

Master of Science in Occupational Therapy
Fieldwork Site Manual



California State University, Dominguez Hills

DEPARTMENT OF OCCUPATIONAL THERAPY
COLLEGE OF HEALTH, HUMAN SERVICES, AND NURSING

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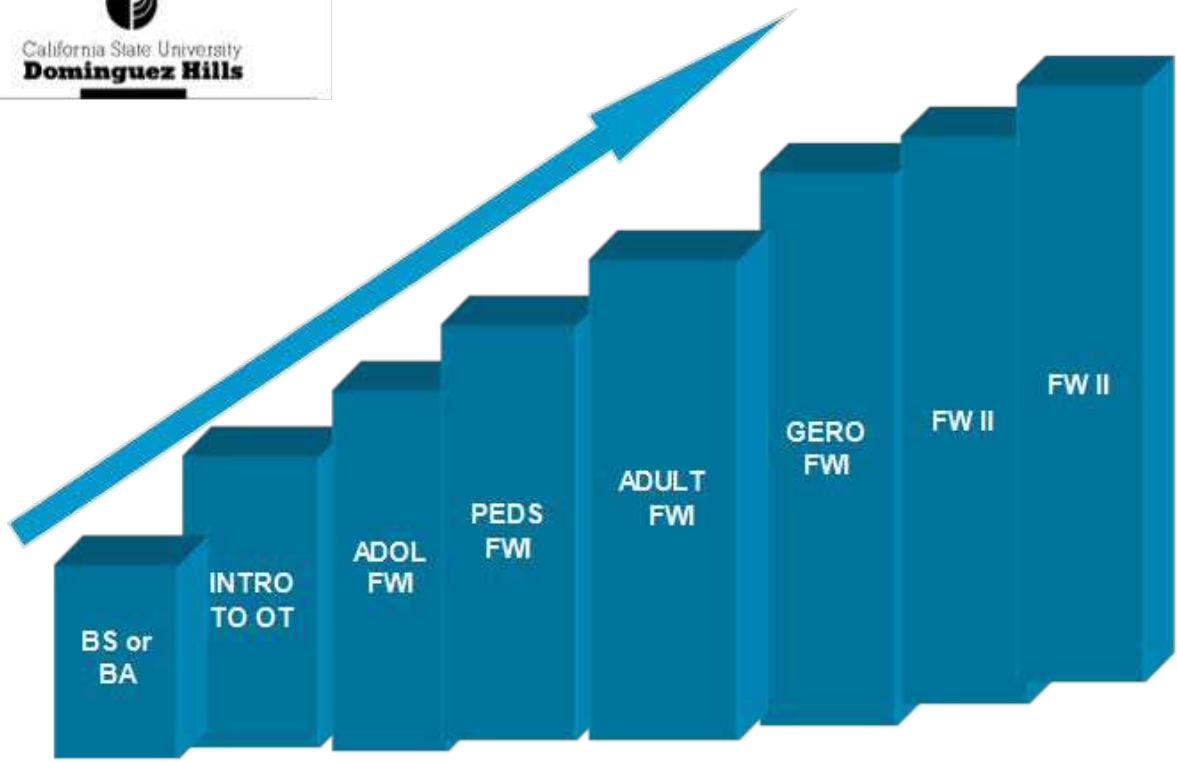
THE MSOT PROGRAM MISSION AND OBJECTIVES

The mission of the CSUDH MS in Occupational Therapy Program is to prepare entry-level clinical practitioners with knowledge, skills, and understanding necessary to practice in traditional as well as emerging occupational therapy roles with an excellent foundation for later specialization and lifelong learning.

The Master of Science in Occupational Therapy Program has been planned with enthusiasm to help prepare students for a professional career focused on helping people achieve skills and utilize resources to live independent and meaningful lives. The program is structured towards producing client-centered therapists with enhanced critical thinking abilities. It aims to produce professionals, who can research, develop, implement, and evaluate procedures utilizing a high degree of independent judgment and to consult where appropriate with other members of the health care team.

The objectives of the MSOT Program are to prepare therapists who:

- demonstrate entry-level knowledge of the basic and clinical sciences and skills essential to practice occupational therapy;
- use knowledge of how humans construct meaning and seek adaptation through occupation across the lifespan;
- demonstrate mastery of entry-level professional clinical skills specific to all areas identified in the *Practice Frameworks for Occupational Therapy*;
- serve the needs of diverse and underserved populations with demonstrated sensitivity to psychosocial identity and cultural and ethnic heritage;
- implement occupational therapy services that maintain health and wellness and remediate dysfunction;
- apply principles and constructs of ethics to individual, institutional and societal problems and demonstrate competence in developing appropriate resolutions to these problems;
- identify researchable problems, advocate for and participate in research, and incorporate findings into clinical practice;
- provide scholarly contributions to the knowledge base of the profession through written and oral communication;
- relate theory with practice and use research evidence to think critically about or adapt new and existing practice environments based on population needs and research evidence;
- participate in advocacy and educational roles with patients and their families, students, and others in community and clinical settings;
- serve as practitioners and leaders who can influence practice, education, and policy development;
- assume leadership roles at the local, state, national and international levels in occupational therapy and in health professions.
- achieve success in Fieldwork settings, the national board examination and become licensed to practice occupational therapy.



**CURRICULUM PEDAGOGY
CONSTRUCTIVIST LEARNING THEORY**

Course Threads: Science, Occupations Across the Life Span, Conditions, Assessments, Interventions, Case Seminar, Research, Theory, Critical Reasoning

Fieldwork Level I Objectives

The purpose of the Fieldwork I is to provide the students the experiences designed to enrich their coursework through direct observation and participation in the fieldwork setting.

Students are not required to demonstrate independent performance at this level, but are expected to **actively participate** in the setting under direction of a designated supervisor at the facility. Supervision may be provided by occupational therapy personnel or by other professionals who are aware of the Level I objectives.

By the end of Fieldwork I assignment, the student will meet the following objectives:

1. Demonstrate beginning competence in conducting client interviews, professional, documentation, and effective communication with staff, clients, other professionals, family members and home caregivers.
2. Identify common characteristics of persons with specific diagnoses.
3. Demonstrate ability to complete clear, concise and accurate clinical documentation.
4. Demonstrate use of accurate professional and medical terminology in oral and written communication.
5. Demonstrate ability to locate and review contents of medical records and report on findings.
6. Describe therapeutic activities that could promote client functioning and facilitate client recovery.
7. Describe roles of the interdisciplinary team and how their functions relate to occupational therapy.
8. Demonstrate ability to implement professional behaviors such as time management, punctuality, courtesy, respect for others, and appropriate dress.
9. Demonstrate ability to articulate occupational therapy interventions in non-traditional settings.
10. Demonstrate adherence to institutional policies and procedures.
11. Demonstrate sensitivity to issues of patient rights to privacy and confidentiality.
12. Demonstrate ability to apply therapeutic use of self in establishing rapport with patients.
13. Describe the role of occupational therapy in the delivery of services across practice settings.
14. Identify community resources available to clients and caregivers during discharge planning or at other times in the treatment process.

*** If these objectives are appropriate as indicated above, please sign and return this copy, or send a copy of your site specific objectives for review, to:**

Melissa Jazmines-Broersma, MS, OTR/L, Fieldwork Faculty
1000 E. Victoria St. Welch Hall
Carson, CA 90747
Phone: (310) 243-2579 Fax: (310) 516-3542
Email: mbroersma@csudh.edu

Fieldwork Site Name: _____

Fieldwork Educator: _____
(Print Name) (Signature)

Fieldwork Student/s _____
(Print Name/s)

Date _____

PROPOSED SCHEDULING GUIDELINES FOR OCCUPATIONAL THERAPY LEVEL I FIELDWORK STUDENTS: *FIVE (5) DAYS*

Adapted from CCS-LA, Medical Therapy Program- Department of Public Health

Day 1

- Orientation**
1. Tour of the school or clinic
 2. Introduction to staff and therapists
 3. Explanation of expectations and responsibilities
 4. Orient to medical chart and emergency procedures
- Discussion**
1. Student and university goals and objectives
 2. Site specific objectives and assignments
 3. Physical Disabilities lecture* #1
 4. Safety
 5. Basic Principles of Handling
- Observation**
1. Patient interventions provided by Fieldwork Educator or designee
- Assignments**
1. Begin chart review on designated patient

Day 2

- Discussion**
1. Review of typical development
 2. Physical Disabilities lecture* #2
 3. Use of developmental activities/play
- Observation**
1. Patient interventions with Fieldwork Educator
 2. Patient evaluation by Fieldwork Educator or designee

Day 3

- Discussion**
1. Physical Disabilities lecture* #3
 2. Equipment/Adaptive Equipment
 3. Outside Agencies (including relationships w/school)
- Observation**
1. OT Group (if available/applicable)
 2. Patient evaluation by Fieldwork Educator or designee
- Assignments**
1. Assist with intervention planned by Clinical Instructor
 2. Plan and write intervention, with steps to treatment session, for 1-2 designated patient
 3. Document and submit outcome of 1 intervention

Day 4

- Discussion**
1. Role of OTA and rehabilitation therapy tech
- Observation**
2. Assessment or intervention (e.g., feeding, splinting, home visit, classroom program check, etc) by Fieldwork Educator or designee

Assignments

1. Implement 2 interventions with supervision
2. Document 2 interventions (narrative notes)
3. Assist Fieldwork Educator with interventions

Day 5

Assignments

1. Submit narrative notes
2. Transfer approved notes into patient's chart
3. Provide intervention to a patient with supervision
4. Submit and discuss student's evaluation of the clinical experience with Fieldwork Educator
5. Discuss and review university's student Performance evaluation with Fieldwork Educator

*Select from the following physical disability lectures:

- cerebral palsy
- spina bifida
- progressive weakness
- traumatic brain injury
- brachial plexus palsy

Occupational Therapy Fieldwork Student:

SCHEDULING GUIDELINES FOR TEN (10) DAYS (half-days)

Adapted from CCS-LA, Medical Therapy Program-Department of Public Health

Goal of Level I Fieldwork (per ACOTE requirements): to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.

Additionally, “professional behavior development is highlighted during Level I fieldwork ... attitude, personal and interpersonal relationships, judgment, problem-solving, organizational skills and time management, flexibility, and contributions to learning are self-assessed by the student and assessed by the supervising professional near the end of the Level I fieldwork experience.” (USC)

Note: Discussion topics listed below are not intended as “formal” presentations; but, highlights and major issues of each topic should be discussed with the student in the course of observing patients with the staff OT/Fieldwork Educator.

Day 1

- | | |
|--------------------|--|
| Orientation | <ol style="list-style-type: none">1. Tour of the school & clinic2. Introduction to staff and therapists3. Explanation of expectations and responsibilities4. Orient to emergency procedures |
| Discussion | <ol style="list-style-type: none">1. Student and university goals and objectives2. Site specific objectives and assignments |
| Observation | <ol style="list-style-type: none">1. Patient interventions provided by staff OT/Fieldwork Educator |

Day 2

- | | |
|--------------------|--|
| Orientation | <ol style="list-style-type: none">1. Orient to medical chart2. Orient to documentation |
| Discussion | Topics: <ol style="list-style-type: none">1. Safety – universal precautions, wheelchair transfers, supervision of children and people with cognitive limitations2. Cerebral palsy |
| Observation | <ol style="list-style-type: none">1. Patient interventions provided by staff OT/Fieldwork Educator |

Day 3

- | | |
|--------------------|---|
| Discussion | Topics: <ol style="list-style-type: none">1. Basic principles of handling2. Another diagnosis of a patient student will be observing with staff OT/Fieldwork Educator (i.e., brachial plexus palsy, muscle disease, spina bifida, brain injury, spinal injury) |
| Observation | <ol style="list-style-type: none">1. Patient interventions with staff OT/Fieldwork Educator |
| Assignments | <ol style="list-style-type: none">1. Complete Chart Review |

Day 4**Discussion**

Topics:

1. Overview of typical development
2. Use of developmental activities/play

Observation

1. Patient interventions with staff OT/Fieldwork Educator
2. Patient assessment by staff OT/Fieldwork Educator

Assignments

1. Chart Review, Practice with Documentation

Day 5**Discussion**

Topics:

1. Equipment/Adaptive Equipment
2. Another diagnosis (see Day 3)

Observation

1. Conference/Clinic (DME, Peds, or Ortho)
2. Patient intervention or assessment by staff OT/Fieldwork Educator

Assignments

1. Assist with intervention planned by staff OT/Fieldwork Educator
2. Plan and write intervention on Treatment Session Activity form, for 1-2 designated patients (intervention may only take up part of the treatment session; student does not need intervention to encompass the entire treatment session – remainder of treatment session can be completed by staff OT/Fieldwork Educator).

Day 6**Discussion**

Topic:

1. Discuss role of OT and OTA in CCS (evaluation, intervention, supervision)

Observation

1. Patient assessment or intervention by staff OT/Fieldwork Educator

Assignments

1. Assist with intervention planned by staff OT/Clinical Instructor
2. Review and discuss intervention for treatment of 1-2 designated patients

Day 7**Discussion**

Topic:

1. Collaboration: Outside agencies (school, Regional Center, etc.)

Observation

1. Assessment or intervention (e.g., feeding, splinting, home visit, classroom program check, etc) by staff OT/Fieldwork Educator

Assignments

1. Implement 1 intervention with supervision
2. Document 1 intervention (SOAP note)
3. Assist staff OT/Fieldwork Educator with interventions

- Day 8** **Assignments**
1. Implement another intervention with supervision
 2. Document another intervention (SOAP note)
 3. Assist staff OT/Fieldwork Educator with interventions

- Day 9** **Assignments**
1. Submit SOAP notes
 2. Transfer approved SOAP notes into patient's chart
 3. Assist staff OT/Fieldwork Educator with interventions

- Day 10**
- Assignments**
1. Submit and discuss student's evaluation of the clinical experience with staff OT/Fieldwork Educator
 2. Discuss and review university's student performance evaluation with staff OT/Fieldwork Educator



California State University
Dominguez Hills

Department of Occupational Therapy Program • College of Health, Human Services, and Nursing • (310) 243-2694 • 1000 Victoria Street • Carson, CA 90747

Level I Fieldwork Evaluation

Student _____ Date: _____
Clinical Educator/Supervisor _____ Facility _____

Directions: The purpose of this evaluation is to provide feedback to the student regarding his/her professional development towards becoming an occupational therapist. The following rating scale is to be used by the clinical educator. Ratings are based on observations of the student in the clinical setting or in an “emerging practice” setting.

All scores of ‘2’ or ‘1’ marks should be identified through examples

Rating Scale: Does the Student Exhibit this behavior	100-90% of the time	89-80% of the time	79 – 70% of the time	69-60% of the time	59% or less of the time	N/A
Professionalism						
1. Abides by facility policy (use of phone, dress code, etc.)	5	4	3	2	1	5
2. Is responsible and dependable in attendance, time management, and uses time constructively	5	4	3	2	1	5
3. Can adapt and cope with change	5	4	3	2	1	5
4. Handles personal and professional frustrations and/or questions by appropriate problem solving and /or initiating discussions with the supervisor in an appropriate time and place	5	4	3	2	1	5
5. Respects client’s right and confidentiality	5	4	3	2	1	5
6. Works effectively with others and understands the roles of the ‘therapy’ team members	5	4	3	2	1	5
Comments/ Examples:						
Clinical Reasoning, Observation, and Application						
7. Able to integrate psych-social and physical disability aspects in patient treatment	5	4	3	2	1	5
8. Asks relevant questions	5	4	3	2	1	5
9. Demonstrates active listening and observation skills	5	4	3	2	1	5
10. Able to problem solve and provide alternative and possible community resource solutions	5	4	3	2	1	5
11. Able to analyze, process and interpret information observed, read or given.	5	4	3	2	1	5
12. Uses appropriate therapeutic activity for client treatment	5	4	3	2	1	5
13. Able to collect appropriate and relevant client information from a chart review	5	4	3	2	1	5
Comments/Examples:						
Communication						
14. Respectful and polite to patients, family & staff	5	4	3	2	1	5
15. Culturally sensitive	5	4	3	2	1	5
16. Able to establish rapport and provide client-centered care	5	4	3	2	1	5
17. Uses appropriate gestures, non-verbal communication skills, and attentiveness	5	4	3	2	1	5
18. Modifies performance after feedback	5	4	3	2	1	5
19. Writes legibly, uses acceptable grammar, punctuation, spelling, terminology and documents written information clearly and accurately	5	4	3	2	1	5
Comments/Examples:						
Initiative						
20. Demonstrates appropriate initiation to assist FE with client treatments	5	4	3	2	1	5
Comments/Examples:						
TOTAL			/100	*SCORE OF 80/100 OR BETTER IS REQUIRED TO PASS FIELDWORK LEVEL I		

RECOMMENDATIONS:

STUDENT COMMENTS:

Student Signature & Date

Supervisor Signature & Date

Please mail or fax this evaluation back to:

**Melissa Jazmines-Broersma, MS, OTR/L
Fieldwork Faculty**

**California State Dominguez Hills
Occupational Therapy Department
1000 E. Victoria St.
Carson, CA 90747**

**Phone: 310-243-2579
FAX: 310-516-3542
mbroersma@csudh.edu**



**MSOT Program
Fieldwork Level II
Objectives Agreement**

The Fieldwork Level II experience provides the opportunity for occupational therapy students to develop the skills and abilities expected of entry-level practitioners. The fieldwork experience should promote the acquisition of the distinct skills used by OTR practitioners in order to successfully complete tasks within Occupational Therapy domains of practice. Our curriculum embraces the PEOP (Person-Environment-Occupation-Performance) perspective. The PEOP conceptual framework promotes a client centered top-down approach in practice that recognizes human and social differences among clients. The following objectives are consistent with the PEOP perspective and are reflective of current practice in Occupational Therapy.

The “Standards for an Accredited Educational Program for the Occupational Therapist”, as defined by the American Occupational Therapy Association require that the Fieldwork site and the Occupational Therapy education program meet the following standards:

- C.1.3. Collaboration with Fieldwork Educators: Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.
- C.1.4. Ratio of Fieldwork Educators to Students: 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.1.14 Fieldwork II Supervision: Ensure that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.
- C.1.15 – C.1.16 Fieldwork II Supervision: 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). Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client’s condition, and the ability of the student.
- C.1.17 Supervision Where No Occupational Therapist is On-Site: Ensure that supervision provided in setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed 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

Questions in regards to the objectives should be directed to:

Diane Mayfield, OTR/L, Ed.D.
Fieldwork Coordinator
CSUDH MSOT Program
1000 East Victoria St.
Carson, CA 90747
(310) 243-2694 FAX: (310) 516-3542

The objectives for the Level II Fieldwork experience for the California State University, Dominguez Hills Occupational Therapy student are listed below. If you feel that these objectives are currently being met in your program, and that, to the best of your knowledge, your program design is consistent with the education philosophy of the CSUDH MSOT program, please indicate your agreement with your signature and date on the following page. Thank you again for your work with our students.

LEVEL II FIELDWORK OBJECTIVES FOR THE CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS PROGRAM IN OCCUPATIONAL THERAPY

- Student will develop entry level competencies for the Level II fieldwork by the end of the experience (*entry level competence is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Evaluation. Competencies include the areas of: Fundamentals of Practice, Basic Tenets of Occupational Therapy, Evaluation and Screening, Intervention, Management of Occupational Therapy Services, Communication, and Professional Behaviors*)
- Student will assume full client caseload, as defined by fieldwork site, by end of experience
- Student will submit correct and complete documentation in a timely manner, according to policies and procedures of fieldwork site
- Student will consistently report to site on time
- Student will attend all meetings as directed by supervisor
- Student will follow all policies and procedures of as directed by the fieldwork site and CSUDH Program in Occupational Therapy
- Student will take initiative when exploring new learning opportunities
- Student will actively participate in the supervisory process
- Student will utilize resources available to them when planning and performing assigned duties. These resources include, but are not limited to other personnel at the fieldwork site, reference material, experts outside of those available at the fieldwork site
- Student will plan and implement treatment/intervention plans that address the person, occupation and environmental issues presented by the client
- Student will be familiar with and utilize treatment/intervention approaches that demonstrate in depth knowledge of the various frames of reference in Occupational Therapy practice

Signature

Date

Fieldwork Site Name

Student Name

Please review the guidelines found at <https://secure.nbcot.org/ReadinessTools/Assessment.aspx> to compliment and amplify the objectives listed above

Or, I choose to use our site specific objectives and have attached a copy:
yes_____ no_____ (check one)



The CALIFORNIA OT FIELDWORK COUNCIL
(Academic FW Coordinators of the Southern California OT/OTA Schools)

SAMPLE OF FIELDWORK SCHEDULING: **Pediatric Setting**

(Weekly Goals/Expectations for OTR Affiliates)

WEEK ONE

(days 1-3)

- A. Introduction to fieldwork supervisor
- B. Receive hospital/facility tour
- C. Review notebook of student information with education coordinator
- D. Receive orientation of facility and overview of clinical services
- E. Begin to review policy and procedure manuals
- F. Participate in structured clinical observation

(days 4-5)

- A. Begin review of assigned readings and video viewing (SI, Child Develop., D.I.R.)
- B. Receive first patient from supervisor's caseload – or assigned two client's for Tx planning
- C. End of week review with fieldwork educator

WEEK TWO

- A. Ongoing treatment planning, treatment, and reevaluation of patient
- B. Schedule orientations to physical therapy, speech-language pathology, therapeutic recreation, rehabilitation engineering, vocational rehabilitation, social services, psychology, and nursing (or other co-professionals)
- C. Schedule observations as possible of: therapeutic feeding evaluation and treatment, home visit, school visit, patient conferences, family conferences, treatment groups, and review client evaluations (written) and task analysis (written)
- D. Begin writing up 2-3 SOAP notes
- E. At the end of week: Add 2 clients from fieldwork educator's case load
- F. Weekly review with fieldwork educator

WEEK THREE

- A. Attend IEP, or Medical conference
- B. Continue with observations (see week two)
- C. Discussion of student project- focusing on how it will benefit the unit
- D. Review Assessment tools that will be used for Evaluations
- E. Student researches and schedules field visits to partnering agencies
- F. At the end of week: Add 2 more clients from fieldwork educator's case load – All tx planning, interventions and documentation to be reviewed by fieldwork educator
- G. Weekly review with fieldwork educator

WEEK FOUR

- A. Continue to receive patient assignments up to approximately half a full caseload with continue review of tx plan, intervention, and documentation by fieldwork educator
- B. Continue scheduled observations
- C. Present on 1 client at a medical conference to medical team
- D. Weekly review with fieldwork educator

WEEK FIVE

- A. Complete one home assessment form
- B. Complete one home program and review with client and/or caregiver
- C. Present detailed outline of project to fieldwork educator
- D. Video tape one client treatment for student and fieldwork educator to review
- E. Student completes mid term self assessment
- F. Weekly review with fieldwork educator
- G. Expected that documentation should need little or no corrections from fieldwork educator

WEEK SIX

- A. Schedule project presentation to staff
- B. Mid-term evaluation with fieldwork educator using AOTA Fieldwork Performance Evaluation
- C. Continue patient assignments as in week five
- D. All observations of other services to be completed by end of this week.
- E. Present on all caseload clients at medical conferences

WEEK SEVEN

- A. Continue all patient assignments as per week six
- B. Attend IEP for all clients
- C. Weekly review with fieldwork educator

WEEK EIGHT

- A. Assume full caseload, if not already assumed.
- B. Informal evaluation with emphasis on areas identified at mid-term

WEEKS NINE THROUGH ELEVEN

- A. Final project presentation
- B. At week 10 – begin to discuss with clients and families that internship is ending soon and student will be leaving site

WEEK TWELVE

- A. Final evaluation by fieldwork educator
- B. Self-evaluation
- C. Evaluation of fieldwork center and fieldwork educator
- D. Termination of patient relationships taking into account individual differences among patients
- E. Complete details related to patient assignment to other therapists, progress notes, evaluation and discharge summaries, returning all borrowed and facility issued materials

WEEKLY OBJECTIVES OF SUPERVISORY SESSIONS

Weekly objectives of supervisory sessions include, but are not limited to:

1. Review treatment plans including evaluation of effectiveness of previous week's plans;
2. Discuss major issues of the week;
3. Review stress analysis;
4. Establish weekly learning objectives for the student and supervisor;
5. Review weekly goals of the affiliation as stated in the manual to be sure that additional assignments such as observations of other services, project, and tx involvement are being met in a timely manner.
6. Review the student's performance in additional projects such as group/class and special project;
7. Review documentation issues



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SAMPLE OF FIELDWORK SCHEDULING: **Psychiatric Inpatient Setting**

(Weekly Goals/Expectations for OTR Affiliates)

WEEK ONE

(days 1-3)

- G. Introduction to fieldwork supervisor, staff, and organizational structure. Receive clinic tour
- H. Review notebook of student information with education coordinator
- I. Receive orientation of facility and overview of clinical services (copy machine, fax machine, etc.)
Includes: badge, keys, parking and environmental orientation
- J. Begin to review policy and procedure manuals (confidentiality, safety, HIPAA, etc.)
- K. Participate in structured clinical observation
- L. Review vocabulary of psych-social terms, FIM terms, and approved abbreviations.
- M. Discuss Learning styles

(days 4-5)

- D. Receive first patient from supervisor's caseload
- E. End of week review with fieldwork educator

WEEK TWO

- G. Ongoing treatment planning, treatment, and reevaluation of patient
- H. Practice documentation
- I. Schedule orientations to physical therapy, speech-language pathology, therapeutic recreation, rehabilitation engineering, vocational rehabilitation, social services, psychology, ECT, and nursing (or other co-professionals)
- J. Schedule observations as possible of: therapeutic feeding evaluation and treatment, home visit, out trip, patient conferences, family conferences, treatment groups, support groups
- K. Begin orientation lectures – including COTA, Aide, supervision, Videos, and evidence based articles
- L. Continue observation in clinic
- M. Weekly review with fieldwork educator

WEEK THREE

- H. New patient assignment – co-leading groups
- I. Continue with observations (see week two)
- J. Review rough documentation and input to computer and or chart.
- K. Discussion of student project/presentation- focusing on how it will benefit the unit
- L. Continue orientation lectures
- M. Weekly review with fieldwork educator

WEEK FOUR

- E. Continue to receive patient assignments up to approximately half a full caseload with continue review of tx plan, intervention, and documentation by fieldwork educator

- F. ACL rehearsal (eg. Test supervisor or peers)
- G. Participate in informal evaluation using Informal Assessment
- H. Continue scheduled observations
- I. Continue orientation lectures
- J. Weekly review with fieldwork educator

WEEK FIVE

- H. Present detailed outline of project/presentation to fieldwork educator
- I. Continue patient assignments: evaluation, treatment, and reevaluation as appropriate
- J. Student completes mid term self assessment
- K. Weekly review with fieldwork educator
- L. Expected that documentation should need little or no corrections from fieldwork educator

WEEK SIX

- F. Schedule project presentation to staff
- G. Mid-term evaluation with fieldwork educator using AOTA Fieldwork Performance Evaluation
- H. Continue patient assignments as in week five
- I. Continue participation in group/class
- J. All observations of other services to be completed by end of this week.

WEEK SEVEN

- D. Continue all patient assignments as per week six, should be up to 5 patients on caseload
- E. Weekly review with fieldwork educator

WEEK EIGHT

- C. Assume full caseload, if not already assumed.
- D. Formal evaluation with emphasis on areas identified at mid-term to work on

WEEKS NINE THROUGH ELEVEN

- C. Final project presentation

WEEK TWELVE

- F. Final evaluation by fieldwork educator
- G. Self-evaluation
- H. Evaluation of fieldwork center and fieldwork educator
- I. Termination of patient relationships taking into account individual differences among patients
- J. Complete details related to patient assignment to other therapists, progress notes, evaluation and discharge summaries, returning all borrowed and facility issued materials (badge, keys, etc)

WEEKLY OBJECTIVES OF SUPERVISORY SESSIONS

Weekly objectives of supervisory sessions include, but are not limited to:

- 8. Review treatment plans including evaluation of effectiveness of previous week's plans;
- 9. Discuss major issues of the week;
- 10. Review stress analysis;
- 11. Establish weekly learning objectives for the student and supervisor;
- 12. Student to list strengths/what was learned; weaknesses/what was not learned; goals for next week.
- 13. Review weekly goals of the affiliation as stated in the manual to be sure that additional assignments such as observations of other services, project, and tx involvement are being met in a timely manner.
- 14. Review the student's performance in additional projects such as group/class and special project;
- 15. Review documentation issues



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SAMPLE OF FIELDWORK SCHEDULING: Physical Disability In-patient Setting

(Weekly Goals/Expectations for OTR Affiliates)

WEEK ONE

(days 1-3)

- N. Introduction to fieldwork supervisor and organizational structure
- O. Receive clinic tour
- P. Review notebook of student information with education coordinator
- Q. Receive orientation of facility and overview of clinical services (copy machine, fax machine, etc.)
- R. Begin to review policy and procedure manuals (confidentiality, safety, HIPAA, etc.)
- S. Participate in structured clinical observation
- T. Review FIM and/or assessment tools

(days 4-5)

- F. Introduction to documentation and billing process
- G. Receive first patient from supervisor's caseload –develop goals and tx plan
- H. End of week review with fieldwork educator
- I. Begin orientation lectures Begin– including COTA, Aide, supervision
- J. Begin performing chart reviews
- K. Begin making own schedule

WEEK TWO

- N. Ongoing treatment planning, treatment, and reevaluation of patient (1-2 patients)
- O. Schedule orientations to physical therapy, speech-language pathology, therapeutic recreation, rehabilitation engineering, vocational rehabilitation, social services, psychology, and nursing (or other co-professionals)
- P. Schedule observations as possible of: therapeutic feeding evaluation and treatment, home visit, out trip, patient conferences, family conferences, treatment groups, support groups and review client evaluations (written) and task analysis (written)
- Q. Continue observation in clinic
- R. Begin to report in rounds
- S. Attend family training

- T. Weekly review with fieldwork educator

WEEK THREE

- N. New patient assignment (up to ¼ or 1/3 of standard staff caseload)
- O. Continue with observations (see week two)
- P. Discussion of student project- focusing on how it will benefit the unit

- Q. Participate in family training
- R. Continue orientation lectures
- S. Weekly review with fieldwork educator
- T. If student issues are noted, AFWC should be contacted

WEEK FOUR

- K. Continue to receive patient assignments up to approximately half a full caseload with continue review of tx plan, intervention, and documentation by fieldwork educator
- L. Participate in informal evaluation using Informal Assessment
- M. Continue scheduled observations
- N. Discuss group class participation with fieldwork educator to make a decision about group involvement
- O. Weekly review with fieldwork educator

WEEK FIVE

- M. Present detailed outline of project to fieldwork educator
- N. Continue patient assignments: evaluation, treatment, and reevaluation as appropriate
- O. Student completes mid term self assessment
- P. Weekly review with fieldwork educator
- Q. Expected that documentation should need little or no corrections from fieldwork educator

WEEK SIX

- K. Schedule project presentation to staff
- L. Mid-term evaluation with fieldwork educator using AOTA Fieldwork Performance Evaluation
- M. Continue patient assignments as in week five
- N. Continue participation in group/class
- O. All observations of other services to be completed by end of this week.
- P. Present on all caseload clients at medical conferences

WEEK SEVEN

- F. Continue all patient assignments as per week six, should be up to 5 patients on caseload
- G. Observe a surgery if possible
- H. Weekly review with fieldwork educator

WEEK EIGHT

- E. Assume full caseload, if not already assumed.
- F. Independent with splint fabrication
- G. Informal evaluation with emphasis on areas identified at mid-term to work on

WEEKS NINE THROUGH ELEVEN

- D. Final project presentation

WEEK TWELVE

- K. Final evaluation by fieldwork educator
- L. Self-evaluation
- M. Evaluation of fieldwork center and fieldwork educator
- N. Termination of patient relationships taking into account individual differences among patients
- O. Complete details related to patient assignment to other therapists, progress notes, evaluation and discharge summaries, returning all borrowed and facility issued materials

WEEKLY OBJECTIVES OF SUPERVISORY SESSIONS

Weekly objectives of supervisory sessions include, but are not limited to:

16. Review treatment plans including evaluation of effectiveness of previous week's plans;
17. Discuss major issues of the week;
18. Review stress analysis;
19. Establish weekly learning objectives for the student and supervisor;
20. Review weekly goals of the affiliation as stated in the manual to be sure that additional assignments such as observations of other services, project, and tx involvement are being met in a timely manner.
21. Review the student's performance in additional projects such as group/class and special project;
22. Review documentation issues



The CALIFORNIA OT FIELDWORK COUNCIL
(Academic FW Coordinators of the Southern California OT/OTA Schools)

SAMPLE OF FIELDWORK SCHEDULING: **Outpatient Setting**

(Weekly Goals/Expectations for OTR Affiliates)

WEEK ONE

(days 1-3)

- U. Introduction to fieldwork supervisor and organizational structure
- V. Receive clinic tour
- W. Review notebook of student information with education coordinator
- X. Receive orientation of facility and overview of clinical services (copy machine, fax machine, etc.)
- Y. Begin to review policy and procedure manuals (confidentiality, safety, HIPAA, etc.)
- Z. Participate in structured clinical observation
- AA. Review FIM, DASH, and other assessment tools

(days 4-5)

- L. Introduction to computer use in documentation and billing procedures
- M. Receive first patient from supervisor's caseload –develop goals and tx plan
- N. End of week review with fieldwork educator

WEEK TWO

- U. Ongoing treatment planning, treatment, and reevaluation of patient
- V. Schedule orientations to physical therapy, speech-language pathology, therapeutic recreation, rehabilitation engineering, vocational rehabilitation, social services, psychology, and nursing (or other co-professionals)
- W. Schedule observations as possible of: therapeutic feeding evaluation and treatment, home visit, out trip, patient conferences, family conferences, treatment groups, support groups and review client evaluations (written) and task analysis (written)
- X. Begin orientation lectures – including COTA, Aide, supervision
- Y. Continue observation in clinic
- Z. Weekly review with fieldwork educator

WEEK THREE

- U. New patient assignment
- V. Continue with observations (see week two)
- W. Discussion of student project- focusing on how it will benefit the unit
- X. Participate in family training
- Y. Continue orientation lectures
- Z. Weekly review with fieldwork educator

WEEK FOUR

- P. Continue to receive patient assignments up to approximately half a full caseload with continue review of tx plan, intervention, and documentation by fieldwork educator

- Q. Participate in informal evaluation using Informal Assessment
- R. Continue scheduled observations
- S. Continue orientation lectures
- T. Discuss group class participation with fieldwork educator to make a decision about group involvement
- U. Weekly review with fieldwork educator

WEEK FIVE

- R. Present detailed outline of project to fieldwork educator
- S. Continue patient assignments: evaluation, treatment, and reevaluation as appropriate
- T. Student completes mid term self assessment
- U. Weekly review with fieldwork educator
- V. Expected that documentation should need little or no corrections from fieldwork educator

WEEK SIX

- Q. Schedule project presentation to staff
- R. Mid-term evaluation with fieldwork educator using AOTA Fieldwork Performance Evaluation
- S. Continue patient assignments as in week five
- T. Continue participation in group/class
- U. All observations of other services to be completed by end of this week.
- V. Present on all caseload clients at medical conferences

WEEK SEVEN

- I. Continue all patient assignments as per week six, should be up to 5 patients on caseload
- J. Observe a surgery if possible
- K. Weekly review with fieldwork educator

WEEK EIGHT

- H. Assume full caseload, if not already assumed.
- I. Independent with splint fabrication
- J. Informal evaluation with emphasis on areas identified at mid-term to work on

WEEKS NINE THROUGH ELEVEN

- E. Final project presentation

WEEK TWELVE

- P. Final evaluation by fieldwork educator
- Q. Self-evaluation
- R. Evaluation of fieldwork center and fieldwork educator
- S. Termination of patient relationships taking into account individual differences among patients
- T. Complete details related to patient assignment to other therapists, progress notes, evaluation and discharge summaries, returning all borrowed and facility issued materials

WEEKLY OBJECTIVES OF SUPERVISORY SESSIONS

Weekly objectives of supervisory sessions include, but are not limited to:

23. Review treatment plans including evaluation of effectiveness of previous week's plans;
24. Discuss major issues of the week;
25. Review stress analysis;
26. Establish weekly learning objectives for the student and supervisor;
27. Review weekly goals of the affiliation as stated in the manual to be sure that additional assignments such as observations of other services, project, and tx involvement are being met in a timely manner.
28. Review the student's performance in additional projects such as group/class and special project;
29. Review documentation issues

**California State University, Dominguez Hills
MSOT Program
Faculty Site Visit**

Date _____ Name of Facility _____

Contact Person _____ Address _____

Telephone _____ E-mail _____

Type of Facility

Physical Disability _____ Pediatrics _____

Psych-Social _____ Geriatrics _____

Common Diagnosis seen at site: _____

Physical Environment

Parking _____ Areas _____

Décor _____ OT Clinic _____

Bathrooms _____ Eating Area _____

Noise _____ Activity Area _____

Lighting _____ Levels _____

Accessibility _____ Smell _____

Clinical Educator

Clinical Experience (B.10.17) _____

Attitude toward student supervision _____

Comments _____

Equipment Observed

Trng Kitchen	
Craft tools	
Play equipment	
Work Supplies	
Trng Bathrooms	
School supplies	
Eating equipment	
Therapeutic equipment (putty, therapy band)	
Other	

Fieldwork Objectives (B.10.2 , B.10.4, B.10.5)

- Reviewed program general objectives (in Fieldwork Manual)
- Suggested modifications
- Site has specific objectives

Curriculum Themes and Fieldwork Experience (B.10.2 , B. 10.3 , B.10.4)

Fieldwork site provides the student with the opportunity to experience a facility that is

- client-centered
- occupation-based

AOTA FIELDWORK DATA FORM

Introduction:

The purpose of the Fieldwork Data Form is to facilitate communication between occupational therapy (OT) and occupational therapy assistant (OTA) academic programs, OT/ OTA students, and fieldwork educators. Fieldwork Educators and Academic Fieldwork Coordinators (AFWC) jointly complete the Fieldwork Data Form to describe the fieldwork setting where students may have placements. While much of the information may be completed by the Fieldwork Educator, there will be additional information best obtained through AFWC interview of the fieldwork education coordinator at the site. The AFWC will find opportunity to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards that support the ACOTE on-site accreditation review process. In addition, OT/ OTA students will find valuable information describing the characteristics of the fieldwork setting, the client population, commonly used assessments, interventions, and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the Occupational Therapy Practice Framework terminology and best practice in occupational therapy to promote quality fieldwork experiences. It was developed through the joint efforts of the Commission on Education (COE) and Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.

AOTA FIELDWORK DATA FORM

Date:

Name of Facility:

Address: Street _____ City _____ State _____ Zip: _____

<u>FW I</u>		<u>FW II</u>	
Contact Person:		Contact Person:	Credentials:
Phone:	E-mail:	Phone:	E-mail:
Credentials:		Credentials:	

Director:	Initiation Source:	Corporate Status:	Preferred Sequence of FW: <small>ACOTE Standards B.10.6</small>
Phone:	<input type="checkbox"/> FW Office	<input type="checkbox"/> For Profit	<input type="checkbox"/> Any
Fax:	<input type="checkbox"/> FW Site	<input type="checkbox"/> Non-Profit	<input type="checkbox"/> Second/Third only; 1 st must be in:
Web site address:	<input type="checkbox"/> Student	<input type="checkbox"/> State Gov't	<input type="checkbox"/> Full-time only <input type="checkbox"/> Part-time option
		<input type="checkbox"/> Federal Gov't	<input type="checkbox"/> Prefer Full-time

OT Fieldwork Practice Settings (ACOTE Form A #s noted) :

Hospital-based settings <input type="checkbox"/> In-Patient Acute 1.1 <input type="checkbox"/> In-Patient Rehab 1.2 <input type="checkbox"/> SNF/ Sub-Acute/ Acute Long-Term Care 1.3 <input type="checkbox"/> General Rehab Outpatient 1.4 <input type="checkbox"/> Outpatient Hands 1.5 <input type="checkbox"/> Pediatric Hospital/Unit 1.6 <input type="checkbox"/> Peds Hospital Outpatient 1.7 <input type="checkbox"/> In-Patient Psych 1.8	Community-based settings <input type="checkbox"/> Peds Community 2.1 <input type="checkbox"/> Behavioral Health Community 2.2 <input type="checkbox"/> Older Adult Community Living 2.3 <input type="checkbox"/> Older Adult Day Program 2.4 <input type="checkbox"/> Outpatient/hand private practice 2.5 <input type="checkbox"/> Adult Day Program for DD 2.6 <input type="checkbox"/> Home Health 2.7 <input type="checkbox"/> Peds Outpatient Clinic 2.8	School-based settings <input type="checkbox"/> Early Intervention 3.1 <input type="checkbox"/> School 3.2 Other area(s) please specify: _____	Age Groups: <input type="checkbox"/> 0-5 <input type="checkbox"/> 6-12 <input type="checkbox"/> 13-21 <input type="checkbox"/> 22-64 <input type="checkbox"/> 65+	Number of Staff: OTRs: COTAs: Aides: PT: Speech: Resource Teacher: Counselor/Psychologist: Other: _____
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Student Prerequisites (check all that apply) <small>ACOTE Standard B.10.6</small> <input type="checkbox"/> CPR <input type="checkbox"/> Medicare / Medicaid Fraud Check <input type="checkbox"/> Criminal Background Check <input type="checkbox"/> Child Protection/abuse check <input type="checkbox"/> Adult abuse check <input type="checkbox"/> Fingerprinting <input type="checkbox"/> First Aid <input type="checkbox"/> Infection Control training <input type="checkbox"/> HIPAA Training <input type="checkbox"/> Prof. Liability Ins. <input type="checkbox"/> Own transportation <input type="checkbox"/> Interview	Health requirements: <input type="checkbox"/> HepB <input type="checkbox"/> MMR <input type="checkbox"/> Tetanus <input type="checkbox"/> Chest x-ray <input type="checkbox"/> Drug screening <input type="checkbox"/> TB/Mantoux <input type="checkbox"/> Physical Check up <input type="checkbox"/> Varicella <input type="checkbox"/> Influenza Please list any other requirements: _____
--	---

Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply)

Performance Skills: Motor Skills <input type="checkbox"/> Posture <input type="checkbox"/> Mobility <input type="checkbox"/> Coordination <input type="checkbox"/> Strength & effort <input type="checkbox"/> Energy Process Skills <input type="checkbox"/> Energy <input type="checkbox"/> Knowledge <input type="checkbox"/> Temporal organization <input type="checkbox"/> Organizing space & objects <input type="checkbox"/> Adaptation Communication/ Interaction Skills <input type="checkbox"/> Physicality- non verbal <input type="checkbox"/> Information exchange <input type="checkbox"/> Relations	Client Factors: Body functions/structures <input type="checkbox"/> Mental functions- affective <input type="checkbox"/> Mental functions-cognitive <input type="checkbox"/> Mental functions- perceptual <input type="checkbox"/> Sensory functions & pain <input type="checkbox"/> Voice & speech functions <input type="checkbox"/> Major organ systems: heart, lungs, blood, immune <input type="checkbox"/> Digestion/ metabolic/ endocrine systems <input type="checkbox"/> Reproductive functions <input type="checkbox"/> Neuromusculoskeletal & movement functions <input type="checkbox"/> Skin	Context(s): <input type="checkbox"/> Cultural- ethnic beliefs & values <input type="checkbox"/> Physical environment <input type="checkbox"/> Social Relationships <input type="checkbox"/> Personal- age, gender, etc. <input type="checkbox"/> Spiritual <input type="checkbox"/> Temporal- life stages, etc. <input type="checkbox"/> Virtual- simulation of env, chat room, etc. Performance Patterns/Habits <input type="checkbox"/> Impoverished habits <input type="checkbox"/> Useful habits <input type="checkbox"/> Dominating habits Routine sequences Roles
---	---	--

Most common services priorities (check all that apply)

<input type="checkbox"/> Direct service	<input type="checkbox"/> Meetings(team, department, family)	<input type="checkbox"/> Consultation	<input type="checkbox"/> Billing
<input type="checkbox"/> Discharge planning	<input type="checkbox"/> Client education	<input type="checkbox"/> In-service training	<input type="checkbox"/> Documentation
<input type="checkbox"/> Evaluation	<input type="checkbox"/> Intervention		

Types of OT Interventions addressed in this setting (check all that apply): * ACOTE Standards A.5.3, B.10.1, B.10.3, B.10.11, B.10.13, B.10.15, B.10.19, B.10.20

<p>Occupation-based activity- within client's own environmental context; based on their goals addressed in this setting (check all that apply): <small>*ACOTE Standards A.5.3, B.10.1, B.10.3, B.10.11, B.10.13, B.10.15, B.10.19, B.10.20</small></p>				
<p>Activities of Daily Living (ADL)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bathing/showering <input type="checkbox"/> Bowel and bladder mgmt <input type="checkbox"/> Dressing <input type="checkbox"/> Eating <input type="checkbox"/> Feeding <input type="checkbox"/> Functional mobility <input type="checkbox"/> Personal device care <input type="checkbox"/> Personal hygiene & grooming <input type="checkbox"/> Sexual activity <input type="checkbox"/> Sleep/rest <input type="checkbox"/> Toilet hygiene <p>Play</p> <ul style="list-style-type: none"> <input type="checkbox"/> Play exploration <input type="checkbox"/> Play participation <p>Purposeful Activity- therapeutic context leading to occupation, practice in preparation for natural context</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practicing an activity <input type="checkbox"/> Simulation of activity <input type="checkbox"/> Role Play <p>Examples:</p>	<p>Instrumental Activities of Daily Living (IADL)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Care of others/pets <input type="checkbox"/> Child rearing <input type="checkbox"/> Communication device use <input type="checkbox"/> Community mobility <input type="checkbox"/> Financial management <input type="checkbox"/> Health management & maintenance <input type="checkbox"/> Home establishment & management <input type="checkbox"/> Meal preparation & clean up <input type="checkbox"/> Safety procedures & emergency responses <input type="checkbox"/> Shopping <p>Leisure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leisure exploration <input type="checkbox"/> Leisure participation <p>Preparatory Methods- preparation for purposeful & occupation-based activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sensory-Stimulation <input type="checkbox"/> Physical agent modalities <input type="checkbox"/> Splinting <input type="checkbox"/> Exercise <p>Examples:</p>	<p>Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formal education participation <input type="checkbox"/> Exploration of informal personal education needs or interests <input type="checkbox"/> Informal personal education participation <p>Work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employment interests & pursuits <input type="checkbox"/> Employment seeking and acquisition <input type="checkbox"/> Job performance <input type="checkbox"/> Retirement preparation & adjustment <input type="checkbox"/> Volunteer exploration / participation <p>Social Participation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community <input type="checkbox"/> Family <input type="checkbox"/> Peer/friend <p>Therapeutic Use-of-Self- describe</p> <p>Consultation Process- describe</p> <p>Education Process- describe</p>		
<p>Method of Intervention</p> <p>Direct Services/case load for entry-level OT</p> <ul style="list-style-type: none"> <input type="checkbox"/> One-to-one: <input type="checkbox"/> Small group(s): <input type="checkbox"/> Large group: <p>Discharge Outcomes of clients (% clients)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Home <input type="checkbox"/> Another medical facility <input type="checkbox"/> Home Health 	<p>Outcomes of Intervention *</p> <ul style="list-style-type: none"> <input type="checkbox"/> Occupational performance- improve &/ or enhance <input type="checkbox"/> Client Satisfaction <input type="checkbox"/> Role Competence <input type="checkbox"/> Adaptation <input type="checkbox"/> Health & Wellness <input type="checkbox"/> Prevention <input type="checkbox"/> Quality of Life <p>OT Intervention Approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create, promote (health promotion) <input type="checkbox"/> Establish, restore, remediation <input type="checkbox"/> Maintain <input type="checkbox"/> Modify, compensation, adaptation <input type="checkbox"/> Prevent, disability prevention 	<p>Theory/ Frames of Reference/ Models of Practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acquisitional <input type="checkbox"/> Biomechanical <input type="checkbox"/> Cognitive- Behavioral <input type="checkbox"/> Coping <input type="checkbox"/> Developmental <input type="checkbox"/> Ecology of Human Performance <input type="checkbox"/> Model of Human Occupation (MOHO) <input type="checkbox"/> Occupational Adaptation <input type="checkbox"/> Occupational Performance Model <input type="checkbox"/> Person/ Environment/ Occupation (P-E-O) <input type="checkbox"/> Person-Environment-Occupational Performance <input type="checkbox"/> Psychosocial <input type="checkbox"/> Rehabilitation frames of reference <input type="checkbox"/> Sensory Integration <input type="checkbox"/> Other (please list): 		
<p>Please list most common screenings and evaluations used in your setting:</p>				
<p>Identify safety precautions important at your FW site</p> <table style="width:100%; border: none;"> <tr> <td style="width:50%; border: none;"> <ul style="list-style-type: none"> <input type="checkbox"/> Medications <input type="checkbox"/> Post-surgical (list procedures) <input type="checkbox"/> Contact guard for ambulation <input type="checkbox"/> Fall risk <input type="checkbox"/> Other (describe): </td> <td style="width:50%; border: none;"> <ul style="list-style-type: none"> <input type="checkbox"/> Swallowing/ choking risks <input type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds) <input type="checkbox"/> Sharps count <input type="checkbox"/> 1:1 safety/ suicide precautions </td> </tr> </table>			<ul style="list-style-type: none"> <input type="checkbox"/> Medications <input type="checkbox"/> Post-surgical (list procedures) <input type="checkbox"/> Contact guard for ambulation <input type="checkbox"/> Fall risk <input type="checkbox"/> Other (describe): 	<ul style="list-style-type: none"> <input type="checkbox"/> Swallowing/ choking risks <input type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds) <input type="checkbox"/> Sharps count <input type="checkbox"/> 1:1 safety/ suicide precautions
<ul style="list-style-type: none"> <input type="checkbox"/> Medications <input type="checkbox"/> Post-surgical (list procedures) <input type="checkbox"/> Contact guard for ambulation <input type="checkbox"/> Fall risk <input type="checkbox"/> Other (describe): 	<ul style="list-style-type: none"> <input type="checkbox"/> Swallowing/ choking risks <input type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds) <input type="checkbox"/> Sharps count <input type="checkbox"/> 1:1 safety/ suicide precautions 			
<p>Please list how students should prepare for a FW II placement such as doing readings, learn specific evaluations and interventions used in your setting:</p>				

<p>Target caseload/ productivity for fieldwork students:</p> <p>Productivity % per 40 hour work week:</p> <p>Caseload expectation at end of FW:</p> <p>Productivity % per 8 hour day:</p> <p># Groups per day expectation at end of FW:</p>	<p>Documentation: Frequency/ Format (briefly describe) :</p> <p><input type="checkbox"/> Hand-written documentation:</p> <p><input type="checkbox"/> Computerized Medical Records:</p> <p>Time frame requirements to complete documentation:</p>
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<p>Administrative/ Management duties or responsibilities of the OT/ OTA student:</p> <p><input type="checkbox"/> Schedule own clients</p> <p><input type="checkbox"/> Supervision of others (Level I students, aides, OTA, volunteers)</p> <p><input type="checkbox"/> Budgeting</p> <p><input type="checkbox"/> Procuring supplies (shopping for cooking groups, client/ intervention related items)</p> <p><input type="checkbox"/> Participating in supply or environmental maintenance</p> <p><input type="checkbox"/> Other:</p>	<p>Student Assignments. Students will be expected to successfully complete:</p> <p><input type="checkbox"/> Research/ EBP/ Literature review</p> <p><input type="checkbox"/> In-service</p> <p><input type="checkbox"/> Case study</p> <p><input type="checkbox"/> Participate in in-services/ grand rounds</p> <p><input type="checkbox"/> Fieldwork Project (describe):</p> <p><input type="checkbox"/> Field visits/ rotations to other areas of service</p> <p><input type="checkbox"/> Observation of other units/ disciplines</p> <p><input type="checkbox"/> Other assignments (please list):</p>
--	--

Student work schedule & outside study expected:	Other	Describe level of structure for student?	Describe level of supervisory support for student?
Schedule hrs/ week/ day:	Room provided <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> High	<input type="checkbox"/> High
Do students work weekends? <input type="checkbox"/> yes <input type="checkbox"/> no	Meals <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Do students work evenings? <input type="checkbox"/> yes <input type="checkbox"/> no	Stipend amount:	<input type="checkbox"/> Low	<input type="checkbox"/> Low
Describe the FW environment/ atmosphere for student learning:			
Describe public transportation available:			

ACOTE Standards Documentation for Fieldwork (may be completed by AFWC interview of FW Educator)

1. The fieldwork agency must be in compliance with standards by external review bodies. Please identify external review agencies involved with this FW setting and year of accreditation (JCAHO, CARF, Department of Health, etc.). ACOTE on-site review

Name of Agency for External Review:

Year of most recent review:

Summary of outcomes of OT Department review:

2. Describe the fieldwork site agency stated mission or purpose (can be attached). *ACOTE Standards B.10.1, B.10.2, B.10.3, B.10.4, B.10.14, B.10.15*

3. OT Curriculum Design integrated with Fieldwork Site (insert key OT academic curricular themes here): *ACOTE Standards B.10.1, B.10.2, B.10.3, B.10.4, B.10.11, B.10.15*

- a. How are occupation-based needs evaluated and addressed in your OT program? How do you incorporate the client's 'meaningful' doing in this setting?
- b. Describe how you seek to include client-centered OT practice? How do clients participate in goal setting and intervention activities?
- c. Describe how psychosocial factors influence engagement in occupational therapy services?
- d. Describe how you address clients' community-based needs in your setting?

4. How do you incorporate evidence-based practice into interventions and decision-making? Are FW students encouraged to provide evidence for their practice? *ACOTE Standards B.10.1, B.10.3, B.10.4, B.10.11, B.10.15*
5. Please describe FW Program & how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of entry-level job description with essential job functions to the AFWC. *ACOTE Standards B10.2, B.10.3, B.10.5, B.10.7, B.10.13, B.10.19, B.10.20, b.10.21*
6. Please describe the background of supervisors (please attach list of practitioners who are FW Educators including academic program, degree, years of experience since initial certification, years of experience supervising students) *ACOTE Standards B.7.10, B10.12, B.10.17 (provide a template)*
7. Describe the training provided for OT staff for effective supervision of students (check all that apply). *ACOTE Standards B.7.10, B.10.1, B.10.3, B.10.12, B.10.13, B.10.17, B.10.18, B.10.19, B.10.20, B.10.21*

Supervisory models

Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation- FWPE, Student Evaluation of Fieldwork Experience-SEFWE, and the Fieldwork Experience Assessment Tool-FEAT)

Clinical reasoning

Reflective practice

Comments:

8. Please describe the process for record keeping supervisory sessions with a student, and the student orientation process to the agency, OT services and the fieldwork experience. *ACOTE Standards B.7.10, B.10.1, B.10.3, B.10.12, B.10.13, B.10.17, B.10.18, B.10.19, B.10.20, B.10.21*

Supervisory patterns-Description (respond to all that apply)

1:1 Supervision Model:

Multiple students supervised by one supervisor:

Collaborative Supervision Model:

Multiple supervisors share supervision of one student, # supervisors per student:

Non-OT supervisors:

9. Describe funding and reimbursement sources and their impact on student supervision. *ACOTE Standards B.10.3, B.10.5, B.10.7, B.10.14, B.10.17, B.10.19*

Status/Tracking Information Sent to Facility

To be used by OT Academic Program

ACOTE Standards B.10.4, B.10.8, B.10.9, B.10.10

Date:

Which Documentation Does The Fieldwork Site Need?

A Fieldwork Agreement/ Contract?

OR

A Memorandum of Understanding?

Which FW Agreement will be used: OT Academic Program Fieldwork Agreement Fieldwork Site Agreement/ Contract

Title of Parent Corporation (if different from facility name):

Type of Business Organization (Corporation, partnership, sole proprietor, etc.):

State of Incorporation:

Fieldwork Site agreement negotiator:

Phone:

Email:

Address (if different from facility):

Street:

City:

State:

Zip:

Name of student:

Potential start date for fieldwork:

Any notation or changes that you want to include in the initial contact letter:

Information Status:

- New general facility letter sent:
- Level I Information Packet sent:
- Level II Information Packet sent:
- Mail contract with intro letter (sent):
- Confirmation sent:
- Model Behavioral Objectives:
- Week-by-Week Outline:
- Other Information:
- Database entry:
 - Facility Information:
 - Student fieldwork information:
- Make facility folder:
- Print facility sheet:

Revised 7/29/2014

- promotes participation in meaningful activity
- reviewed CSUDH Fieldwork/Coursework design

The student has the opportunity to

- to review a program manual at the beginning of their fieldwork, indicating learning objectives discuss supervisor expectations, student assignments, schedule
- To attend an organized orientation
- observe other services.
- see a variety of clients at this setting
- communicate during team meetings
- access resources within FW site (e.g., fieldwork manual, library, other staff).
- observe a variety of intervention approaches (e.g., preparatory methods, purposeful activity, & occupation based)
- end the fieldwork with end competencies equivalent to those of an entry level therapist (caseload is increased throughout the fieldwork)

The fieldwork educator:

- uses a variety of supervisory approaches with students (e.g., written, supportive, constructive, multiple supervisors, etc) (B.10.7)
- is aware that the academic site should be notified as soon as a student develops difficulty
- provides _____ hours/_____ day supervision to meet students' educational needs (B.10.19)
- has a minimum of 1 year practice experience subsequent to initial certification (B.10.17)
- provides the student with a formal FW evaluation at midterm and end of placement (B.10.13, B. 10.18 and B.10.21)
- provides the student with the opportunity to look at the person within a system as well as individually
- encourages the student to understand how psychosocial factors influence client engagement in occupation (B.10.15)

The fieldwork site

- would consider modifying the more traditional workweek to accommodate part time students or different schedules? (B.10.16)
- offers an environment that accommodates student (lockers, desks, space)

Comments

This form has been reviewed by:

Fieldwork Coordinator/Educator

Academic Fieldwork Coordinator

Date

Date