD or chest X-ray if positive PPD**

Year 1 of the program PPD must be a two-step PPD, with a one-step PPD in Year 2, unless otherwise directed by fieldwork site.

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<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Annually</td>
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**12 Panel Urine Drug Screen**

As needed depending on your site

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<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Cost</th>
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<tbody>
<tr>
<td>$70+</td>
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**Flu shot**

Annually

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<tr>
<th>Description</th>
<th>Frequency</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Varies</td>
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### Trainings

**CPR for Healthcare Providers**

www.redcross.org or www.heart.org

needs to include: hands on training of CPR and AED

Every two years

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Cost</th>
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<tbody>
<tr>
<td>$89</td>
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**Bloodborne Pathogens/Infection Control**

Details provided by program through ProTrainings

Annually

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Cost</th>
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<tbody>
<tr>
<td>$15</td>
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**HIPAA**

Details provided by program through ProTrainings

Annually

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<th>Description</th>
<th>Frequency</th>
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<td>$15</td>
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Once the student receives notification of placement, it is the student’s responsibility to review the site’s Affiliation Agreement, review any specific site-provided FW objectives and complete all necessary prerequisites (including verification of site specific requirements by contacting their assigned FWE or fieldwork placement organization). It is the student’s responsibility to ensure that the FW site has all required clearances and trainings on file prior to the start of FW.
Background Checks
Some Level I and Level II FW sites requiring a background check may refuse fieldwork to students with a felony conviction. The MOT program realizes this is a personal issue, but it will affect FW placement and may affect ability to sit for the NBCOT certification examination. Please talk with the AFWC immediately if this pertains to you.

Information on the background checks that Messiah College requires can be found below. Sites may request more current clearances and it is the student’s responsibility to ensure that they are in compliance with these requirements. Students should be prepared to renew their clearances multiple times during the MOT curriculum sequence/program. All background check and clearance documents should be uploaded on Typhon immediately after receipt and students are required to keep originals of each clearance within accessibility to campus as fieldwork sites may request original documents.

If you agree to the background check process and the results are determined to be unacceptable according to the facility, you may be denied placement. If this should occur, the AFWC will make an attempt to secure an appropriate placement; however, students should be advised that there is no guarantee that a placement will be found.

Student Responsibilities
All OT students are responsible to complete and turn in required forms by the specified deadlines. Prior to students receiving official notification of their fieldwork assignment, students are not permitted to contact any fieldwork site directly. Any and all communication with potential FW sites is conducted by the AFWC. It is also the student’s responsibility to make contact with their fieldwork placement within 72 hours of receiving their placement notification form. The student should gain details and information that may include what time the student is to report to the site, required dress, who to report to on the first day, and any other site-specific requirements. Every facility may have different requirements. Students are responsible for any additional expenses they encounter on Level I and Level II fieldwork. This includes: additional clearances, travel, gas, housing, clothing, (some facilities require lab jackets or medical scrubs), and any additional resources the site may require. Upon completion of each FW placement, the student is responsible to send a handwritten thank you note to each of the FWEs. This should be done within 2 weeks of the completion of the FW.

Professional and Ethical Behaviors
Students will be held accountable for professional and ethical behaviors during all aspects of fieldwork education. While on fieldwork, students represent Messiah College and must uphold the mission and values of the college and the MOT program. Students are expected to demonstrate academic integrity and adhere to the Messiah College Graduate Student Handbook, and the Occupational Therapy Student Handbook.

The MOT program is committed to help the student develop professional behaviors that will be essential for a successful career in Occupational Therapy. The following categories describe professional behaviors expected of a student in the MOT program including during fieldwork placement. The Assessment of Student Professional Behaviors serves as a tool for faculty to assess and provide feedback on students’ professional performance. The tool can also be used by students as a self-assessment to reflect on their own professional behaviors. A student with an area of “needs improvement,” will need to write a remediation plan to correct or improve the behavior identified.
Time Management and Organization: Student is on time, attends each class and lab, is mindful of due dates and can prioritize workload and life. Consistently prepared and organized for class, labs, guest speakers, community outings, and meetings. Demonstrates flexibility and adapts to changes.

Respect, Cooperation, Emotional Maturity: Respects peers, faculty, other professionals and facility. Participate in class and program. Demonstrates mature and positive behaviors when interacting with others. Is able to determine proper steps to solve problems. Makes needs known and seeks assistance appropriately.

Oral and Written Communication: Understands there are many forms of communication. Exhibits the body language and nuances of communication that are professional. Student is able to utilize written and oral communication to meet classroom, college and professional needs including correct grammar, vocabulary, body language, and tone.

Motivation and Initiation: Participates fully in the learning of OT by looking at resources outside the classroom as well as inside the classroom. Takes responsibility for own academic and professional growth. Demonstrates intellectual curiosity and self-directed learning.

Feedback: Able to give appropriate and insightful feedback to peers to promote professional growth; able to receive and use constructive feedback from faculty and peers to promote professional growth. Modifies behavior as needed.

Academic Honesty and Professional Ethics: Adheres to the Messiah College School of Graduate Studies Student Code of Conduct and AOTA’s Code of Ethics. Displays honesty and integrity in all matters.

Responsibility and Reliability: Demonstrates leadership and commitment to team including reliability for task completion.

Professional Demeanor: Represents Messiah College and the profession of OT in a positive manner wearing appropriate professional attire and demonstrating proper behavior.

Safety: Demonstrates concern for safety in labs, FW and all classroom related activities including community-based experiences. Follows safety precautions set forth throughout the program.

In addition to the Graduate Student Code of Conduct and the MOT Student Handbook, the American Occupational Therapy Association has published additional standards on ethical behaviors for all Occupational Therapists which students should be adhering to and exemplifying during fieldwork experiences.

All MOT Program students will be required to follow these ethical principles, and any violation in ethical behavior as outlined in the AOTA Code of Ethics may result in failure of the course, and/or dismissal from the MOT Program. Current, 2015 AOTA Code of Ethics can be found here: https://ajot.aota.org/article.aspx?articlenumber=2442685. If a student is reported to have violated professional and ethical behavior while completing a fieldwork experience, the AFWC will refer violations of professional and ethical behavior to the MOT Program Director, and in conjunction with the Fieldwork Educator will determine the appropriate action to be taken. An action plan may be developed or depending on the nature and severity of the violation, failure of fieldwork and ultimately dismissal from the Occupational Therapy program may occur.
Student Relationships

The MOT department emphasizes educating students to become ethical practitioners and promoting professionalism in all aspects of the curriculum. This expectation extends to fieldwork sites. The relationship between the student, fieldwork educator (FWE), and employees of the fieldwork site are to be held in the highest regard and in a manner that builds mutual respect and trust. Students are expected to follow the State of Pennsylvania Occupational Therapy Code of Education and Licensure (PA Code of Education and Licensure) and the American Occupational Therapy Association (AOTA) Code of Ethics (AOTA Code of Ethics). Students will maintain an appropriate student-teacher relationship with the FWE, employees, and volunteers at the fieldwork site. Students are not to engage socially, in person or on social media, with the FWE, other employees, and/or volunteers, while engaged in the fieldwork experience.

The MOT department prohibits social or sexual relationships with clients during the fieldwork or duration of the educational program. The client views the student in a position of authority, and for this reason makes this type of relationship unequal as well as unethical. While enrolled in the MOT program a student shall not engage in:

- social activity with a client. This refers to any contact that is outside the professional environment. This includes, but is not limited to, socializing after hours; texting, emailing, or communicating through social media.
- sexual or intimate contact with a client, even after the client has been discharged from occupational therapy services or the facility.
- any contact that is or may be interpreted by a client as seductive or sexual in nature.

Students who do not comply with this policy will fail the fieldwork experience and face dismissal from the program, depending on the nature of the violation. This applies to Level I and Level II fieldwork experiences.

Dress Code

Students are expected to dress professionally while on fieldwork. No jeans, shorts, leggings, low riding pants, cropped shirts, sweatshirts, sandals, or hats should be worn. Footwear should be comfortable with a closed toe and back. Footwear should be flat or with very low heel as appropriate for FW site. Socks, knee highs, nylons, or tights must be worn with all attire. All clothing must be appropriately fitting and adequately cover chest and buttock region when bending forward or stooping. Jewelry should be kept to a minimum (i.e. small rings, hoop or stud earrings, and/or watch). If the student has a visible body piercing, other than earrings, it must be removed prior to attending fieldwork. Tattoos should be covered at all times, Perfume, cologne, or scented lotion/oils should not be worn for fieldwork. Hair should be clean and if longer than shoulder height should be pulled back and secured. Make-up should be kept to a minimum. Facial hair should be neatly trimmed or shaved as appropriate. Good body and oral hygiene should be maintained. Fingernails should be clean and maintained at an appropriate length for patient care and infection control. Artificial nails are not permitted as they pose a safety risk for patients. Slogans on clothing or buttons are not allowed unless institution or profession related. Smoking and chewing gum are not permitted on fieldwork. Messiah College identification badges must be worn and displayed from the waist up, unless an alternative badge is issued at the fieldwork site. Students must follow the dress code requirements of the individual fieldwork sites, which may involve wearing scrubs or other uniforms. If a student is dismissed from a fieldwork site due to inappropriate dress/grooming, another site will not be secured until remediation occurs to correct the problem. There may be instances that the AFWC makes an exception to the above dress code based on the appropriateness of the fieldwork setting (e.g. farm settings). This is designated by the AFWC in conjunction with the site guidelines and students will be appropriately notified.
Social Networking & Social Media

To ensure that students enrolled in the MOT program can demonstrate the needed ethical behavior of a future professional. The following social network guidelines are to ensure that students are not unintentionally noncompliant with HIPAA regulations and are exhibiting appropriate professionalism in alignment with the MOT program.

1. When speaking with peers, family, or on any public social networking sites while on any Level I or Level II Fieldwork, you must recognize you cannot share any specific information.

2. Names of supervisors, comments, and/or criticism about sites or information about what is happening at sites are not appropriate on public social networking sites.

3. Students should not put posts or photos on public social networking sites about fieldwork or facility/site. This includes location, clients, diagnosis, treatment, fieldwork educator, all staff, etc.

4. Do not ask you supervisor to “friend” you while on Level I or Level II of Fieldwork. This puts your supervisor and yourself in an awkward situation with personal information about each other. If you mutually decide to do this after the Fieldwork experience, this is your personal choice.

5. If there is any question or you are unsure of something regarding public social networking, call Messiah College’s Academic Fieldwork Coordinator for advice.

6. Consider what you post on any public social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee.

Social media is an unlimited tool to connect with other OT students, OT professionals, build a network of support, exchange ideas; share information, access resources, increase awareness, and participate in relevant conversations about health and occupational therapy best practices. Students have the freedom to participate in the Messiah College, Messiah College MOT Program, AOTA or other professional organization social platforms however, students are expected to engage and respond professionally and ethically. Social media should not be used as a tool to disclose information shared in class, community-based events, fieldwork experiences or information related to your classmates, instructors, guess speakers, fieldwork educators and clients. It is not permissible to use social media (Facebook, Twitter, Instagram) to voice complaints, dissatisfaction, disagreement or to share negative comments of classmates or any other individual involved in your educational process. It is a violation of confidentiality to disclose or share identifiable and private information of others. No photos should be taken without a client’s consent and no photos should be posted of clients or individuals you may interact with in a clinic or community setting. Violation of confidentiality may result in non-academic probation and/or dismissal from the program.

Cellular Phone Use

The use of cell phones, tablets, pagers, or other non-site sanctioned electronic devices is prohibited during fieldwork. These devices provide a distraction and may interfere with medical technology used in the facility. If there are extenuating circumstances in which a student needs to be accessible to someone outside of the facility or requires the use of a cellphone for medically-related reasons, he/she should discuss the situation with the Fieldwork Educator (FWE) for appropriate measures to be taken. If a student uses a cellular phone during their fieldwork experience, the student may fail their fieldwork placement and will require remediation of the professional behaviors expected and required during fieldwork.
Safety and Infection Control

Students are required to follow the policies and procedures of the fieldwork site as they relate to safety, infection control and emergency situations. Students should observe and implement infection control and universal precautions to protect themselves and the clients with whom they interact. Blood borne pathogen & Infection Control training is completed by the students on an annual basis. This training will be completed by every student prior to attending Level I Fieldwork. It is the responsibility of the student to know the fieldwork site’s guidelines for providing care to clients with a communicable disease. In the case of illness, students must use their best judgement to determine if they should report to the fieldwork site, keeping in mind that the compromised status of clients may put the clients at a higher risk for infection if they come into contact with illness. Any missed time must be reported to the AFWC and must be made up as determined by the FWE unless otherwise determined by the FWE and AFWC.

Any safety incidents or emergencies involving the student should be reported and handled as per the guidelines established at the fieldwork site. Depending on the fieldwork setting, emergency care may or may not be available to the student. In all cases, the financial responsibility of emergency and medical care is the sole responsibility of the student.

Students should be adhering to all safety guidelines and demonstrate sound judgement when dealing with safety issues of clients, other professionals and themselves. Any action that puts a client at risk or endangers the health and welfare of that individual may require remediation or dismissal from the fieldwork placement as well as the MOT program.

HIPAA

The Health Insurance Portability and Accountability Act, otherwise known as HIPAA, was enacted by Congress in 1996 to address insurance portability (when moving from employer to employer), to reduce fraud, and to protect confidential medical information.

The Messiah College MOT program requires HIPAA training of all students to ensure understanding and compliance prior to completing fieldwork placement. Individual fieldwork sites may require students to complete facility-specific HIPAA training, accept the Messiah College HIPAA training or have students complete a video prior to initiating fieldwork placement.

At a minimum, students must understand:

- That clients should not be identified in assignments but initials or a pseudonym should be utilized.
- Even when personal health information is avoided, it is a HIPAA violation to mention information in a way in which that person may be identified.
- They may not take any documentation containing client information from the fieldwork site.
- That client information cannot be discussed in public places at the fieldwork site (i.e. treatment areas, hallways, parking lots, elevators, cafeteria, etc.)
- That information about a patient cannot be discussed with those not directly involved in the care of that individual.
- That, as mentioned above, cell phones are not to be used during fieldwork. Posting on social media, texting client information, or taking pictures of clients is a direct violation of HIPAA and will be subject to legal action.

If a student violates HIPAA guidelines while on fieldwork, AFWC and fieldwork site may develop an action plan to address the issue and depending on the severity, may require dismissal from the program or failure of fieldwork placement.
Americans with Disabilities Act

In compliance with the Americans with Disabilities Act (ADA), Messiah College does not discriminate against students with disabilities. Efforts are made to arrange effective accommodations for any qualified person. Messiah College is committed, not only to the legal requirements of the ADA, but to the moral and ethical responsibility to treat all members of the community with fairness.

Messiah College is committed to making reasonable accommodations for qualified students with disabilities to assure equal access to all programs and services of the College. For the purpose of this policy, “field experience” refers to internships and all other credit-bearing site-based assignments.

Disclaimer: The College does not have authority over cooperating agencies and cannot guarantee that all requests for accommodation can be honored. The College will work with students to locate suitable work-sites whenever possible.

Essential functions: Students must demonstrate an ability to perform the essential functions of a specific assignment, with or without assistive technology. While some professions have reached general agreement about the essential functions of specific jobs, others remain diverse and each site or organization may have developed its own set of standards for performance. The College has no authority to compel changes to those standards for the sake of an individual student.

Site Assignments: Different professions present unique challenges to students with disabilities, due in part to job expectations that vary significantly. Students may find certain work assignments outside the range of their abilities, while other situations may be more easily adapted to the individual. Students should be able to demonstrate mastery of essential skills before placements are arranged. Agencies are not required to provide technologies or an assistant to manage those details that the student cannot perform independently.

Programs with Mandatory Field Experiences: Students should discuss their needs for accommodation with their advisors, department chairs, program directors (if applicable), and the Director of Disability Services. Those conversations should take place as early as possible in the student’s program to allow sufficient time to plan or to consider alternative majors should a change be indicated. Early identification of areas of concern also allows the student opportunity to work to improve when improvement is possible.

Confidentiality: In order to effectively represent the student's needs, the College will at times be required to reveal disability-specific information to an agency representative in order to determine whether a student can be accommodated. The College will use the "need to know" criterion for determining who is to be informed of a student’s disability to assure confidentiality and protection of personal information. That determination is left to the College representative, generally in consultation with the Director of Disability Services, and with the written approval of the student.

Professional Liability Insurance

Messiah College provides professional liability insurance coverage during all fieldworks for MOT students. A certificate of professional liability insurance coverage is issued only at the request of a fieldwork site. This request is made through the AFWC and a copy of the professional liability insurance certificate is issued through the Office of the Vice President of Operations.
Fieldwork Site Selection Process
When initial contact is made with a potential fieldwork site, information about the MOT program including the mission, curriculum design, philosophy, accreditation status, and OT/PT affiliation agreement are shared with the facility to assure that their student placement opportunities align with Messiah College’s MOT program. Messiah College aims to partner with fieldwork sites that support the program’s curriculum design and themes in order to encourage achievement of positive student learning outcomes. The fieldwork program seeks out affiliations with sites that support and demonstrate ethical leadership, diversity & intercultural competence, occupation-based theoretical and foundational skills and evidence-based practice and research.

The Messiah College OT/PT affiliation agreement has been approved by Messiah College’s Vice President of Human Resources & Compliance. If the facility requires that the MOT program use their own agreement instead, the AFWC and Vice President of Human Resources and Compliance review and make changes if necessary until each party approves the document. In the event that a consensus is unable to be met, it is decided that the facility or organization is not an appropriate placement to meet the needs of the MOT program. The AFWC maintains affiliation agreements with all of the fieldwork sites contracted for both Level I and II experiences. These affiliation agreements are stored within a binder in the office of the AFWC, on Typhon, and on the computer hard drive.

When a student is placed at a FW site, the assigned fieldwork educator (FWE) is provided with a confirmation email containing student contact information, specified FW dates, the AOTA Data Form, supervisor credential form, and a request for site-specific objectives. The AFWC does provide sample site-specific objectives for Level I and Level II fieldwork that the fieldwork educator can agree to and adopt or amend the document to reflect the uniqueness of the fieldwork site and expectations. As the site-specific information is collected, it is uploaded to Typhon, an electronic data storage system, to be available for student viewing. Students are informed via email of their FW placement and contact information for their FWE. Students may also access the available paper copy files in the AFWC’s office when she is present in her office.

Affiliation Agreement Policy
Signed affiliation agreements are in place or in process for every site where a student may complete his/her Level I or Level II fieldwork experience. Responsibilities of the sponsoring institution (Messiah College) and the individual fieldwork sites are clearly documented in the memoranda of understanding/affiliation agreements. Messiah College MOT program has an affiliation agreement to provide to facilities. The affiliation agreement is a combined document used by both the MOT program as well as the Doctorate of Physical Therapy program at Messiah College. This affiliation agreement was approved by Messiah College’s Vice President of Human Resources & Compliance. All fieldwork sites that meet the approval of the AFWC and ACOTE Standards are issued a Messiah College OT/PT Affiliation Agreement (contract). This agreement remains in effect for a period of five years, unless terminated in writing by either party, regardless of breaks in participation. At the end of the five year period a new agreement must be executed before a student fieldwork can occur. Sites that require the use of facility contracts are reviewed and approved by the Dean of the School of Graduate Studies and Vice President for Human Resources and Compliance. The AFWC ensures that all affiliation agreements are signed by both parties and are in effect prior to students beginning their fieldwork placement. The affiliation agreements are stored in a binder in the AFWC office, stored on the computer hard drive and uploaded to Typhon, the electronic data management system.

Ratio of Fieldwork Supervision
The Level I fieldwork experiences are completed in an individual or group format (2-8 students). The fieldwork educators in Level I experiences may be occupational therapists, other professionals, or college faculty. Students are assigned a fieldwork educator at their Level I site. If a group of students completes their Level I fieldwork with a faculty member, that person would serve as the fieldwork educator. In the event that the group
would be at the site without the faculty member, a fieldwork educator would be assigned from the site. Our Level II fieldwork experiences are completed using a 1:1 model (one fieldwork educator assigned to one student), 1:2 (one fieldwork educator assigned to two students), or 2:1 (two fieldwork educators assigned to one student) depending on the site. All of these models have the ability to provide frequent assessment of the student progress towards achieving the fieldwork objectives.

Protocol for Absenteeism/Injury during Fieldwork
Each FW site may have an established absenteeism policy. Messiah College will accept their absenteeism policy as its own. If the FW facility does not have an absenteeism policy the following guidelines will be implemented.

- If at any time the student is injured or ill during FW, the injury should be reported to the immediate FWE/supervisor as soon as possible. The student should also notify the AFWC at Messiah College as to the injury or event. If the AFWC is unavailable and immediate assistance is needed please contact the OT Program Director.
- The only time off permitted during fieldwork should be due to illness, injury, severe weather or family emergency. Any other approved time off during fieldwork is to be decided by the fieldwork facility and the AFWC.
- It is the student’s responsibility to call the FWE at the assigned facility to make them aware of the reason for missing fieldwork time. It will be up to the FW facility to determine how the time will be made up.
- All students must have the required hours for each Level I FW and the required twelve weeks for each Level II placement (total of 24 weeks’ full time). Students will be required to fill out the fieldwork time log on every FW experience. This form is to be turned in at the completion of each FW experience to Canvas.
- If there are holidays during the Level II FW placement it is up to each individual site/facility to determine whether or not the student is required to work on that day. It is the student’s responsibility to inform the FWE if they have any religious beliefs that would interfere with FW and the student will need to make arrangements with the FWE to make up that time missed.

Protocol for Weather-Related Absenteeism on Fieldwork
Due to the varying locations that students complete their fieldwork placement, weather conditions can be very different. Each student will be responsible for determining driving conditions in his/her geographical area and determining whether to attend assigned hours, leave early, or arrive late in collaboration with their fieldwork educator. The student should be in constant communication with their fieldwork educator regarding weather impact, policies and emergencies. If the fieldwork site declares a weather emergency, the student is not required to attend fieldwork. Students should be in constant communication with the fieldwork educator regarding all weather-related decisions regarding fieldwork attendance.

Cancellation of Fieldwork by Student
Students may only cancel or change facilities if there are extenuating circumstances. Cancellation of FW is a serious situation, which will not occur without careful consideration. FWEs, students, and the AFWC spend extensive time planning and organizing contracts, confirmations and prerequisite materials for FW to be successful. When there is a cancellation, there will be no guarantee of the practice areas, location or timing of the replacement FW. It takes several months for FW to be secured for each individual student and when a student cancels a FW placement time has been wasted by all. This may also set the student back in the OT program and not allow the student to graduate at the scheduled time. Unpredictable student crisis occurs when a
major life change related to health, finances, or family emergency prevents successful completion of FW. These would be circumstances beyond the student’s control. There must be written documentation submitted to the AFWC prior to the official cancellation. The AFWC and the OT Program Director will review and make the final decision on the cancellation. If approved, the AFWC will work with the student to obtain another placement. Students are not permitted to contact a facility to cancel their scheduled FW. Students only have 1 year to complete Level II placements upon completion of coursework at Messiah College. This may affect the students’ college graduation, ability to sit for the NBCOT exam, and ability to attain state licensure.

Cancellation of Fieldwork by Site
There are many reasons that a FW site/facility could possibly cancel a student’s affiliation. FWEs spend hours planning and scheduling to take a student. If a FW is cancelled, it is often due to the unforeseen circumstances, such as staffing, maternity leave, or reorganization of the facility. If this does occur, the AFWC will make every possible effort to meet the needs of the student when placing them at a replacement fieldwork site. Student’s rescheduled fieldwork may not occur within the specified and publicized curriculum sequence of Messiah College.

Student Failure at Fieldwork Site/Facility

Level I FW Students will need to achieve a passing score on the Messiah College Level I Evaluation Form and pass all course-specific academic requirements.

Level II FW students will be evaluated at midterm and again at the conclusion of the FW using the AOTA Fieldwork Performance Evaluation (FPE). A student who receives a score of less than 90 points on the midterm FPE will be considered in danger of failing that FW. The lack of competencies will be documented and issues will be formally discussed with the student and FWE. The site/facility or Messiah College may terminate the FW prior to the scheduled date of completion if it is determined that the student will not be able to demonstrate an adequate rate of growth during the remaining time, or if the student is unwilling to accomplish the stated objectives. Under such circumstances, the student will be considered to have failed the specific Level II FW assignment. A score of less than 122 points on the final FPE is failing.

Remediation for Fieldwork
A student who fails one Level I fieldwork course or fails one Level II Fieldwork placement will be placed on academic probation. A remediation plan will put in place goals and strategies to demonstrate improvement and satisfactory academic performance. The registrar’s office will notify the student in writing of the probation and will provide a copy of the communication to the program director and academic advisor. Students who are on academic or non-academic probation will be required to develop a plan of action in conjunction with their faculty advisor and program director identifying specific areas in need for improvement. The remediation plan must include specific issues of concern, goals, action steps, and faculty recommendations to address identified academic and non-academic issues. This plan must include a timeline for completion. The remediation plan is an agreement between the faculty and the student and must be signed by all parties involved. The student will receive a copy of the signed plan and a copy will also be placed in the student’s advising file. Please see the School of Graduate Studies Catalog section regarding Notice and Appeal of Outcome from Remediation and Development Plans.

Prior to sending a student out on an alternative placement, the student must pass the remediation plan. If a student does not pass the remediation after a failure of a fieldwork placement or does not pass the subsequent fieldwork placement, the student will be dismissed from the MOT program. Students will not be able to repeat
courses in the MOT Program with the exception of one Level I and one Level II Fieldwork course. A second failure from a Level I or Level II fieldwork experience will result in dismissal from the program.

Fieldwork Advising
Students attend a Fieldwork Enrichment Seminar in the fall of their first year in the Messiah MOT Program. Students also complete a fieldwork interest form and attend a 1-1 meeting with the AFWC to review potential sites and interest for Level II fieldwork placement. Students may also make appointments with the AFWC to discuss fieldwork ideas, concerns or suggestions for further fieldwork advising. Students should be aware of the multiple cohorts attending fieldwork and therefore repeated student requested meetings regarding “updates” of future/potential fieldwork placement may impede the actual ability of the AFWC with completing the placement process for all students. The AFWC will update the students or request appointments when necessary in the fieldwork placement process.

LEVEL I FIELDWOR
SPECIFICS
Level I Fieldwork

The ACOTE 2011 Standards for a Master’s Degree Level Occupational Therapist Educational Program states the following in regards to Level I Fieldwork Placement:

- 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.
- Level I fieldwork shall be integral to the program’s curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process (C.1.8).
- Qualified personnel for supervision of Level I fieldwork include, but are not limited to, currently licensed or otherwise regulated occupational therapists, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists (C.1.9).
- At least one fieldwork experience (either Level I or Level II) has as its focus on psychological and social factors that influence engagement in occupation (C.1.7).
- Level I fieldwork is not substituted for any part of Level II fieldwork (C.1.10).

Level I Fieldwork Overview

The Level I FW experience in the occupational therapy program at Messiah College, is integrated as a component of the curriculum design. The student is required to successfully complete three Level I FW experiences. **OCCU 562 Level I Fieldwork: Pediatric Practice and OCCU 602 Level I Fieldwork: Adult Practice requires each student to have a minimum of 40 hours logged at their fieldwork placement.** **OCCU 572 Level I Fieldwork: Community Based Interventions requires a minimum of 20 hours logged at their fieldwork placement.** The fieldwork experience may be designed to encompass more than 40 hours in order to provide built-in days for illness, family emergencies or site specific cancellations. It is the student’s responsibility, in collaboration with their FW site and FWE, to achieve the appropriate hours of FW experience during the specified semester.

Level I Fieldwork Supervision

The student may complete their Level I FW experiences in both traditional and non-traditional settings. Level I FW students will be supervised by qualified personnel that can include, but not limited to, currently licensed or otherwise regulated occupational therapists, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. When establishing Level I fieldwork sites, the AFWC ensures that qualified personnel supervise students. Once a student is assigned to a FW site, an electronic packet is sent to the fieldwork educator (FWE). This packet includes a supervisor credentials form, requesting the FWE’s name, years of experience, if the supervisor graduated from a World Federation of OT approved program (international fieldwork), years supervising students, and state and license number. FWE are instructed to return the completed form to the AFWC prior to the start of the fieldwork placement. If the student is placed with a fieldwork supervisor/educator who is not a licensed occupational therapist, the fieldwork educator will fill out the parts of the form that are applicable reflecting on their personal credentials and experience.

Level I Fieldwork Course Objectives

Due to the specific design of each Level I Fieldwork Experience within the Messiah MOT Curriculum, the course objectives for each assigned fieldwork course may vary. The course objectives specified for each fieldwork course are listed on the assigned course syllabi which students have access to through the Canvas platform.
Level I Fieldwork/Coursework Progression

Spring Semester (1st year):
OCCU 565  OT Process: Pediatric Lecture
OCCU 565L OT Process: Pediatric Lab
OCCU 562  Level I Fieldwork: Pediatric Practice

Summer Semester (beginning of 2nd year):
OCCU 605  OT Process: Adult Lecture
OCCU 605L OT Process: Adult Lab
OCCU 602  Level I Fieldwork: Adult Practice

Fall Semester (2nd year):
OCCU 573  Health Promotion in OT
OCCU 572  Level I Fieldwork: Community Based Interventions

Level I Psychosocial Requirement
OCCU 572 Level I Fieldwork: Community Based Interventions takes place in the fall semester of the 2nd year of coursework. This placement fulfills ACOTE standard C.1.7 that states all students must participate in a Level I or Level II fieldwork experience which has as its focus on psychological and social factors that influence engagement in occupation.

Level I Placement Policy
The MOT program provides students with fieldwork experience in appropriate settings and who have shown a willingness to perform the duties requires of Level I fieldwork supervision. Students will only be placed in sites who have a signed Affiliation Agreement (contract) with the Messiah College MOT program.

Level I Site Selection/Assignment Policy
The MOT program seeks to ensure that every effort is made to offer students exposure to a variety of individuals in different settings. This ensures that by the end of the curriculum, the graduating MOT student is an entry-level practitioner with a level of comfort to integrate skills and knowledge effectively thought a variety of settings and populations. Due to the varying nature and specified time of the Level I Fieldwork placements, assignment to fieldwork sites can include various methods such as randomized lottery (local or out of area), assignment based on faculty recommendation and input, assignment based on the perceived fit and strengths of the student in relation to the available fieldwork site. The assignment/selection process is the ultimate decision of the AFWC. The AFWC will inform students of their final Level I fieldwork assignment through a notification letter that includes appropriate contact information.

Students are not permitted to contact a fieldwork site or arrange a fieldwork placement on their own at any point during the educational process. Students must go through the AFWC to offer suggestions for fieldwork sites. For Level I fieldwork experiences, students are expected to have their own transportation and know that they may be traveling 60-90 minutes one way to their fieldwork site. Geographic location of the fieldwork site, transportation needs, and/or the student’s financial situation will not be considered in the placement of Level I fieldwork. Students are permitted to trade Level I fieldwork placements with another student, only if: 1) both students are in mutual agreement; 2) this is discussed by both students in person with the AFWC; and 3) written consent from both students while discussing the change with the AFWC is obtained. The AFWC reserves the right to make all final determination of Level I fieldwork placements.
LEVEL II FIELDWORK SPECIFICs
Level II Fieldwork
Level II fieldwork is the culminating educational experience for the occupational therapy student. The student will have the opportunity to apply academically acquired knowledge of the occupational therapy process to a wide variety of traditional and non-traditional service settings. The student will be expected to integrate prior learning and experiences as they complete higher-level requirements and execute higher-level responsibilities. This is the time for an occupational therapy student to learn how to be an entry-level occupational therapist. The student will have the opportunity to experience what it means to be part of an occupational therapy department, how to work collaboratively in an interdisciplinary team, and how to interact with a variety of individuals in the world of healthcare.

Level II Fieldwork Duration & Timeframe
Students are required to complete a minimum of six months or 24 weeks of Level II fieldwork. Level II fieldwork is only scheduled after all required prerequisite coursework has been successfully completed. Level II FW may be completed on a part time basis in accordance with the fieldwork placement’s policies and procedures as long as it is at least 50% FTE at that site. Essentially, students may complete a part-time placement if other employees employed by that fieldwork site have a part-time employment option. The student would also need to be completing at least 50% of the full time employment hours set forth by the site. This process needs to be requested and completed through the Messiah College AFWC office, the academic fieldwork coordinator and the assigned site. Students will be supervised by an Occupational Therapist with at least one year of experience after passing the National Board Certification Exam. Successful completion of all academic coursework from an accredited institution and Level II fieldwork will qualify the student to take the National Board for Certification in Occupational Therapy (NBCOT) Examination.

Level II Fieldwork Standards
According to the 2011 ACOTE Standards: 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 life span and to a variety of settings.

The ACOTE 2011 Standards for a Master’s Degree Level Occupational Therapist Educational Program states the following in regards to Level II Fieldwork Placement:

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.1.11)

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.1.12)
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 placements usual customary personnel policies, as long as it is at least 50% of an FTE at that site. (C.1.13)

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.1.14.)

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.1.15)

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.1.16)

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 three 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 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.1.17)

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.1.18)

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. (C.1.19)

**Level II Fieldwork Supervision**

Level II students are 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.1.14).

**Fieldwork Seminar**

All students will attend a mandatory fieldwork seminar meeting scheduled by the AFWC the semester prior to the first Level I fieldwork experience. At the fieldwork seminar meeting, students will learn the necessary documentation required by the Fieldwork Office. The AFWC will review prerequisites required by the state of Pennsylvania and Messiah College. Students will also be required to meet individually with the AFWC during the fall semester. This meeting will be the student’s one-on-one time with the AFWC in which the student’s experiences and interest concerning Level II fieldwork will be discussed and the AFWC will answer any questions that the students may have. Students who do not attend the mandatory fieldwork seminar or who do not submit their required paperwork on the designated due date to the AFWC will not be placed for Level II fieldwork, which will delay their progression in the OT curriculum.
Level II Fieldwork Dates
According to the curriculum sequence, typically Level II fieldwork begins in February and ends in August. There is generally one week between the end of one affiliation and the start of another. The length of fieldwork at a given facility is typically 12-weeks (3-months). Most sites provide experience with a specific population and are in a given service delivery model.

Level II Fieldwork Course Objectives
1. Carry out the occupational therapy process adhering to all safety precautions. (B.2.8., B.9.1)
2. Use, represent and articulate the basic tenets of occupational therapy. (B.2.1., B.2.3., B.2.5.)
3. Demonstrate competency in the evaluation process including selection of assessments, administration, and modification including the ability to demonstrate critical thinking skills and articulate the rationale for decision making within the evaluation process. (B.4.1., B.4.2., B.4.3., B.4.4., B.4.6., B.4.7.)
4. Demonstrate competency in the selection, modification, and termination of interventions that are client-centered, occupation-based, and evidence-based. (B.5.1., B.5.2., B.5.19., B.5.24., B.5.25., B.5.27., B.5.28.)
5. Execute all required documentation within the acceptable time-frame for each fieldwork site. (B.4.10.)
6. Demonstrate an understanding of the skills related to the management of occupational therapy including articulation of the responsibilities and roles of department personnel including occupational therapy assistants and occupational therapists (B.4.5., B.5.21., B.5.25., B.9.8.)
7. Use professional behaviors through verbal, non-verbal and written communication and ethical decision making when interacting with all stakeholders. (B.5.20 & B.9.1.)
8. Demonstrate effective clinical reasoning and reflection as assessed at the Level II fieldwork site and through weekly Canvas discussion board postings and course assignments.
9. Recognize and discuss how psychosocial factors influence engagement in occupation and identify how they contribute to the development of client-centered, meaningful, occupation-based outcomes.
10. Achieve a passing score on the AOTA Level II Fieldwork Evaluation at midterm and final completion of the fieldwork experience.
11. Submit all assignments, the AOTA Level II Fieldwork Evaluation Form, and the AOTA Student Evaluation of Fieldwork Experience by the completion of the fieldwork course.

Level II Fieldwork Evaluation
The student is evaluated using the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student. The fieldwork educator completes this evaluation at midterm and at the completion of each of the fieldwork experiences. The midterm evaluation is done on the 6th week of a 3-month affiliation or on the 12th week of a 6-month affiliation. The student’s direct occupational therapy supervisor completes the evaluation. The grading criterion used to assess the student’s progress is based on 42 performance items. The midterm evaluation is reviewed with the student to identify the student’s areas of strength and areas of improvement. The final evaluation is done on the 12th week of a 3-month affiliation. The student must successfully score at or above the AOTA established minimum numerical score on the midterm and final evaluations in order to pass the affiliation. The student must upload their midterm grade to Canvas for review by the AFWC. If the student’s performance in the Level II fieldwork experience is not meeting the fieldwork
site expectations of a student’s performance level at midterm, the Fieldwork Educator, AFWC and the student will review the student’s performance. A learning contract will be initiated by the AFWC and reviewed by all parties to establish a list of goals the student will need to meet in order to successfully complete the fieldwork in addition to all criteria required on the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student.

Performance rating scores are as follows:
OVERALL MIDTERM SCORE
Satisfactory Performance……….90 and above
Unsatisfactory Performance……89 and below
*An unsatisfactory performance rating would require the fieldwork educator to contact the Academic Coordinator of Fieldwork Educator.

OVERALL FINAL SCORE
Pass……………………………..122 points and above
No Pass/Fail……………………121 points and below

The Fieldwork Educator is required to complete and review with the student the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student. The student is required to complete and review with the Fieldwork Educator the AOTA Student Evaluation of the Fieldwork Experience after the final evaluation has been completed, reviewed, signed and dated by both the Fieldwork Educator and the OT student. The AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student and the AOTA Student Evaluation of the Fieldwork Experience are mailed to the AFWC and scanned and uploaded to Canvas. The document should be mailed and the appropriate documents should be uploaded to Canvas on the day of completion. Upon reviewing the evaluation, the AFWC either enters a grade of pass (P) or fail (F) with Messiah College Registrar’s Office. It is only after the grade has been submitted by the AFWC that the fieldwork experience is considered complete. Although the AFWC relies upon the Fieldwork Educator’s evaluation ratings utilizing the AOTA Performance Evaluation and scoring system, the completion of assigned fieldwork coursework also determines the final grade for the Level II fieldwork experience as assessed by the AFWC.

Finances
Messiah College will not be held responsible for any expenses incurred during Level II fieldwork. These expenses may include but are not limited to: travel expenses, transportation, food, rent, personal needs, additional site-required prerequisites or clearances. Students will be responsible for personal budgeting in advance for Level II fieldwork.

Transportation
The student is responsible for transportation during Level II fieldwork. Fieldwork placement will not be scheduled according to the transportation needs of the student. Students are expected to travel up to 90 miles one way to their fieldwork site. Students in areas highly saturated with OT/OTA schools may have to travel out of state or out of the 90 mile radius for at least one Level II Fieldwork. The student will be responsible for reporting to a fieldwork site and completing the experience as scheduled.
Housing
The student will be responsible for obtaining housing during Level II fieldwork. The university is not responsible for arranging, finding, or assigning fieldwork based on the housing needs of the student. Fieldwork sites will not be held responsible for providing or arranging housing.

Special Considerations
Due to the number of occupational therapy students needing Level II fieldwork site experiences and the ever changing availability of fieldwork site opportunities, Messiah College will not place students based on financial needs, transportation needs, personal events, marital status, childcare needs, housing needs or work responsibilities.
Appendix A: Fieldwork Prerequisite Forms
Fieldwork Manual Acknowledgement

This is to verify that you have received a copy of the Messiah College Graduate Program of Occupational Therapy Fieldwork Manual.

The Fieldwork Manual includes all policies and procedures related to your responsibilities during Level I and II Fieldwork experiences. You are responsible for the contents of the Fieldwork Manual and it is to be retained by you and used as a reference while you are enrolled Messiah College and on Level I and II Fieldwork experiences.

It is your responsibility to become familiar with the contents of the Fieldwork Manual. Your signature indicates that you agree to adhere to the requirements as stated in the policies and procedures established by the Graduate Occupational Therapy Program and Messiah College.

Certification
Students will be eligible to sit for the certification examination upon successful completion of all degree requirements, including Level I and II Fieldwork experiences. To sit for the examination, the student must submit to NBCOT an official transcript verifying successful completion of all didactic and fieldwork experience, graduation or eligibility for graduation. A felony conviction may affect a graduate’s ability to sit for the NBCOT exam and obtain licensure.

Students are to access the NBCOT web site at www.NBCOT.org for information regarding test application procedures, test locations, and test dates. Successful completion of the certification examination will result in certification by NBCOT as a certified occupational therapist.

By signing this form you acknowledge the understanding of the NBCOT policy that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination and obtain licensure. You also acknowledge that you have received, read, and understand the MOT Program Fieldwork Manual.

If you have any questions or concerns regarding the context of this manual they must be made known with submitted documentation to the AFWC prior to signing this document.

________________________________________
Name of Student (Print)  
________________________________________
Signature of Student

______________________________  _______________________
Date
Authorization for Release Form for Fieldwork Placement

This document verifies that you authorize the Graduate Occupational Therapy Program of Messiah College to have access to your medical health records and required completed background checks.

This agreement also authorizes the Academic Fieldwork Coordinator to release the student’s medical health records and completed background checks to the Fieldwork sites/facilities. This will enable the student to participate in Level I and Level II Fieldwork.

Students are protected under FERPA which is a federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department.

Under FERPA, a school may not generally disclose personally identifiable information from an eligible student’s education record to a third party unless the eligible student has provided written consent. However, there are a number of exceptions to FERPA’s prohibition against non-consensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so.

Students do have the right to decline to sign and authorize this release of medical records and background checks. By declining to authorize this release form the student may have difficulty obtaining placements for Level I and II Fieldwork. Students are required by ACOTE standards to successfully complete Level I and II Fieldwork in order to sit for the NBCOT certification examination and obtain licensure.

If you have questions or concerns regarding this form or giving authorization for the release of medical records and background verification, please see the Academic Fieldwork Coordinator prior to signing this contract.

________________________________________  ____________________________
Name of Student (Print)                                    Date

________________________________________
Signature of Student
Fieldwork Manual
Student’s Record of Prerequisites

Student’s Name: __________________________________________

Students are required to keep track of expiration dates and are responsible to upload copies to Typhon and provide copies of documents to the Academic Fieldwork Coordinator if requested.

If any information in your student record has expired at the time FW placement, the student will not be able to participate in FW until Typhon has been updated.

<table>
<thead>
<tr>
<th>Document</th>
<th>Completion Requirement</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Insurance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Insurance</td>
<td>Active throughout the entire graduate program</td>
<td>Varies</td>
</tr>
<tr>
<td>Please upload a copy of your Health Insurance Card. If your coverage changes during the internship, you will need to upload a copy of the new card.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clearances</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA Child Abuse Clearance</td>
<td>Annually</td>
<td>$23</td>
</tr>
<tr>
<td><a href="https://www.compass.state.pa.us/cwis/public/home">https://www.compass.state.pa.us/cwis/public/home</a> Select the “Employee” option.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBI fingerprinting Clearance (IDENTIGO)</td>
<td>Annually</td>
<td>$27.50</td>
</tr>
<tr>
<td><a href="https://www.identogo.com/locations/pennsylvania">https://www.identogo.com/locations/pennsylvania</a> The FBI Check is a three-step process:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A) First, you must register online, complete the necessary online forms and print the receipt. The registration online requires a visa card for payment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATTENTION – 2 Critical Points to Note:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Throughout this process, you must use the Department of Human Services options (and should NOT use any Department of Education options.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Please note that on the first page, you’ll need to input the following code: 1KG756.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B) Second, you will need to take the printed receipt and two forms of identification, including one government-issued photo ID to a fingerprinting facility. Locally, you may go either to 6483 Carlisle Pike, Suite 104, Mechanicsburg, PA 17050 or alternatively, you may go to 4815 Jonestown Road, Suite 201, Harrisburg, PA 17109.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There will be an opportunity online (when you register) to set up your specific finger-printing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
appointment. There is also the option of selecting “walk-in” for which you take the chance that they will be able to see you sooner.

C) Third, after providing the fingerprints at the facility, the results will be mailed to the home address that you entered online. The waiting period for the results currently is 2-4 weeks.

PA State Police Check (PATCH)
https://epatch.state.pa.us/Home.jsp

Please make sure to click on “Request New Check”, not the “Volunteer” button. When prompted to select a reason for request, please select “individual”.

<table>
<thead>
<tr>
<th>Health Related Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical and Immunization records</strong></td>
</tr>
<tr>
<td>The required physical examination form can be downloaded through the Student Health Portal. Required immunizations include</td>
</tr>
<tr>
<td>• All required college immunizations defined by the Engle Center</td>
</tr>
<tr>
<td>• Hepatitis B vaccine series or (+) titer</td>
</tr>
<tr>
<td>• Varicella vaccine or (+) titer</td>
</tr>
<tr>
<td>• TDAP within 10 years</td>
</tr>
<tr>
<td><strong>PPD or chest X-ray if positive PPD</strong></td>
</tr>
<tr>
<td>Year 1 of the program PPD must be a two-step PPD, with a one-step PPD in Year 2, unless otherwise directed by fieldwork site.</td>
</tr>
<tr>
<td><strong>12 Panel Urine Drug Screen</strong></td>
</tr>
<tr>
<td>As needed by site</td>
</tr>
<tr>
<td><strong>Flu shot</strong></td>
</tr>
<tr>
<td>Annually</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CPR for Healthcare Providers</strong></td>
</tr>
<tr>
<td><a href="http://www.redcross.org">www.redcross.org</a></td>
</tr>
<tr>
<td><a href="http://www.heart.org">www.heart.org</a></td>
</tr>
<tr>
<td>Every two years</td>
</tr>
<tr>
<td><strong>Bloodborne Pathogens/Infection Control</strong></td>
</tr>
<tr>
<td>Details provided by program through ProTrainings</td>
</tr>
<tr>
<td>Annually</td>
</tr>
<tr>
<td><strong>HIPAA</strong></td>
</tr>
<tr>
<td>Details provided by program through ProTrainings</td>
</tr>
<tr>
<td>Annually</td>
</tr>
</tbody>
</table>

Varies

Annually

$22

Varies

Before classes commence and updated as needed to keep immunization records current

Annually

$70+

Varies

$89

$15

$15
Request for Medical Exemption from Influenza Vaccination

Student Name: __________________________________________________________

Student Phone Number: _________________________________________________

Physician Name: _______________________________________________________

Physician Phone Number: _____________________________________________

Address: _____________________________________________________________

State License Number: __________________________________________________

Dear Physician:

Influenza vaccination has been recommended for health care workers and health care students. Many of the sites our students attend for fieldwork placements are requiring student influenza vaccination. Your patient is requesting to be exempt from this vaccination. Medical exemption from influenza vaccination is allowed ONLY for recognized contraindications. Please complete the information below regarding your patient’s request for a medical exemption.

My patient should not be vaccinated against influenza for the following reason:

☐ Recognized contraindication to influenza vaccination (please mark all that apply):

☐ Severe allergic reaction to eggs. Date of reaction: ________________

☐ History of previous severe allergic reaction to the influenza vaccine or component of the vaccination. Date of reaction: ________________

☐ History of Guillain-Barre syndrome within six (6) weeks of receiving a previous vaccine. Date of reaction: ________________

☐ Bone marrow transplant within the previous six (6) months. Date of transplant: ________________

☐ Other. Please describe in space below.

____________________________________________________________________________________

____________________________________________________________________________________

I certify that my patient has the above contraindication and request medical exemption from the influenza vaccination.

Physician Signature: ________________________________________________

Date: __________________________

(Signature stamps not accepted)

Determination of eligibility to participate in the fieldwork experience will be made on a case by case basis. Completion of this form and release to the fieldwork site does not guarantee acceptance.

Student Signature: _________________________________________________

Date: __________________________
Request for Religious Exemption from Influenza Vaccination

Student Name: ____________________________________________________________

Student Phone Number: ___________________________________________________

Clergy Name: ____________________________________________________________

Clergy Phone Number: ____________________________________________________

Title: __________________________________________________________________

Address: __________________________________________________________________

Dear Clergy:

Influenza vaccination has been recommended for health care workers and health care students. Many of the sites our students attend for fieldwork placements are requiring student influenza vaccination. The above named student is requesting a religious exemption from this vaccination. Religious exemption from influenza vaccination is allowed ONLY if it violates tenets of one’s religion. Your supporting statement will assist the requesting fieldwork site in evaluating this exemption request. Please complete the information below to request religious exemptions for the above-named student. The requesting fieldwork site will review requests on a case-by-case basis.

Please provide a written statement as to why the student should be exempted from the influenza vaccination and return with this form. Thank you for your assistance with this process.

I certify that influenza vaccination violates the tenets of our religion, and request exemption from the influenza vaccination.

Clergy Signature: _________________________________________________________

(Signature stamps not accepted)

Date: _______________________________

Determination of eligibility to participate in the fieldwork experience will be made on a case by case basis. Completion of this form and release to the fieldwork site does not guarantee acceptance.

Student
Signature: __________________________________________________________________

Date: _______________________________
Student Fieldwork Interest Form

Name:

Preferred Fieldwork Address:

Other Available Address(es):

Cell Phone Number:

Areas of Interest for Level II Fieldwork: Please rate your top 5 areas of practice in order from 1-5 (most desirable is number 1)

<table>
<thead>
<tr>
<th>Areas</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Care</td>
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<tr>
<td>Adult Outpatient/Hands</td>
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<tr>
<td>Adult Inpatient Rehab</td>
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<tr>
<td>Adult Subacute Rehab/Long Term Care/Assisted Living</td>
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<tr>
<td>Home Health</td>
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<tr>
<td>Mental Health</td>
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<tr>
<td>Pediatrics- School Based</td>
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<tr>
<td>Pediatrics- Inpatient</td>
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<tr>
<td>Pediatrics- Outpatient</td>
<td></td>
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<tr>
<td>Other/Non-Traditional (Please Specify)</td>
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</table>

Desirable Specific Sites for Level II Fieldwork (at least 3 must be sites we already have a contract with)

1.

2.

3.

4.

5.

By signing this document I confirm that this document is a courtesy by the AFWC. The AFWC reserves and designates Level II Fieldwork sites as able and the sites may or may not match with the student’s listed sites above.

I agree to the above stipulations,

__________________________________________________________________________  ____________
Signature                                      Date
Appendix B: Level I Fieldwork Documents
Level I Fieldwork Student Agreement

______OCCU 562______OCCU 572______ OCCU 602

I, ______________________________ agree to honor my commitment to participate in a program of
supervised fieldwork education as an Occupational Therapy Student of Messiah College at _____________________.
commencing on _____________________ and ending on _____________________.
Prior to my fieldwork experience and directly after I am placed, I will review any facility specific information located on
Typhon. I will complete the necessary prerequisites to ensure successful placement. I am responsible for contacting my
assigned supervisor to ensure final details regarding my placement. If I am assigned to a fieldwork site with a group of
students, I will work collaboratively with the other assigned students to determine a student lead to contact the FW site.

I agree to be responsible for:

1. Respecting the confidentiality of information regarding clients and the client records in accordance with HIPAA
and with the clinical site’s policies and procedures.

2. Complying with the professional standards set up by the fieldwork program, Messiah College and the AOTA
Code of Ethics. If I do not know or understand these standards, it will be my responsibility to learn them and to
raise any items in question for discussion.

3. Attending the fieldwork program each assigned day and on time for the duration of the fieldwork experience. I am
responsible to attain the minimum amount of fieldwork hours set forth by the Fieldwork Manual.

4. Adhering to the policies and procedures of the facility.

5. Arranging for my own transportation.

6. Arranging for my own meals when not provided by the facility.

7. Providing the facility evidence of a physical examination and other routine medical tests and immunizations as
requested by the facility.

8. Granting permission to the MOT program to release health records, results from the child abuse and criminal
clearances, and FBI fingerprinting results to the student’s fieldwork sites if required.

9. Maintaining adequate medical insurance coverage during the duration of the fieldwork program.

10. Providing the necessary and appropriate uniform when requested. I will adhere to the dress code of Messiah
College and my fieldwork facility. I will wear my name tag/identification at all times.

11. Complying with drug screening procedures. It is my responsibility to contact the site to identify whether or not the
site assigned requires a drug screening completed within a specific timeframe rather than the drug screening
guidelines set forth by the Messiah College program. If the site has varying requirements, I will obtain the
screening within the requirement of the site.

_________________________________  __________________________________
Student’s signature              Date
Level I Fieldwork

Student Facility Data Form

This form is to assist the student when contacting and obtaining information from the FWE & FW site. This form is not required to be uploaded to Typhon but to assist the student in gaining FW information.

**Facility Data:**

Date information taken: ______________________________________________________________________

Facility Name: ____________________________________________________________________________

Phone: ____________________________ Extension: ____________________________

City: ____________________________ State: ______________

Zip Code: __________

Supervisor(s) of Student: ____________________________

Title: _________________________________________________________________________________

Type of Facility: __________________________________________________________________________

General types of diagnosis or treatments:

_______________________________________________________________________________________

Client Age Range: _______ Child (0-10) _________ Adolescents (11-19) _________ Geriatrics (60+)

Possible programs for students to observe:

_______________________________________________________________________________________

**Prerequisites:**

______ Immunizations/Tests (Specify type): ____________________________

______ Child Abuse Clearance ________ FBI Clearance: Fingerprinting

______ PA Criminal Background Check ________ CPR

______ Drug Testing ________ Flu Shot

**Student Information:**

Specific Dress Code (other than Messiah College’s Requirements):

_______________________________________________________________________________________

Lunch Provided? Yes ____ No ____ Cost? ________ Other______________________________

Facility Hours: __________________________________________________________________________

Students Required Hours: _____________________________________________
Level I Fieldwork Attendance Record (Hours Log)

Student Name: ________________________________________________________________

Facility: ______________________________________________________________________

Dates of Rotation Scheduled: ______________________________________________________________________

Total Hours Logged During Level I FW Rotation: _________________________________

This record is to track your hours at the Level I FW site. This will be the record used if at any time there are questions concerning your hours completed. After completion, please submit to Canvas.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Hours for Day</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Supervisor’s Signature: ___________________________ Date: ______________________

Student’s Signature: ___________________________ Date: ______________________
## Supervisor Information/Credential Verification:

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Past Experience: _________ / _________</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Last</td>
</tr>
<tr>
<td>License # (OT/OTA Only): __________</td>
<td>Credentials: □ OT</td>
</tr>
<tr>
<td>Years of Experience: ________________</td>
<td>□ OTA</td>
</tr>
<tr>
<td></td>
<td>□ Other: _____</td>
</tr>
</tbody>
</table>
LEVEL 1 FIELDWORK COMPETENCY EVALUATION FOR OTR STUDENTS

STUDENT INFORMATION:

Name: ____________________________  Date: ____________________________

Site Name: ____________________________  Location/Practice Setting: ____________

Hours Completed: ____________________________  

Please indicate the student’s level of performance using the scale below (See passing criteria in signature area):

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
<td>Performance is weak and does not meet expectations.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
<td>Performance requires improvement and/or student response to feedback may be inconsistent/negative.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Meets Standards</td>
<td>Performance meets expectations consistently. <strong>This rating represents solid performance.</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Exceeds Standards</td>
<td>Performance surpasses expectations or requirements.</td>
<td></td>
</tr>
</tbody>
</table>

*A comment is required if a student is scored as “Unsatisfactory” or “Needs Improvement” in any category.

1. **Ethics:**
   Follows ethical standards for the fieldwork setting. Abides by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) as applicable to the fieldwork site.
   COMMENTS:
   
   1 2 3 4

2. **Safety Regulations and Judgement:**
   Follows basic safety standards and any site-specific policies and procedures for safety. Demonstrates awareness of hazardous or dangerous situations and reports any safety issues to supervisor as applicable to the fieldwork site.
   COMMENTS:
   
   1 2 3 4

3. **Time Management and Punctuality:**
   Ability to arrive promptly to fieldwork site. The student is dependable, attends the fieldwork placement, and follows through with any site-requested responsibilities.
   COMMENTS:
   
   1 2 3 4
<table>
<thead>
<tr>
<th>4. Engagement in Fieldwork Experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s apparent level of interest and level of participation and engagement while at the fieldwork site.</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
<tr>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Reasoning and Problem Solving:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willingness to ask questions and the ability to participate in routine problem solving as required at the fieldwork site.</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
<tr>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Written Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to use proper grammar and spelling in any communication with the fieldwork site prior to placement and during fieldwork placement.</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
<tr>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Initiative:</th>
</tr>
</thead>
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<tr>
<td>Ability to initiate, seek, and acquire information. Ability to take initiative to interact with the fieldwork population and provide assistance as needed to support the goals of the fieldwork site.</td>
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<td>COMMENTS:</td>
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<th>8. Observation Skills:</th>
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<td>Effort taken to observe multiple aspects of the population at the fieldwork site. Ability to observe relevant behaviors and can verbalize perceptions and observations if prompted.</td>
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<th>9. Participation in the Supervisory Process:</th>
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<td>Ability to receive, and respond to feedback; seek feedback when necessary; and follow proper channel of communication.</td>
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<td>COMMENTS:</td>
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<td>1 2 3 4</td>
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10. Verbal Communication and Interpersonal Skills with fieldwork population, staff, and caregivers:
   Ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, etc.; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence.

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Requirements for passing:
No more than one item below a 2 OR No more than 2 items below a 3

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<td>Pass ☐ Fail ☐</td>
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Adapted from the AOTA Level I Fieldwork Competency Evaluation for OT and OTA Students
Dear Fieldwork Educators,

I want to thank you for your support of the Messiah College Graduate Program of Occupational Therapy by agreeing to supervise and educate Level I OT students. Our goal is to provide up to date information about the OT program to our fieldwork sites. Listed below is a sample of Level I Fieldwork site-specific objectives for the students. If your facility has established site-specific objectives or you would like guidance or resources in establishing your own site-specific objectives, please contact the AFWC.

If you plan to adopt the following site-specific objectives, please review the objectives and provide copies to any staff that may be supervising the OT student. The Fieldwork Educator must ensure that the student will have appropriate supervision and will have opportunities to review and discuss the student’s progress towards achieving the fieldwork objectives.

The Fieldwork Educator must ensure that the student will have appropriate supervision and will have opportunities to review and discuss the student’s progress towards achieving the fieldwork objectives. The overarching goal of this fieldwork experience is to expose students to the pediatric population and to facilitate observation, interaction and engagement with children. Students are provided with this pediatric fieldwork experience to synthesize didactic coursework with real life experiences to foster skill acquisition and analysis.

Level I Fieldwork Objectives for OCCU 562: Level I Fieldwork: Pediatric Practice

- Develop and hone observational skills by observing multiple aspects of child development, child roles & routines, and child activities and occupations. Observations may include (but are not limited to): play, typical/atypical development, reflexes, social engagement, motor skills, emotional/behavioral regulation, feeding, sensory and perceptual skills, handwriting, and activity attention and participation.
- Practice professionalism and communication skills with all involved parties. This may include, but is not limited to, fieldwork educators/supervisors, site staff, site directors, paraprofessionals, children, parents, and families. These skills can be exemplified through appropriate dress, attendance, punctuality, appropriate and effective communication, active engagement and participation, and positive social interactions.
- Adhere to and follow appropriate safety guidelines and ethics throughout their assigned fieldwork experience and abide by any site-specific rules and/or regulations.

Please check one of the following options. Attach a copy of the objectives if option 2 or 3 is chosen.

1. (  ) I plan to use the suggested objectives as they are written.
2. (  ) I have indicated the objectives that our facility plans to use (circle those that apply) and have attached a copy of the objectives.
3. (  ) I have attached objectives more appropriate for this setting that have been developed at our facility.

If there are any additional facility specific objectives that you would like to address with the student while they are on fieldwork, please feel free to contact the AFWC at Messiah College via email at jbehm@messiah.edu

Name of Fieldwork Educator (Printed)  Signature of Fieldwork Educator

Fieldwork Educator Title/Qualifications (Degree)  Number of Years of Experience

Name of Facility  Date
Level I Fieldwork Objectives
OCCU 572: Level I Fieldwork: Community Interventions

OCCU 572: Level I Fieldwork: Community Interventions is a community fieldwork experience that involves development and implementation of an occupation-centered program in collaboration with a community partner. This fieldwork is completed with the guidance, leadership, education and collaboration of a faculty member who also serves as the fieldwork educator. Each faculty member/fieldwork educator has been educated on the nature and purpose of this community-based fieldwork and is in agreement with the following site-specific objectives. Each community partner has also received a copy of the course syllabus with course objectives and the following site-specific fieldwork objectives. Please see the OCCU 572: Level I Fieldwork: Community Based Interventions syllabus for further details and course objectives.

**Level I Fieldwork Objectives for OCCU 572:**

1. Develop and implement an occupation-centered program in a community-based setting supporting clients’ participation in natural environments and relevant context.
2. Address areas of occupation [ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation] to enhance the quality of life and occupational performance.
3. Demonstrate effective communication, collaboration, interaction skills and professional behaviors with the community population, community partner staff and administration, fellow students and faculty members.
4. Observe safety precautions in the implementation of all aspects of programming.

(  ) I plan to use the suggested objectives as they are written.

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<th>Name of Fieldwork Educator (Printed)</th>
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<td>Fieldwork Educator Title/Qualifications (Degree)</td>
<td>Number of Years of Experience</td>
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Dear Fieldwork Educators,

I want to thank you for your support of the Messiah College Graduate Program of Occupational Therapy by agreeing to supervise and educate Level I OT students.

Our goal is to provide up to date information on the OT program to our fieldwork sites. A copy of the OT Fieldwork Manual is available upon request. Listed below is a sample of Level I Fieldwork site-specific objectives for the students. If your facility has established site-specific objectives or you would like guidance or resources in establishing your own site-specific objectives, please contact the AFWC.

If you plan to adopt the following site-specific objectives, please review the objectives and provide copies to any staff that may be supervising the OT student. The Fieldwork Educator must ensure that the student will have appropriate supervision and will have opportunities to review and discuss the student’s progress towards achieving the fieldwork objectives.

Please sign and return this form to the AFWC at Messiah College.

**Level I Fieldwork Objectives for OCCU 602:**

1. Demonstrate understanding of the OT process of evaluation, intervention, reassessment, and termination of services as it applies to the individuals at the clinical site.
2. Observe and assist with activity selection and adaptation for individuals with various dysfunctions.
3. Gain insight into a variety of diagnoses, impairments and disabilities through observation and interaction with clients.
4. Become familiar with therapeutic equipment and devices used in the clinical setting.
5. Demonstrate professional responsibility and ethical behaviors when interacting with clients and other professionals.
6. Gain knowledge of other discipline’s responsibilities and discuss roles and responsibilities of Certified Occupational Therapy Assistants (COTAs), rehabilitation aid/assistant or support personnel if applicable at clinical site.
7. Observe documentation of occupational therapy process and intervention and begin to practice documentation skills within the context of the clinical setting.
8. Demonstrate interpersonal skills necessary for effective communication and collaboration, both with clients/patients as well as with health care professionals.

**Please check one of the following options. Attach a copy of the objectives if option 2 or 3 is chosen.**

1. ( ) I plan to use the suggested objectives as they are written.
2. ( ) I have indicated the objectives that our facility plans to use (circled those that apply) and have attached a copy of the objectives.
3. ( ) I have attached objectives more appropriate for this setting that have been developed at our facility.

If there are any additional facility specific objectives that you would like to address with the student at fieldwork, please feel free to contact the AFWC at Messiah College via email at jbehm@messiah.edu

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<tr>
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<td>Fieldwork Educator Title/Qualifications (Degree)</td>
<td>Number of Years of Experience</td>
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<td>Name of Facility</td>
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47
# Level I Fieldwork

## Student Site Evaluation Form

Name: 
Site: 
Address: 

**Supervisor’s Name:**

## General Information:

**Setting: Description/Specialty**
- Hospital:
- School/Preschool:
- Community Agency:
- Private Practice:
- Residential Program:
- Nursing Home:
- Other:

**Ages Served:** 0-5yrs 6-12yrs 13-21yrs Adult Older Adult

## Student & Fieldwork Educator Relationship
(Please use the following rating scale to rank the type of supervision provided by your Fieldwork Educator)

Rating Scale: 1= insufficient; 2=marginal; 3 = adequate; 4= substantial

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<td>Presented clear explanations &amp; expectations</td>
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<td>Provided supervision as needed</td>
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<td>Used constructive feedback to address weaknesses/areas for growth</td>
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<td>Provided positive reinforcement/feedback for strengths</td>
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<td>Facilitated student’s problem-solving skills</td>
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<td>Encouraged self-directed learning (refers to other persons, books, references, etc..)</td>
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<td>Approachable &amp; interested in students</td>
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<td>Acted as a positive role model</td>
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<td>Projected a positive attitude toward other staff &amp; students</td>
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**Professionalism/Professional Development** (Please use the following scale to rate how this fieldwork experience impacted your personal professional development.)

Rating Scale: 1-not at all; 2-uncertain; 3-helpful; 4-very helpful

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<td>Prof. Appearance/Presentation</td>
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<td>Organization</td>
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**Student Reflection:**

How has this experience helped to prepare you for future fieldwork (Level II)?

If applicable to your site, how well do you think you were able to articulate your understanding of Occupational Therapy (definition, Practice Framework, theories/frames of reference)?

Comments:

____________________________________  _______________________________________

____________________________________________________________________________

____________________________________________________________________________

Student Signature  Fieldwork Educator Signature

Date: ________________________________
Appendix C: Level II Fieldwork Documents
Level II Fieldwork Student Agreement  
OCCU 622/OCCU 632 – Level II Fieldwork Experience

I, ____________________________, agree to honor my commitment to participate in a program of supervised fieldwork education as an Occupational Therapy Student of Messiah College at ______________________________ commencing on __________________________ and ending on __________________________.

Prior to my Fieldwork experience and directly after I am placed, I will review any Facility Specific information provided on Typhon. I will complete the necessary prerequisites to ensure successful placement. Four weeks prior to my Level II Fieldwork experience, I will contact my Fieldwork Educator and make final fieldwork arrangements.

I agree to be responsible for:

1. Respecting the confidentiality of information regarding clients and the client records in accordance with HIPAA and with the clinical site’s policies and procedures.
2. Complying with the professional standards set up by the fieldwork program, Messiah College, and the AOTA Code of Ethics. If I do not know or understand these standards, it will be my responsibility to learn them and to raise any items in question for discussion.
3. Attending every assigned day of fieldwork during the entire two (2) twelve (12) week rotations of Level II Fieldwork. If an absence does occur, the student must notify the Fieldwork Educator. It is the responsibility of the Fieldwork Educator and the student to determine the need for made up time or assignments.
4. Adhering to the policies and procedures of the facility.
5. Arranging for my own transportation, meals, and housing when not provided by the facility.
6. Providing the necessary and appropriate uniform when requested. I will adhere to the dress code of Messiah College and my fieldwork facility. I will wear my name tag/identification at all times.
7. Providing the facility with evidence of a physical examination and other routine medical tests and immunizations as requested by the facility.
8. Granting permission to the Occupational Therapy program at Messiah College to release health records, results from the child abuse and criminal clearances, and FBI fingerprinting results to the student’s fieldwork site if needed. Students are responsible for ensuring that the fieldwork site has all required health information, clearances and background checks.
9. Participating in Canvas assignments as assigned.

__________________________________________  ____________________________
Student’s Signature                       Date
Level II Fieldwork

Student Facility Data Form

This form is to assist the student when calling the clinic and obtaining information from the FWE.

Facility Data:
Date information taken: _____________________________________________________________

Facility Name: _______________________________________________________________________

Phone: _____________________________ Extension: ________________________________

City: ___________ State: __________ Zip Code: __________

Supervisor(s) of Student: _______________________________________________________________________

Title: ______________________________________________________________________________________

Type of Facility: ______________________________________________________________________________

General types of diagnosis or treatments:
____________________________________________________________________________________

Client Age Range:
Child ______ Adolescents ______ Adults _______ Older Adults__________

Possible programs for students to observe:
____________________________________________________________________________________

Prerequisites:
_______ Immunizations/Tests (Specify type): _________________________________________________

_______ Child Abuse Clearance ________ FBI Clearance: Fingerprinting

_______ PA Criminal Background Check ________ CPR

_______ Drug Testing ________ Flu Shot

Other____________________________________________________________________________________

Student Information:
Specific Dress Code (other than Messiah College’s Requirements): ________________________________

____________________________________________________________________________________

Lunch Provided? Yes _____ No _____ Cost? _________ Other__________________

Facility Hours: _________________________________

Students Required Hours: ________________________________
Level II Fieldwork Attendance Record (Hours Log)

Student Name: _____________________________________________________________________________

Facility: __________________________________________________________________________________

Dates of Rotation Scheduled: __________________________________________________________________

Total Hours Logged During FW II Rotation: ______________________________________________________

This record is to track your hours at your Level II FW site. This will be the record used if at any time there are questions of your hours completed. After completion please submit to Canvas.

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Supervisor’s Signature: ___________________________________________________________________ Date: ______________

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Supervisor’s Signature: ___________________________ Date: __________
Dear Fieldwork Educators,

I want to thank you for your support of Messiah College’s Occupational Therapy Program by agreeing to supervise and educate Level II OT students.

Our goal is to provide up to date information on the OT program to our fieldwork sites. A copy of the OT Fieldwork Manual is available upon request. Listed below are some suggested Level II Fieldwork site-specific objectives for the students. If you have your own site-specific objectives, please share these with the AFWC. We can also provide you with resources in creating your own facility’s site-specific objectives and would welcome that request.

If your facility decides to adopt the proposed Level II FW Objectives, please review and provide copies to any staff member that may be supervising the OT student. This is to assist us in meeting our standards of accreditation as well as showing the communication with our sites regarding the objectives.

The Fieldwork Educator must ensure that the student will have proper supervision and will have numerous opportunities to review and discuss the student’s progress towards achieving fieldwork objectives.

Each fieldwork educator/supervisor is required to review with the OT student the objectives listed below. Please sign and return this form to the AFWC at Messiah College.

**Level II Fieldwork Site- Specific Objectives for OCCU 622/OCCU 632:**


1. **Carry out the occupational therapy process adhering to all safety precautions. (B.2.8., B.9.1)**
   a. **Adheres to ethics:** Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures including when relevant, those related to human subject research.
   b. **Adheres to safety regulations:** Anticipates potentially hazardous situations and takes steps to prevent accidents.
   c. **Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.

2. **Use, represent and articulate the basic tenets of occupational therapy. (B.2.1., B.2.3., B.2.5.)**
   a. Clearly and confidently *articulates the values and beliefs* of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
   b. Clearly, confidently, and accurately *articulates the value of occupation* as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.
c. Clearly, confidently, and accurately **communicates the roles of the occupational therapist and occupational therapy assistant** to clients, families, significant others, colleagues, service providers, and the public.

d. Verbalizes the differences in role delineation for an OT, OTA, and Rehab Technician within the practice setting.

e. **Collaborates with** client, family, and significant others throughout the occupational therapy process.

f. Establishes treatment priorities after discussing goals with all concerned parties.

g. Reviews progress with client, family, and significant others at regular intervals.

3. **Demonstrate competency in the evaluation process including selection of assessments, administration, and modification including the ability to demonstrate critical thinking skills and articulate the rationale for decision making within the evaluation process.** (B.4.1., B.4.2., B.4.3., B.4.4., B.4.6., B.4.7.)

   a. **Articulates a clear and logical rationale** for the evaluation process.

   b. **Selects relevant screening and assessment methods** while considering such factors as the client’s priorities, context(s), theories, and evidence-based practice.

   c. **Determines client’s occupational profile** and performance through appropriate assessment methods.

   d. **Assesses client factors and context(s)** that support or hinder occupational performance.

   e. **Obtains sufficient and necessary information** from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.

   f. **Administers assessments** in a uniform manner to ensure findings are valid and reliable.

   g. **Adjusts/modifies the assessment procedures** based on client’s needs, behaviors, and culture.

   h. **Interprets evaluation results** to determine client’s occupational performance strengths and challenges.

   i. **Establishes an accurate and appropriate plan** based on the evaluation results, through integrating multiple factors such as client’s priorities, context(s), theories, and evidence-based practice.

   j. **Documents the results of the evaluation** process that demonstrates objective measurement of client’s occupational performance.

   k. **Understands** how psychosocial factors influence engagement in occupation and recognizes how they contribute to the development of client-centered, meaningful, occupation-based outcomes.

4. **Demonstrate competency in the selection, modification, and termination of interventions that are client-centered, occupation-based, and evidence-based.** (B.5.1., B.5.2., B.5.19., B.5.24., B.5.25., B.5.27., B.5.28.)

   a. **Articulates a clear and logical rationale** for the intervention process.

   b. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.

   c. **Chooses occupations** that motivate and challenge clients.

   d. **Selects relevant occupations** to facilitate clients meeting established goals.

   e. **Implements intervention plans that are client-centered.**

   f. **Implements intervention plans that are occupation-based.**

   g. **Modifies task approach, occupations, and the environment** to maximize client performance.
h. Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client’s status.

i. Documents client’s response to services in a manner that demonstrates the efficacy of interventions.

5. Execute all required documentation within the acceptable time-frame for each fieldwork site. (B.4.10.)

6. Demonstrate an understanding of the skills related to the management of occupational therapy including articulation of the responsibilities and roles of department personnel including occupational therapy assistants and occupational therapists (B.4.5., B.5.21., B.5.25., B.9.8.)

   a. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and rehab technician.

   b. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.

   c. Demonstrates understanding of the costs and funding related to occupational therapy services at the fieldwork site.

   d. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.

   e. Produces the volume of work required in the expected time frame.

   f. Use effective and professional communication (written and verbal) during interactions with clients, families, and professionals (Standards B: 2.3, 5.20)

   g. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.

   h. Produces clear and accurate documentation according to site requirements.

   i. All written communication is legible, using proper spelling, punctuation, and grammar.

   j. Uses language appropriate to the recipient of the information, including, but not limited to funding agencies and regulatory agencies.

7. Use professional behaviors through verbal, non-verbal and written communication and ethical decision making when interacting with all stakeholders. (B.5.20 & B.9.1).

   a. Collaborates with supervisor(s) to maximize the learning experience.

   b. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.

   c. Responds constructively to feedback.

   d. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.

   e. Demonstrates effective time management.

   f. Demonstrates clinical reasoning and reflection.

   g. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.

   h. Demonstrates respect for diversity factors of others including but not limited to sociocultural, socioeconomic, spiritual, and lifestyle choices.

8. Demonstrate effective clinical reasoning and reflection as assessed at the Level II fieldwork site and through weekly Canvas discussion board postings and course assignments.
9. Recognize and discuss how psychosocial factors influence engagement in occupation and identify how they contribute to the development of client-centered, meaningful, occupation-based outcomes.

Check one of the following options and return this form. Attach a copy of the objectives if option 2 or 3 is chosen.

1. ( ) I plan to use the suggested objectives as they are written.
2. ( ) I have indicated the objectives that our facility plans to use (circled those that apply) and have attached a copy of the objectives.
3. ( ) I have attached objectives more appropriate for this setting that have been developed at our facility.

If there are any additional facility specific objectives that you would like to address with the student at fieldwork, please feel free to contact the AFWC at Messiah College via email at jbehm@messiah.edu

___________________________________________
Name of Fieldwork Educator (Printed)
___________________________________________
Signature of Fieldwork Educator

___________________________________________
Fieldwork Educator Title/Qualifications (Degree)
___________________________________________
Number of Years of Experience

___________________________________________
Name of Facility
___________________________________________
Date
Level II Fieldwork Midterm Feedback Form

This form is to be filled out by the student and discussed with the Fieldwork Educator prior to the student’s Midterm review. This document is to assist the student to identify personal strengths and areas of growth, as well as facilitate discussion between the Fieldwork Educator and student regarding the student's perceptions and reflections at Midterm. This form should be uploaded to Canvas upon completion.

Student: ____________________________________________________________
Fieldwork Educator: _________________________________________________
Facility: ___________________________________________________________
Date: _______________________________________________________________

**Orientation:**

1. Did you receive an adequate orientation to facility and OT Department? If no, please comment.

2. Have you been made to feel welcome and part of the interdisciplinary team at this facility?

3. Do you feel that the expectations were clearly defined during the orientation period?

4. Do you feel the need for further or additional orientation? If so, please state those areas.

**Assignments/Client Caseload:**

1. Do you have a clear understanding of all assignments and what is expected of you?

2. Do you understand the rationale behind the assignments you have been given?
3. Are you able to complete required documentation as requested and in a timely manner? If no, why not? What do you feel would help you with time management?

4. How many hours per week are you spending on work related assignments outside of the scheduled work day?

5. Do you feel that you are maintaining a client caseload that is appropriate for your skill level at this time?

6. Are you able to find resource and reference material for your client needs and special interests?

7. Do you have any special interest areas that you would like to pursue during the remainder of your affiliation?

**Supervision:**

1. Do you feel that you are receiving consistent supervision and feedback? If no, please identify ways and areas in which you would like further supervision.

2. Have suggestions and expectations been constructive?

3. Are you receiving feedback in a timely manner?

**Communication:**

1. Is communication open and constructive?

2. Are there any way you could improve communication? Could your Fieldwork Educator communicate with you differently?
3. Do you feel comfortable seeking assistance from professional staff and personnel from other disciplines?

4. Have you had the opportunity to supervise assistants, aids, technicians, etc.?

5. Have you had the opportunity to attend any team or family meetings? Have you been able to speak at these meetings?

6. Are you comfortable with writing evaluations and notes?

**Professionalism/Personal Development:**

1. Have you had any experiences in which you felt fully confident in your skills as an OT? If so please describe the situation and your actions.

2. Have you encountered a situation in which you felt that you were not prepared to deal with? If so, please describe the situation, who/why you did not feel prepared, and the actions you took. Please describe how you felt you could have been better prepared for this situation.

3. What do you feel your strengths/weaknesses are at this facility?

Adapted from *Washington University School of Medicine Program in Occupational Therapy*
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.

AOTA SEFWE Task Force, 2016
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).

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Adequate</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site-specific fieldwork objectives</td>
<td></td>
<td></td>
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<tr>
<td>Student supervision process</td>
<td></td>
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<tr>
<td>Requirements/assignments for students</td>
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<tr>
<td>Student schedule (daily/weekly/monthly)</td>
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<tr>
<td>Agency/Department policies and procedures</td>
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<tr>
<td>Documentation procedures</td>
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<tr>
<td>Safety and Emergency Procedures</td>
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</tbody>
</table>

CLIENT PROFILE

Check age groups worked with

<table>
<thead>
<tr>
<th>Age</th>
<th>Occupational Performance Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–5 years old</td>
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<tr>
<td>6–12 years old</td>
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<tr>
<td>13–21 years old</td>
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<tr>
<td>22–65 years old</td>
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<tr>
<td>65+ years old</td>
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</tbody>
</table>

List most commonly seen occupational performance issues in this setting

Describe the typical population: __________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
OCCUPATIONAL THERAPY PROCESS

I. EVALUATION

<table>
<thead>
<tr>
<th>List assessment tools used</th>
<th>Observed</th>
<th>Performed</th>
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<tbody>
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</table>

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.

<table>
<thead>
<tr>
<th>Types of Intervention</th>
<th>Individual</th>
<th>Group</th>
<th>Co-Tx</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupations: client-directed life activities that match/support/address identified goals</td>
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<tr>
<td>Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement</td>
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<tr>
<td>Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement</td>
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<tr>
<td>Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement</td>
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</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Type of outcome</th>
<th>yes</th>
<th>no</th>
<th>Provide example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Performance</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Prevention</td>
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<tr>
<td>Health &amp; Wellness</td>
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<tr>
<td>Quality of Life</td>
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<tr>
<td>Participation</td>
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<td></td>
<td></td>
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<tr>
<td>Role competence</td>
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<tr>
<td>Well-being</td>
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<tr>
<td>Occupational Justice</td>
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</tbody>
</table>

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

<table>
<thead>
<tr>
<th>The current Practice Framework was integrated into practice</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based practice was integrated into OT intervention</td>
<td></td>
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<tr>
<td>There were opportunities for OT/OTA collaboration</td>
<td></td>
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<tr>
<td>There were opportunities to collaborate with other professionals</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>expectations of fieldwork experience were clearly defined</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>expectations were challenging but not overwhelming</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>experiences supported student’s professional development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

Circle one

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.

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

FIELDWORK EDUCATOR NAME: ____________________________________

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: __________

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Provided ongoing positive feedback in a timely manner</td>
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<tr>
<td>Provided ongoing constructive feedback in a timely manner</td>
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<tr>
<td>Reviewed written work in a timely manner</td>
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<tr>
<td>Made specific suggestions to student to improve performance</td>
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<tr>
<td>Provided clear performance expectations</td>
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<tr>
<td>Sequenced learning experiences to grade progression</td>
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<tr>
<td>Used a variety of instructional strategies</td>
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<tr>
<td>Taught knowledge and skills to facilitate learning and challenge student</td>
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<tr>
<td>Identified resources to promote student development</td>
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<tr>
<td>Presented clear explanations</td>
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<tr>
<td>Facilitated student’s clinical reasoning</td>
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<tr>
<td>Used a variety of supervisory approaches to facilitate student performance</td>
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<tr>
<td>Elicited and responded to student feedback and concerns</td>
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<tr>
<td>Adjusted responsibilities to facilitate student’s growth</td>
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<tr>
<td>Supervision changed as fieldwork progressed</td>
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<tr>
<td>Provided a positive role model of professional behavior in practice</td>
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<tr>
<td>Modeled and encouraged occupation-based practice</td>
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<td></td>
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<tr>
<td>Modeled and encouraged client-centered practice</td>
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<tr>
<td>Modeled and encouraged evidence-based practice</td>
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<tr>
<td>Modeled and encouraged interprofessional collaboration</td>
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<tr>
<td>Modeled and encouraged intra-professional collaboration</td>
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</table>

Comments: ____________________________________

__________________________________

__________________________________

__________________________________

__________________________________

__________________________________

__________________________________
Fieldwork Performance Evaluation
For The Occupational Therapy Student

MS/MR:
NAME: (LAST) (FIRST) (MIDDLE)

COLLEGE OR UNIVERSITY

FIELDWORK SETTING:

NAME OF ORGANIZATION/FACILITY

ADDRESS: (STREET OR PO BOX)

CITY STATE ZIP

TYPE OF FIELDWORK

ORDER OF PLACEMENT: 1 2 3 4 OUT OF 1 2 3 4

FROM: TO:

DATES OF PLACEMENT

NUMBER OF HOURS COMPLETED

FINAL SCORE

PASS: ___________ NO PASS: ___________

SUMMARY COMMENTS:
(Addresses Student’s Clinical Competence)

SIGNATURES:
I HAVE READ THIS REPORT.

SIGNATURE OF STUDENT

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

SIGNATURE OF RATER #1

PRINT NAME/CREDS/POSITION

SIGNATURE OF RATER #2 (IF APPLICABLE)

PRINT NAME/CREDS/POSITION

AOTA grants permission to photocopy the Fieldwork Performance Evaluation for the Occupational Therapy Student for training purposes only. Training purposes encompass using the FWPE forms in student notebooks and training manuals for clinical fieldwork sites, in training sessions for practitioners on the proper use and scoring of the forms, and for students to complete a self-analysis during their fieldwork training. Permission to use the forms must be submitted to copyright@aota.org.
Fieldwork Performance Evaluation
For The Occupational Therapy Student

This evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission on Education.

PURPOSE

The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy (1).

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 1998 Accreditation Council for Occupational Therapy Education Standards (2) and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results (3). In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation scores will reflect development of student competency and growth. In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: 1) a student exhibits unsatisfactory behavior in a substantial number of tasks or 2) a student's potential for achieving entry-level competence by the end of the affiliation is in question.

DIRECTIONS FOR RATING STUDENT PERFORMANCE

- There are 42 performance items.
- Every item must be scored, using the one to four point rating scale (see below).
- The rating scales should be carefully studied prior to using this evaluation. Definitions of the scales are given at the top of each page.
- Circle the number that corresponds to the description that best describes the student's performance.
- The ratings for the Ethics and Safety Items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience. If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on her/his performance.
- Record midterm and final ratings on the Performance Rating Summary Sheet.
- Compare overall midterm and final score to the scale below.

OVERALL MIDTERM SCORE
Satisfactory Performance .................. 90 and above
Unsatisfactory Performance ............... 89 and below

OVERALL FINAL SCORE
Pass ........................................ 122 points and above
No Pass ..................................... 121 points and below

RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

3 — Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 — Needs Improvement: Performance is progressing, but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.

1 — Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.
RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

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I. FUNDAMENTALS OF PRACTICE:

All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

1. Adheres to ethics: Adheres consistently to the American Occupational Therapy Association Code of Ethics (4) and site’s policies and procedures including when relevant, those related to human subject research.
   
   Midterm 1 2 3 4
   Final 1 2 3 4

2. Adheres to safety regulations: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
   
   Midterm 1 2 3 4
   Final 1 2 3 4

3. Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
   
   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:

• Midterm

• Final

II. BASIC TENETS:

4. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
   
   Midterm 1 2 3 4
   Final 1 2 3 4

5. Clearly, confidently, and accurately articulates the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.
   
   Midterm 1 2 3 4
   Final 1 2 3 4

6. Clearly, confidently, and accurately communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.
   
   Midterm 1 2 3 4
   Final 1 2 3 4

7. Collaborates with client, family, and significant others throughout the occupational therapy process.
   
   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:

• Midterm

• Final
RATING SCALE FOR STUDENT PERFORMANCE

4. **Exceeds Standards**: Performance is highly skilled and self-initiated.
   This rating is rarely given and would represent the top 5% of all the students you have supervised.

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1. **Unsatisfactory**: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

III. EVALUATION AND SCREENING:

8. **Articulates a clear and logical rationale** for the evaluation process.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

9. **Selects relevant screening and assessment methods** while considering such factors as client's priorities, context(s), theories, and evidence-based practice.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

10. **Determines client's occupational profile** and performance through appropriate assessment methods.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

11. **Assesses client factors and context(s)** that support or hinder occupational performance.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

12. **Obtains sufficient and necessary information** from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

13. **Administers assessments** in a uniform manner to ensure findings are valid and reliable.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

14. **Adjusts/modifies the assessment procedures** based on client's needs, behaviors, and culture.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

15. **Interprets evaluation results** to determine client's occupational performance strengths and challenges.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

16. **Establishes an accurate and appropriate plan** based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

17. **Documents the results of the evaluation** process that demonstrates objective measurement of client's occupational performance.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

Comments on strengths and areas for improvement:

- **Midterm**

- **Final**

IV. INTERVENTION:

18. **Articulates a clear and logical rationale** for the intervention process.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4
20. Chooses occupations that motivate and challenge clients.
   Midterm 1 2 3 4
   Final 1 2 3 4

21. Selects relevant occupations to facilitate clients meeting established goals.
   Midterm 1 2 3 4
   Final 1 2 3 4

22. Implements intervention plans that are client-centered.
   Midterm 1 2 3 4
   Final 1 2 3 4

23. Implements intervention plans that are occupation-based.
   Midterm 1 2 3 4
   Final 1 2 3 4

   Midterm 1 2 3 4
   Final 1 2 3 4

25. Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client’s status.
   Midterm 1 2 3 4
   Final 1 2 3 4

26. Documents client’s response to services in a manner that demonstrates the efficacy of interventions.
   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:
   • Midterm
   • Final

V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

27. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.
   Midterm 1 2 3 4
   Final 1 2 3 4

28. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.
   Midterm 1 2 3 4
   Final 1 2 3 4

29. Demonstrates understanding of the costs and funding related to occupational therapy services at this site.
   Midterm 1 2 3 4
   Final 1 2 3 4

30. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.
   Midterm 1 2 3 4
   Final 1 2 3 4

31. Produces the volume of work required in the expected time frame.
   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:
   • Midterm
   • Final
RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

3 — Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 — Needs Improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating at midterm, and some ratings of 2 may be reasonable at the final.

1 — Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

VI. COMMUNICATION:

32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.

   Midterm 1 2 3 4
   Final 1 2 3 4

33. Produces clear and accurate documentation according to site requirements.

   Midterm 1 2 3 4
   Final 1 2 3 4

34. All written communication is legible, using proper spelling, punctuation, and grammar.

   Midterm 1 2 3 4
   Final 1 2 3 4

35. Uses language appropriate to the recipient of the information, including but not limited to funding agencies and regulatory agencies.

   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:

   • Midterm
   • Final

VII. PROFESSIONAL BEHAVIORS:

36. Collaborates with supervisor(s) to maximize the learning experience.

   Midterm 1 2 3 4
   Final 1 2 3 4

37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.

   Midterm 1 2 3 4
   Final 1 2 3 4

38. Responds constructively to feedback.

   Midterm 1 2 3 4
   Final 1 2 3 4

39. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.

   Midterm 1 2 3 4
   Final 1 2 3 4

40. Demonstrates effective time management.

   Midterm 1 2 3 4
   Final 1 2 3 4

41. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.

   Midterm 1 2 3 4
   Final 1 2 3 4

42. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.

   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:

   • Midterm
   • Final
# PERFORMANCE RATING SUMMARY SHEET

<table>
<thead>
<tr>
<th>Performance Items</th>
<th>Midterm Ratings</th>
<th>Final Ratings</th>
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<tbody>
<tr>
<td><strong>I. FUNDAMENTALS OF PRACTICE</strong></td>
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<td><strong>II. BASIC TENETS OF OCCUPATIONAL THERAPY</strong></td>
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<tr>
<td>4. Articulates values and beliefs</td>
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**TOTAL SCORE**

**MIDTERM:**
- Satisfactory Performance ............... 90 and above
- Unsatisfactory Performance ............... 89 and below

**FINAL:**
- Pass ..................................... 122 points and above
- No Pass ................................... 121 points and below
REFERENCES


GLOSSARY

Client Factors: Those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures
  • body functions (a client factor, including physical, cognitive, psychosocial aspects)—the physiological function of body systems (including psychological functions) *(WHO, 2001, p.10)*
  • body structures—*anatomical parts of the body such as organs, limbs and their components [that support body function]* *(WHO, 2001, p.10)*


Code of Ethics: refer to www.aota.org/general/coe.asp

Collaborate: To work together with a mutual sharing of thoughts and ideas. (ACOTE Glossary)

Competency: adequate skills and abilities to practice as an entry level occupational therapist or occupational therapy assistant

Context: refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, physical, social, personal, spiritual, temporal and virtual. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606–639.) (5)

Efficacy: having the desired influence or outcome (from Neistadt and Crepeau, Eds. Willard & Spackman's Occupational Therapy, 9th edition, 1998)

Entry-level practice: refer to www.aota.org/members/area2/docs/sectionb.pdf

Evidence-based Practice: "conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based [health care] means integrating individual clinical expertise with the best available external clinical evidence from systematic research". (Sackett and colleagues, Evidence-based medicine: How to practice and teach EBM, 1997, p.2) (from the Mary Law article "Evidence-Based Practice: What Can It Mean for ME"—found online at www.aota.org)

Occupation: Groups of activities and tasks of everyday life, named, organized and given value and meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy. (Townsend, editor, 1997, Enabling Occupation: An Occupational Therapy Perspective, p.181)

Occupational Performance: The result of a dynamic, interwoven relationship between persons, environment and occupation over a person’s lifespan; the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, editor, 1997, Enabling Occupation: An Occupational Therapy Perspective, p.181)

Occupational Profile: a profile that describes the client's occupational history, patterns of daily living, interests, values and needs. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606–639.) (5)

Spiritual: (a context)—the fundamental orientation of a person's life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606–639.) (5)

Theory: "an organized way of thinking about given phenomena. In occupational therapy the phenomenon of concern is occupational endeavor. Theory attempts to (1) define and explain the relationships between concepts or ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational therapy theory is concerned with four major concepts related to occupational endeavor: person, environment, health, and occupation" (Neistadt and Crepeau, Eds. Willard & Spackman's Occupational Therapy, 9th edition, 1998, p.521)