Master of Occupational Therapy Program

Fieldwork Handbook
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Fieldwork Philosophy and Relationship to the Curriculum Design

Fieldwork is an essential component of the Master of Occupational Therapy (MOT) Program. The fieldwork experiences provide students with the opportunity to work collaboratively with occupational therapy practitioners in a variety of practice settings. In addition, the fieldwork experiences enable the student to link classroom learning with actual practice and to perform and refine the skills necessary for entry-level practice.

The fieldwork experiences and the learning outcomes associated with them are designed to reflect the curricular threads. Overall, Fieldwork I A (OTH 635) and B (OTH 636) experiences focus on OT Knowledge and Skills, Professional Growth and Development, and Professional Reasoning at the beginning and intermediate levels in traditional fieldwork settings. Fieldwork I C (OTH 644) focuses on those curricular threads at the intermediate and advanced levels in the community fieldwork setting. Fieldwork II (OTH 662 and OTH 665/667) requires that the student integrate the curricular components at the advanced level as they gain additional practice skills (refer to course syllabi for a detailed explanation of the relationship of each Fieldwork experience to the curriculum design and course-specific learning outcomes).

A complete description of the MOT Program’s philosophy, curriculum design, learning outcomes, and the course of study is presented in Appendix A.

Participants in the Fieldwork Experience

Successful fieldwork education is the result of a collaborative effort of the Student, the Academic Fieldwork Coordinator, and the Fieldwork Educator. Each of these individuals has multiple responsibilities throughout the fieldwork experiences.

Student

The Student refers to the student enrolled in the fieldwork course(s) in the MOT program at Chatham University. Student responsibilities include but are not limited to:

1. Providing evidence that he/she has read and is familiar with the contents of the Fieldwork Handbook.
2. Initiating contact with the Academic Fieldwork Coordinator to identify preferences related to fieldwork placements (recognizing that, to the degree possible, preferences will be considered but the final decision related to fieldwork assignments is the responsibility of the Academic Fieldwork Coordinator).
3. Identifying and complying with the health requirements, clearances and any other requirement of the sites to which the student is assigned.
4. Confirming the start date and time as well as the requirements of the site (as noted in #3) with the Fieldwork Educator at least 2 weeks in advance of the start date for Level I fieldwork and 4-6 weeks in advance of Level II fieldwork.
5. Timely completion of all assignments (as required by the fieldwork site and the MOT program) for the fieldwork course in which the student is enrolled.
6. Timely completion of all related duties and responsibilities (as required by the fieldwork site and the MOT program) for the fieldwork course in which the student is enrolled.
7. Complying with all MOT program/fieldwork policies and procedures.
8. Complying with all fieldwork site policies and procedures.
9. Actively participating in the supervisory process, including effective and timely communication, response to feedback, and reflection on performance and learning.
10. Following the process provided if problems should arise during the fieldwork experience.
11. Complying with the rules, regulations, laws, and/or standards of the fieldwork site, accrediting agencies, academic institution, state licensure board(s), the National Board for Certification in Occupational Therapy, and/or the American Occupational Therapy Association.

**Academic Fieldwork Coordinator**

The Academic Fieldwork Coordinator (AFWC) is the MOT faculty member responsible for planning, coordinating, implementing, and monitoring the fieldwork program. The AFWC is responsible for orienting the student to the fieldwork program and serves as the primary point of contact for all issues related to the fieldwork experiences. Additional responsibilities of the AFWC include, but are not limited to:

1. Working with the MOT faculty to develop fieldwork experiences that are consistent with and provide the best opportunities for the operationalization of the program's philosophy and practical implementation of theoretical concepts offered as part of the didactic curriculum (C.1.1).
2. Assuring that affiliation agreements between Chatham University and the fieldwork facility are in place prior to student placement (C.1.2; C.1.6).
3. Ensuring the maintenance of a current file of information on active fieldwork sites (C.1.2).
4. Maintaining a collaborative relationship with fieldwork facilities and fieldwork educators.
5. Developing, implementing, and orienting students to fieldwork policies and procedures.
6. Assigning eligible students to Level I Fieldwork experiences and coordinating the assignment between the student and the fieldwork site.
7. Assigning eligible students to Level II Fieldwork experiences and coordinating the assignment between the student and the fieldwork site.
8. Providing fieldwork sites with information related to the program philosophy, curriculum design, program learning outcomes, and specific course objectives (C.1.3).
9. Ensuring the provision of forms and documents related to the specific fieldwork experience (i.e., evaluation forms, assignment descriptions, student information, certificate of liability) to the fieldwork site in a timely manner.
10. Collaborating with fieldwork sites to identify site requirements and communicating those to the student(s) assigned to the site (C.1.2).
11. Making regular and periodic contacts with each fieldwork site during the fieldwork experience to monitor student progress and performance (C.1.3).
12. Providing guidance, support, and resources to students as they make decisions related to fieldwork placements.
13. Providing guidance, support, and resources to students during the fieldwork experience.
14. Responding to requests by the student, fieldwork educator, and/or other relevant parties during the fieldwork experience.
15. Providing intervention as necessary when problems occurring during the fieldwork experience cannot be resolved by the student and fieldwork educator.
16. Developing fieldwork objectives in conjunction with the fieldwork educators (C.1.3).
17. Providing assistance and/or resources for the development or modification of student fieldwork programs.
18. Reviewing the evaluation forms of student performance, assigning, and submitting the student's grade to the registrar.
19. Reviewing, analyzing, summarizing, and reporting fieldwork educator feedback related to
student performance and the program to the MOT faculty as it relates to curricular strengths and areas for improvement (C.1.1).

20. Reviewing, analyzing, summarizing, and reporting student feedback related to their fieldwork sites and experiences to the MOT faculty as it relates to curricular strengths and areas for improvement (C.1.1).

21. Communicating relevant information to the MOT faculty about the fieldwork program and student performance as it relates to the curriculum and to student advisement (C.1.1).

22. Ensuring that information related to the National Board of Certification for Occupational Therapy (NBCOT) and state licensure submitted by the student are processed through the MOT program and the registrar's office.

Fieldwork Educator

The Fieldwork Educator (FWE) refers to the person(s) assigned by the fieldwork site to be responsible for the supervision and guidance of the student. Responsibilities of the FWE include, but are not limited to:

1. Ensuring a timely, comprehensive orientation to the fieldwork site.
2. Establishing an environment for and relationship with the student that promotes student learning and fosters professional growth.
3. Acting as a professional role model for the student.
4. Communicating the expectations, fieldwork objectives, and assignments necessary for successful completion of the fieldwork experience.
5. Supervising the student's performance in all phases/aspects of the delivery of OT services (such as: screening, evaluation, intervention planning/implementation/review, outcomes, documentation, and oral reporting).
6. Modify the frequency, intensity, and proximity of supervision to accommodate the development of student's skill and competency level while ensuring the protection and safety of the client.
7. Providing regular oral and/or written feedback to the student regarding his/her performance including:
   * a written assessment at the conclusion of the Level I Fieldwork experience (using the form provided by the MOT program) which is reviewed with the student by the FWE.
   * an assessment at mid-term and final of the Level II Fieldwork experience (using the American Occupational Therapy Association's [AOTA] Fieldwork Performance Evaluation for the Occupational Therapy Student [FWPEOTS] form provided by the MOT program) which is reviewed with the student by the FWE.
8. Initiating contact and communicating with the AFWC about any problem or concern related to the student's performance.

Fieldwork Files

The AFWC maintains a file of all occupational therapy practice sites where previous MOT students have completed Level II fieldwork experiences (C.1.2). These files are located outside of the AFWC's office and are available for review by MOT students to provide information as they consider their options and prepare for fieldwork placements. Student access to the files is available on an unrestricted basis. In order to assure that all students have the ability to review this information, files may not be removed from the area and students are required to re-file them (alphabetically by state) in the correct hanging file. Information cannot be removed from the files. The files typically include:
• AOTA Fieldwork Data Form (Appendix B) that provides information about the site, the clients served by the site, the types of OT assessments and interventions used, and additional site specific details that students will find helpful as they make decisions about fieldwork placements.
• Student objectives for the Level II fieldwork experience.
• Site specific brochures and pamphlets (as made available by the site).
• Student Evaluation of the Fieldwork Experience completed by students previously assigned to the site.

Students should be advised that the presence of a fieldwork file indicates that the site has been used in the past as a Level II fieldwork site but does not guarantee that a fieldwork reservation is currently available at the site. Reservations are negotiated between the AFWC and the facility.

Fieldwork sites represent both traditional and emerging areas of practice for occupational therapy and provide services to individuals across the lifespan (C.1.12). Traditional settings are considered to be ones in which occupational therapy services have been historically provided and include but are not limited to: schools, early intervention, acute care, rehabilitation facilities, skilled nursing facilities, long-term care facilities, home health, and assisted living facilities. Emerging areas are consistent with those identified by the American Occupational Therapy Association (http://www.aota.org/Practice/Manage/Niche.aspx).

Affiliation Agreements
The MOT Program at Chatham University has hundreds of student affiliation agreements (contracts) with sites that provide occupational therapy services throughout the United States (Appendix C). Some sites require that the university use their site specific agreements as opposed to Chatham’s. In that case, the AFWC will review the contract to ensure that the conditions required of the MOT program and the student can be met. Requirements and conditions of the university are reviewed by Chatham’s Senior Administration. A current Affiliation Agreement must be in place before a student can be assigned to a site for any fieldwork experience (C.1.6).

If a student is interested in participating in a fieldwork experience at a site with which Chatham does not have a current Affiliation Agreement, the student must complete a Request for New Fieldwork Site form (Appendix D) and provide it to the AFWC. Under no circumstances should a student contact a site in an effort to negotiate a fieldwork placement. Contact is always initiated by the AFWC.

Health Records, Immunizations, and Clearances Required for Fieldwork
In order to ensure the safety of the student as well as those individuals with whom he/she interacts in the fieldwork setting, and to meet the requirements of the fieldwork sites, students must demonstrate evidence of the following upon admission to and throughout their enrollment in the MOT program:

Health Requirements: must be completed by September 1st
• Current (no sooner than 2 months prior to start of academic program) Physical Examination (the Chatham University Physical Exam form must be downloaded from Castlebranch.com) (physical exam must be updated at beginning of second year of MOT program)
• Titers (blood test) for Measles (Rubeola), Mumps, & Rubella, Varicella (Chicken Pox), Hepatitis B (immunization records are not acceptable as evidence)
• Titer (blood test) for Polio OR evidence of immunization (3 vaccinations)
• Tetanus, Diphtheria, & Pertussis (Tdap) OR Td AND Pertussis (within the last 10 years)
• TB skin test (PPD) (2 step TB test administered 1-3 weeks apart; second injection must be administered no sooner than 7 days from the first read; documentation must include administration and read dates for both injections and actual measurement results) completed no sooner than 2 months prior to start of academic program (2-step test must be updated at beginning of second year of MOT program)

**Background Clearances: must be completed by September 1st**
• Background Check: PA Criminal Records (Act 34) along with multiple additional database searches all completed by CastleBranch as part of the initial enrollment fee (completed no sooner than 2 months prior to start of academic program) (clearance must be updated at beginning of second year of MOT program)
• Child Abuse History Clearance (Dept. of Human Services) (Act 33) (completed no sooner than 2 months prior to start of academic program) (clearance must be updated at beginning of second year of MOT program)
• FBI fingerprint record (Dept. of Human Services) (Act 73) * (completed no sooner than 2 months prior to start of academic program)

**Verifications & Certifications: must be completed by November 1st**
• Verification of current health insurance coverage
• Current CPR Certification (only American Red Cross or American Heart Association Basic Life Support (BLS) for Healthcare workers or higher training accepted that includes infants, children and adults). A course meeting these requirements will be offered during fall and spring semesters at Chatham University.

*Students are advised to complete the FBI fingerprint record no sooner than August 1st in order to meet guidelines set forth by various sites used during the first fieldwork experience. Students who are non-Pennsylvania residents are permitted to delay fingerprinting until arrival to PA.

The requirements noted above reflect those of the Chatham University MOT Program. Requirements of specific fieldwork sites supersede the program requirements.

Students receive correspondence from the MOT program in the summer preceding their arrival on campus outlining these program requirements with instructions for how to access and upload their information onto the CastleBranch site (https://mycb.castlebranch.com/). CastleBranch acts as a repository for the student's documents. It is the student's responsibility to ensure that all documents are uploaded and approved by CastleBranch. The MOT program does not maintain copies of any health records or clearances. It is the student's responsibility to provide these documents to the fieldwork sites unless instructed otherwise.

Students should be advised that failure to be immunized or to be in compliance with other health requirements may result in the student's inability to be placed in fieldwork sites. In addition, a charge or conviction on any of the clearances may restrict the student's ability to be placed in fieldwork sites. A felony conviction may prevent a graduate from taking the NBCOT® exam or obtaining a state license to practice occupational therapy.

Some fieldwork sites have additional requirements (including but not limited to drug testing, influenza vaccine, meningitis vaccine, fingerprints through the Department of Education, completion
of self-study modules, etc.). Students are responsible for being knowledgeable of and compliant with the requirements of the site(s) to which they are assigned. The Academic Fieldwork Coordinator may serve as the initial point of contact for identifying specific site requirements. Students who do not meet the requirements as outlined by the site will not be able to participate in the fieldwork experience.

Drug Screens
Drug screening may be a requirement of the Level I and/or Level II fieldwork site. The MOT Program Drug Policy is presented as Appendix E.

Immunizations
Immunizations for specific diseases may be a requirement of Level I and Level II Fieldwork sites. If a student is not immunized against a specific disease, the student is responsible for signing a Consent and Release of Liability form (Appendix F) in order to be eligible to participate in Fieldwork. Additionally, placements for any student who has not been vaccinated against certain diseases may be limited due to site specific requirements.

Liability Insurance
Fieldwork sites require each student to carry professional liability insurance. Chatham University maintains a policy which covers health science students while they are engaged in their assigned clinical experiences at a level of $2,000,000/$4,000,000 for professional and general liability insurance. Any additional liability insurance is at the student’s own expense. If you elect to work in any situation that is not part of your assigned clinical education, you will NOT be covered by Chatham’s policy.

Disability Statement
Chatham University is committed to providing an environment that ensures that no individual is discriminated against on the basis of her/his disability. Students with disabilities, as defined under the Americans with Disabilities Act of 1990 (ADA), and who need special academic accommodations, should notify the assistant dean of the PACE Center as soon as possible. The PACE staff will work with the student and the course instructor to coordinate and monitor the provision of reasonable academic accommodations.

If a student has a disability that he/she believes will impact his/her ability to participate in a Level I or Level II Fieldwork experience, the student should discuss the issue with the AFWC to determine the best method for alerting the fieldwork site. The student is responsible for disclosing any information about his/her personal situation and accommodations with the fieldwork site. The AFWC will not discuss the student’s needs and/or accommodations with the fieldwork site without the expressed written consent of the student.

Pregnancy
Immediately upon medical confirmation, students must report a pregnancy to the AFWC so that appropriate plans related to fieldwork can be made. A medical authorization (with specific restrictions, as indicated) to continue one’s education and participate in fieldwork experiences during the pregnancy must be completed by the student’s physician and returned to the AFWC.

Readmission to the Fieldwork Setting
A student returning to a fieldwork experience after time off related to an illness or medical issue must consider the nature of the illness/issue as to whether he/she can practice safely. If the nature
of the illness endangers either student or patient safety, the FWE and/or the AFWC may require that the student submit written documentation from the student’s physician verifying that the student is able to safely return to the fieldwork setting. The student will be readmitted to the fieldwork setting at the discretion of the FEW, the fieldwork site and the AFWC.

Professional Behavior
Students enrolled in the MOT program are expected to demonstrate professional behavior during all learning activities, including activities in the classroom, lab, community, and fieldwork experiences. When engaged in fieldwork experiences, students are required to exhibit behaviors consistent with being a professional, while representing themselves, the MOT program, Chatham University, and the profession of occupational therapy in a positive manner. Professional behavior includes but is not limited to integrity, respect, openness to new situations and people, taking responsibility for one’s own actions, following policies and procedures, the utilization of effective communication skills, maturity, and a commitment to safe and ethical practice.

Dress Code
The student is responsible for being knowledgeable of and adhering to the requirements and standards of the fieldwork setting with regard to dress code. Failure to do so may result in an inability to participate in the fieldwork experience. The student should always wear his/her university issued nametag during fieldwork experiences (this may be replaced with a site-issued nametag at the discretion of the fieldwork site). If the site requires a lab coat or scrub, the student is responsible for purchasing them. The following guidelines are offered as generally accepted dress code standards however, the facility requirements always supersede these guidelines.

- Clothing must be clean and free of holes, rips, or tears.
- Undergarments must not be visible. Clothing should cover shoulders, abdomen, chest, low back area, and buttocks in all positions.
- The following should NOT be work in the fieldwork setting: shorts, jeans, sweatpants, leggings, crop pants, short skirts, short dresses, t-shirts or sweatshirts with logos, graphics, or writing, open-toe, open-back, or high heeled shoes.
- All students are required to wear socks/stockings.
- Jewelry and accessories should be minimal. Dangling earrings, necklaces, and bracelets present a potential safety hazard.
- Use of make-up, cologne, body sprays, or scented lotions should be conservative.
- Hair, facial hair, and fingernails should be clean and well-groomed.
- Hair should be pulled back from the face.
- Refrain from chewing gum when interacting with clients, family members, or team members (either in person or while on the telephone)
- Tattoos should be concealed
- With the exception of earrings, piercing jewelry (nose, lip, eyebrow, tongue) should be removed

Use of Cell Phones and Other Devices on Fieldwork
The use of cell phones, pagers, PDA’s, or other non-site sanctioned electronic devices is prohibited during fieldwork. In addition to being a distraction, their use may interfere with technology being used in the facility. Therefore, these devices should not be taken into the fieldwork site. If extenuating circumstances require that the student be accessible to someone outside of the
facility, he/she should discuss the situation with the FWE so that appropriate measures can be taken.

Computer Use During Fieldwork
Use of facility-based computers at the fieldwork site is restricted to activities associated with patient care unless otherwise instructed by the FWE. Under no circumstances should the student use the facility-based computer to check his/her personal email, participate in social networking, or access the internet for personal use.

Social Networking
Social networking is defined as an on-line service or site that is used for the purpose of building social relationships. Because the use of the internet and social networking is so pervasive in our society, students should be very cautious about what they post as well as what is posted about them. The following recommendations and guidelines are provided to help ensure student safety and privacy and to avoid potential difficulty in the fieldwork setting:

- Students should not identify their fieldwork setting by name or the name of their FWE in posts.
- Students should not criticize the site or staff, or post information about what is happening at the site (even if they have not been identified).
- Students should not post any information about clients, even if personal information is eliminated.
- Students should not "friend" their FWE or other staff in the fieldwork site and should not accept "friend requests" from them while participating in fieldwork.
- Students should not "friend" clients (or their significant others or families) or accept "friend requests" from clients (or their significant others or families).
- Students should be aware of any pictures that they post or in which they are "tagged" as potential employers may access social websites to see what has been posted.
- Students should Google their names (with and without middle name/initial) to see what information is available for people to see about them on the internet. Students should remove any information that could be regarded as questionable.
- Students are required to use their Chatham email address while on fieldwork. Once fieldwork is completed, students should develop an appropriate, professional email address ("i'mapartier@whatever.com" is not likely to give the professional impression that you want to make).

Absenteeism and Tardiness
Consistent attendance at all fieldwork experiences is required. In the event of an unplanned absence, (due to illness or emergency), the student is required to contact the FWE AND the AFWC prior to the beginning of the work day. The student must speak to both individuals- a voice mail or email may serve as the initial notification if necessary but the student is required to speak personally with both the FWE and the AFWC about his/her absence.

Any time missed from a Level I fieldwork experience must be made up. The student must advise the FWE and AFWC of his/her plans to make up the time missed within 2 days of the absence. Time missed in excess of 2 days from a Level II fieldwork experience must be made up unless otherwise determined by both the FWE and the AFWC. Students must request permission for time off for religious observances in advance, from the FWE and must make up the time. Site policies that are more restrictive than what is reflected here supersede.
Unexcused or repeated tardiness is evidence of unprofessional behavior, is not acceptable in the fieldwork site, and may be cause for termination or failure of the fieldwork experience. If the student will be unavoidably detained, he/she is responsible for notifying the FWE and the AFWC. The student is responsible for following the work schedule of the fieldwork site.

Students should be aware that time missed in the first Level II fieldwork experience may result in a delay in the start date for the second experience. Likewise, time missed in the second Level II fieldwork experience may result in a delay of the student's degree conferral.

Holidays
During Level I fieldwork the University calendar and observation of holidays will be in effect. During Level II fieldwork, the calendar and schedule of the fieldwork site supersedes that of the University. Students should check with the fieldwork site to determine his/her obligation for working on holidays and/or weekends. There are no assigned or designated personal days or vacation days while on Level I or level II Fieldwork.

Inclement Weather
Students should plan appropriately for possible commute delays related to inclement weather. Students are held to the same expectations as staff with regard to timely arrival during fieldwork. Students should ask about weather delays/procedures at the outset of the fieldwork experience to ensure their understanding of the fieldwork site's policy.

Safety, Infection Control, Incidents, and Emergencies
There are inherent potential health risks associated with clinical practice. Students are required to follow the policies and procedures of the fieldwork site related to safety, infection control, and emergencies. Students should consistently observe and implement infection control and universal precautions to protect themselves and the clients with whom they interact. If a student is ill, he/she must use their best judgment to determine if they should report to the fieldwork site, keeping in mind that the compromised status of clients may put clients at a higher risk of infection. Any time missed due to illness must be reported to the AFWC and must be made up unless otherwise determined by both the FWE and the AFWC.

Any incidents or emergencies should be reported and managed within the parameters established by the fieldwork site. Emergency care may or may not be available on the premises of the clinical site. In all cases, the cost of emergency and medical care is the responsibility of the student.

Safety is of utmost importance in the fieldwork setting. Actions that put clients at risk or that otherwise endanger the welfare of a client may be cause for dismissal from the fieldwork site and/or from the MOT program.

In the event of an accident, incident, or illness that occurs as a result of a situation or exposure at the fieldwork site, the student and FWE should complete the Incident Report form (Appendix G) and return it to the AFWC.
Confidentiality and HIPAA

Students are bound by the policies and procedures of the fieldwork site related to client confidentiality and HIPAA. At a minimum, students must:

- ensure their understanding of the facility’s policies and procedures related to confidentiality.
- ensure that clients are not identified in written or electronic assignments. Reference to clients should be restricted to initials or a pseudonym.
- not take any documentation that includes client information out of the fieldwork setting.
- refrain from discussing clients in public places (including the treatment area, cafeteria, hallways, and elevators of the facility).
- refrain from discussing information about clients with persons who are not directly involved in the client’s care.

Failure to comply with HIPAA guidelines can result in civil and criminal penalties.

Level I Fieldwork

Description

As outlined in the Accreditation Council for Occupational Therapy Education (ACOTE) Standards for Master's-Degree-Level Educational Programs for the Occupational Therapist, "the goal of Level I Fieldwork is to introduce the students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients".

There are 3 Level I Fieldwork (FW) experiences integrated into the MOT curriculum (FW IA; FW IB; and FW IC) at Chatham University. Each of these experiences occurs in conjunction with a fieldwork seminar and is connected to a course(s) in which the student is concurrently enrolled so that the student can observe and participate in aspects of the occupational therapy process that he/she is learning about in the classroom (C.1.8). Course objectives and assignments for each Level I fieldwork experience are provided in the respective course syllabus and are shared with the FWE prior to the initiation of the experience (C.1.3). The Level I fieldwork experiences are separate from and cannot be substituted for nor counted toward any part of the Level II fieldwork requirements (C.1.10).

Fieldwork IA

FW IA and Seminar (OTH 635) occurs in the spring semester of the student's first year in the MOT Program. This fieldwork experience is offered in conjunction with OTH 622 (Occupational Performance in Children & Adolescents). Students are assigned to sites where occupational therapy services are provided to children and/or adolescents and are required to complete a minimum of 30 hours in the fieldwork setting. Settings for this experience are located within a 1-hour radius of the university and include but are not limited to: acute care hospitals, inpatient and outpatient rehabilitation settings, public schools, early intervention, and alternative schools. Students are responsible for their own transportation to and from the assigned fieldwork placement. The AFWC will make every effort to ensure that the fieldwork placement is accessible to the student, however, placement location cannot be guaranteed. Depending on the site's preference, students may attend fieldwork ½ or 1 full day per week (depending on the course schedule) until they meet the 30-hour requirement. In addition, students also meet routinely with the AFWC or a designated faculty member and a group of their peers in a seminar format to discuss topics specific to the pediatric fieldwork experience.
Site Assignment Process
The site assignment process for this experience includes the consideration of the student's previous experience, faculty recommendations for settings and FWE's which may be better suited for the student's learning style, and consideration (as feasible) of personal situations which may impact a student's ability to participate in a particular setting.

Supervision
Supervision for this experience is provided by an occupational therapist or an occupational therapy assistant (C.1.9).

Fieldwork IB
FW IB and Seminar (OTH 636) occurs in the summer semester of the student's first year in the MOT Program. This fieldwork experience is offered in conjunction with OTH 623 (Occupational Performance in the Aging Population). Students are assigned to sites where occupational therapy services are provided to adults and/or older adults and are required to complete a minimum of 30 hours in the FW setting. Settings for this experience are typically located within a 1-hour radius of the university and include but are not limited to: acute care hospitals, inpatient and outpatient rehabilitation settings, home care, and skilled nursing/long-term care/assisted living facilities. Students are responsible for their own transportation to and from the assigned fieldwork placement. The AFWC will make every effort to ensure that the fieldwork placement is accessible to the student, however, placement location cannot be guaranteed. Depending on the site's preference, students may attend fieldwork ½ or 1 full day per week until they meet the 30-hour requirement. In addition, students also meet routinely with the AFWC or a designated faculty member and a group of their peers in a seminar format to discuss topics specific to the adult fieldwork experience.

Site Assignment Process
The site assignment process for this experience includes the consideration of the student's previous experience, faculty recommendations for settings and FWE's which may be better suited for the student's learning style, consideration (as feasible) of personal situations which may impact a student's ability to participate in a particular setting, and the student's prior Level I FW experience.

Supervision
Supervision for this experience is provided by an occupational therapist or an occupational therapy assistant (C.1.9).

Evaluation of Student Performance for FW IA & FW IB
Student performance in the fieldwork setting for FW IA and FW IB is evaluated by the on-site FWE using the Level I FW Evaluation Form which is reviewed annually and distributed with other course related materials at the beginning of the semester in which the fieldwork experience occurs (C.1.10).

Evaluation of Fieldwork Experiences for FW IA & FW IB
Students have the opportunity to provide feedback to the AFWC related to their Level I A and B FW experiences by completing the Level I Fieldwork Student Evaluation Form which is distributed with other course related materials at the beginning of the semester in which the fieldwork experience occurs. The AFWC uses this information to make determinations about whether or not to continue to use sites for fieldwork experiences and to monitor the effectiveness of supervision and mentoring provided for the Level I FW experiences.
Fieldwork IC

FW IC and Seminar (OTH 644) occurs in the final semester of the didactic portion of the MOT program. This fieldwork experience is offered in conjunction with OTH 605 (Mental Health and Occupational Performance) and OTH 645 (Professional Leadership and Management). During this experience, students go in pairs or small groups to community-based sites that do not provide OT services. Students typically spend ½ day per week on-site in addition to one-full week at the site early in the semester. Settings for this experience include but are not limited to: MH/MR day programs, life skills training programs, transitional housing programs, after school programs for at-risk youth, and vocational training programs (C. 1.7). Students are responsible for their own transportation to and from the assigned fieldwork placement. The AFWC will make every effort to ensure that the fieldwork placement is accessible to the student, however, placement location cannot be guaranteed. The students are assigned an on-site supervisor as well as an occupational therapy faculty mentor. Students groups meet routinely with the AFWC or the occupational therapy faculty mentor to discuss topics specific to the fieldwork experience.

Site Selection Process

The selection process for this experience includes the consideration of the student's expressed preference, faculty recommendations for settings and supervisors which may be better suited for the student's strengths and areas for growth, consideration (as feasible) of personal situations which may impact a student's ability to participate in a particular setting, and the student's prior Level I fieldwork experiences.

Supervision

The on-site supervisor is identified by the agency (and approved by the AFWC) and is responsible for providing supervision and guidance to the students. This individual is typically a professional or paraprofessional (i.e., teacher, teacher's aide, activities director, program manager, social worker; or nurse) who has an in-depth knowledge and substantial understanding of the population served and services provided (C.1.9). The occupational therapy faculty mentor is an occupational therapy practitioner who works as full-time faculty in the MOT program or an adjunct faculty member with experience in the area of mental health.

Evaluation of Student Performance & Evaluation of the Fieldwork Experience for Fieldwork IC

Student performance on this Level I FW experience is assessed by the on-site supervisor using the Community Fieldwork Student Evaluation Form which is distributed with other course related materials at the beginning of the semester in which the fieldwork experience occurs (C.1.10). Students have the opportunity to provide feedback related to the mentoring and guidance provided by their faculty mentor during this experience as well as feedback related to their experience at the particular site (these evaluation tools are distributed at the beginning of the course). The AFWC uses this information to make determinations about whether or not to continue to use sites for fieldwork experiences and to monitor the effectiveness of supervision and mentoring provided for the Level IC FW experience.

Attendance at Level I Fieldwork

Full attendance is required for all Fieldwork experiences. Consistent attendance and punctuality are professional behaviors expected while on Level I Fieldwork. The Level I Fieldwork schedule follows the
academic calendar. There are no assigned or designated personal days or vacation days while on Level I Fieldwork.

An excused absence will be determined by the AFWC. If a student is unable to attend fieldwork due to serious illness or an extenuating circumstance, it is the responsibility of the student to contact the AFWC and the Fieldwork Educator in an appropriate and timely manner. It is the responsibility of the student to make up any missed hours due to an excused absence.

Failure of Level I Fieldwork
The failure of level I Fieldwork is at the discretion of the Academic Fieldwork Coordinator (AFWC), the Program Director and the MOT faculty. It is based on the Fieldwork Educator Evaluation of Student Performance, specific feedback from the fieldwork educator, student performance on and completion of related assignments and student compliance with professional behavior standards set forth by the MOT program.

At the discretion of the AFWC and Program Director, the student will have the opportunity to successfully complete a second Level I Fieldwork placement in an equivalent setting before moving on in the curriculum. This may result in a delay in coursework and expected graduation as the student will be required to either (A) sit out a full year until a second fieldwork placement can be scheduled with the next cohort of students or (B) repeat the fieldwork placement when an appropriate placement can be found that will meet the student’s learning needs.

If a student fails a second time, they will be dismissed from the program.

Level II Fieldwork

Description
As outlined in the ACOTE Standards for Master's-Degree-Level Educational Programs for the Occupational Therapist, the goal of Level II Fieldwork is to “develop competent, entry-level, generalist occupational therapists”.

Level II FW is an exciting, challenging, and important part of the student's professional education. During these experiences, the student is expected to integrate academic knowledge with application skills and attitudes at progressively higher levels of performance with greater autonomy and responsibility. This is an opportunity to become a part of the professional world involved in delivering health care. It is a time to apply previously learned theory and techniques as well as to learn new theories, procedures, and philosophies. Students will gain knowledge and skills through their interactions with other professionals as well as other students and occupational therapy practitioners. This is an opportunity to share varying points of view, and to gain experience in articulating one's own ideas to others. Confidence and competence will be enhanced as the student grows and develops toward becoming an entry-level practitioner.

Level II Fieldwork (OTH 662 and OTH 665/OTH 667) experiences are scheduled after all prerequisite academic courses have been successfully completed. As indicated in the ACOTE standards, students participate in Fieldwork II experiences for a minimum of 24 weeks full-time (C.1.13) in hospitals, clinics, schools, or other agencies under the supervision of an occupational therapist with at least one year of practice experience (C.1.14). Practice settings within a 90-minute travel radius within a student’s
residence will be considered for level II placement. Students must complete all degree requirements (including fieldwork) no later than five years after the date of initial enrollment in the program.

Students will be exposed to various practice areas and practice settings through Level II Fieldwork. As per ACOTE standard C. 1.12, “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” (ACOTE, 2011). This will allow a student to experience a variety of persons and populations during Level II Fieldwork in preparation for NBCOT exam and for entry-level practice. Students may complete two fieldwork placements in adult settings, as long as they are reflective of different practice settings/populations. Students interested in pediatrics may have the option to complete one Level II Fieldwork placement in a pediatric setting.

**Supervision**

Supervision in the Level II fieldwork experience must be provided by "a currently licensed or otherwise regulated occupational therapist who has a minimum of one year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a FWE" (C.1.14).

If a student is completing a Level II Fieldwork experience in a role-emerging setting, or setting that does not currently have occupational therapy services, the student must be supervised by “a currently licensed or otherwise regulated occupational therapist with at least 3 years’ fulltime 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).

**Site Selection- Process and Considerations**

Students who are interested in doing their Level II fieldwork experiences outside of the greater Pittsburgh area (defined as more than 1 ½ hours away from the university) or outside of Pennsylvania should meet with the AFWC during the first semester of the program in order to determine site availability. Placement for these students will be managed outside of the parameters of the Level II fieldwork lottery. Students will be encouraged to pursue placements in sites with which an affiliation agreement (contract) is in place. Students will be given the option to request up to 5 new sites where an agreement is not currently in place. Additional sites may be explored at the AFWC’s discretion.

Students planning to do their Level II fieldwork in the greater Pittsburgh area will submit their selection sheets to the AFWC during the spring term (of the first year). These requests will be managed within the parameters of the Level II fieldwork lottery.

The selection process for this experience includes the consideration of the student’s expressed setting preferences, faculty recommendations for settings and FWE's which may be better suited for the student’s strengths and areas for growth, consideration (as feasible) of personal situations which may impact a student's ability to participate in a particular setting, the student's Level I FW experiences, and consideration of lottery numbers drawn for the experience. Each student will have the opportunity to prioritize his/her desired fieldwork placement settings. Unfortunately, it may not be possible for all students to receive their first choice. This may occur for a variety of reasons
including other schools having placement priority, the facility having already committed to other student reservations, facility-specific staffing, and/or scheduling circumstances. In all cases, the priority is to place the student in fieldwork settings that will complement his/her strengths and areas for growth and that will ultimately lead to successful completion of the fieldwork experiences. The academic needs of the student represent the first priority in the final decision for fieldwork placement. As noted in the sections related to Fieldwork I, students are responsible for their own transportation to and from the assigned fieldwork placement. The AFWC will make every effort to ensure that the fieldwork placement is accessible to the student, however, placement location cannot be guaranteed.

Considerations Related to the Student Selection of Level II Fieldwork Sites

There are a number of factors for students to consider during the decision-making process related to selecting a Level II fieldwork site. The following are those which tend to be most common and should be considered by each student to determine how they apply to his/her particular situation.

a. Finances: Choosing a Level II fieldwork site requires careful consideration by each student related to his/her financial means. Embarking on fieldwork may include expenses that the student has not had to previously consider such as travel, rent, food, and personal needs. Many of the fieldwork sites are located an hour or more from the university and students will be required to have transportation to access those sites. In addition, some fieldwork sites require students to have a car/vehicle to commute between service delivery locations.

Very few facilities offer stipends or housing. In the event that the student identifies a site that does so, it is best that he/she not make plans that depend solely on a stipend or housing availability. Loss of that benefit will not be a valid reason for canceling a fieldwork reservation. Because students maintain their full-time student status during Level II fieldwork, loans are available for students during that time. Students pay tuition while on fieldwork II and should check with the Financial Aid Office for more information related to financial aid during this time.

Level II fieldwork is a full-time experience and generally involves a minimum of 40 hours per week, often with additional time outside of the fieldwork setting for study and preparation. Working another job may be difficult in terms of time and energy. Outside work schedules will not be considered as a factor during the fieldwork placement process. Students are advised to give careful consideration to the fieldwork selections in relation to their financial resources.

b. Emotional Adjustment: Leaving the familiar environment of campus, classes, and friends offers students the challenge of adapting to a new environment. This can be a time of personal growth as well as a time of increased stress. If housing must be located and a new support system of friends developed, the student can expect to be expending a lot of energy at first. Students should consider their ability to adapt to new situations, and consider their own mental health while making the adjustment. Having a support system such as family members, friends, or long distance networking with classmates can be very helpful.

c. Stress Management: Adjusting to the fieldwork experience will take time. Many students feel overwhelmed during the first few weeks. This should not be a discouraging situation. As the student becomes accustomed to the site, staff, and routines of the setting, he/she will become more comfortable. Remember that stress is a part of everyday living. It may have positive as well as negative effects. There is usually an adjustment period when transitioning from the academic to
the fieldwork portion of your OT education. The Counseling Service at Chatham University is available to students while on fieldwork. Students may contact the Counseling Service at 412-365-1282 for an appointment. The Counseling Service offers students individual treatment that is confidential and free of charge.

The student is encouraged to seek out the assistance of the AFWC as he/she is considering options for Level II fieldwork. The AFWC can provide guidance and direction to the student who is having difficulty making decisions about fieldwork II placements. In addition to this (and the considerations noted above), the student should review the fieldwork files maintained by the AFWC to gain additional information about specific sites.

Unique Considerations Related to Fieldwork Site Selections

Every effort will be made to ensure that students are not placed in fieldwork situations where there is a potential conflict of interest or confusion of roles. Generally, students will not be assigned to sites where the following circumstances exist:

- A site where the student currently works or has worked in the past;
- A site where family members or friends could potentially serve in a supervisory capacity;
- A site from which the student has received scholarship monies or from which they have secured a commitment for employment following fieldwork.

It is the student's responsibility to advise the AFWC of any of the circumstances described above or any other situation at a particular fieldwork site that might result in a conflict of interest for the students. Such notification must be made prior to the investigation of or assignment to a fieldwork site.

Level II Fieldwork Interview

If a site has requested an interview (in person, phone or skype), the student must meet with the AFWC beforehand to prepare for the interview process.

State Regulations and Restrictions

Level II Fieldwork placements are subject to specific state regulations and restrictions based on the State Authorization Reciprocity Agreement (SARA). SARA operates at the state level, not at a University level. Currently, PA is a member of SARA; however, not all states are. Therefore, fieldwork placement in states outside of PA are subject to specific regulations and restrictions. Students considering completing Level II Fieldwork placements outside of PA must meet individually with the AFWC to determine if SARA restrictions will impact placement.

Level II Fieldwork Contract

Upon completing the arrangements for the student's Level II fieldwork placements, the student will sign a Fieldwork Contract [Appendix H] that outlines the student's obligation related to the fieldwork experience. Students will be provided with a signed copy of the contract and are required to maintain it for inclusion in their Fieldwork Manual.

Evaluation of Student Performance

Student performance is evaluated during Level II fieldwork by the FWE using the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPEOTS) [Appendix I]. The Chatham University MOT Program Behavioral Objectives [Appendix J] for the Level II fieldwork experience are
provided to the site prior to the initiation of the fieldwork experience so that they may be used in conjunction with the FWPEOTS. The site is asked to use the objectives as written, or to modify them to meet the specific needs of the site (with notification to the AFWC-Appendix K). Sites that have facility-specific Level II fieldwork objectives are asked to provide a copy of those to the AFWC prior to the initiation of the fieldwork experience. The AFWC is responsible for reviewing the objectives to ensure congruity with the MOT program curriculum design and outcomes. The objectives are filed in the AFWC’s fieldwork files to ensure access by students (C.1.2, C.1.3). Facility-specific objectives supersede those of the MOT program.

The FWPEOTS form is completed twice during each Level II fieldwork experience. The mid-term evaluation is completed at the half-way point of the experience (usually at 6 weeks) and the final evaluation is completed at the end of the experience. The minimum passing score for the mid-term evaluation is 90 and the minimum passing score at the final is 122. In addition, the ratings for the Ethics and Safety items (items numbered 1-3 under Fundamentals of Practice on the FWPEOTS) must be scored at a 3 or above on the final evaluation for the student to pass the fieldwork experience. If the student is dismissed early from the fieldwork site for issues related to these areas, he/she may be at risk for failing the fieldwork course (C.1.18).

As noted, the FWE is responsible for evaluating the student’s performance while the AFWC is responsible for assigning and submitting the grade for the course. OTH 662 and OTH 665/OTH 667 are both graded on a "pass/fail" basis. Students must successfully complete OTH 662 before they can enroll in OTH 665/OTH 667. Students must successfully complete both courses (OTH 662 and OTH 665/OTH 667) in order to graduate.

Evaluation of the Fieldwork Experience
Fieldwork sites are evaluated on an ongoing basis to ensure that the experiences and supervision offered to students are consistent with the MOT program’s mission and philosophy and reflect the program’s curricular threads (C.1.1, C.1.4, C.1.11, C.1.12). Students provide valuable information and insight into the evaluation of the fieldwork sites and their experiences by completing the Student Evaluation of the Fieldwork Experience (SEFWE) (Appendix L). Student responses on this tool are routinely collated, reviewed, and analyzed by the AFWC and shared with the MOT faculty. In addition, the AFWC makes routine calls and/or visits to the Level II fieldwork sites. Interactions with the FWE, OT Director, and staff as well as observations made by the AFWC are considered when evaluating fieldwork sites (C.1.15).

Level II Fieldwork Final Grade
The AFWC determines the final grade of pass or fail for the Level II Fieldwork placement based on feedback from the fieldwork educator(s), the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPEOTS), and completion of all Level II assignments.

Fieldwork is an essential part of the educational program that, when successfully completed, will qualify the student to take the certification examination administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). Successful completion of the Level II Fieldwork experiences is required for graduation from the University. Upon successful completion of the didactic coursework and fieldwork experiences, the student is awarded a Master of Occupational Therapy (MOT) degree.
Problems During Level II Fieldwork

If problems arise during Level II fieldwork, it is critical that they be addressed as soon as possible. Notification of difficulties during fieldwork may be initiated by the FWE and/or the student.

If the student has concerns related to his/her performance or around a specific issue encountered during the fieldwork experience, it is the student's responsibility to:

1. Discuss the issue only with the people directly involved.
2. If either the student or the FWE believes that additional intervention or involvement is necessary, or they are not able to manage the issue effectively, either person or both should speak with the AFWC.
3. If a student brings a problem directly to the AFWC, the student will be advised to follow the steps outlined above.
4. OT department directors may be notified of any major problems at the discretion of the FWE or AFWC.
5. If a problem develops during a fieldwork experience that cannot be dealt with appropriately by the FWE, the student should notify the AFWC as soon as possible.

If the FWE has concerns related to the student's performance or around a specific issue encountered during the fieldwork experience, it is suggested that the FWE:

1. Discuss the concerns with the student at the earliest opportunity since immediate feedback of unsatisfactory performance is crucial. More detailed discussion should follow in a formal session, to allow the student to fully comprehend the behaviors expected.
2. Document specific incidents or behaviors which have led to the FWE's concern. This information should be submitted to the AFWC. It is helpful to note the following information: date of the incident/behavior, description of the incident/problem behavior, action taken (immediate feedback and formal session), student response, and follow-up action.
3. Contact the AFWC at Chatham University. It is important that the FWE's perceptions of the student's performance are discussed as soon as possible with the AFWC.
4. If the FWE has multiple concerns related to the student's performance, it may be helpful to complete the FWPEOTS in order to frame the area(s) of concern with the student.

Procedure for Students at Risk of Failing a Fieldwork Placement

All persons involved with problem identification and solution development for a student at risk of not meeting the minimum criterion for passing fieldwork should review the following information.

Student Responsibilities

If the student is at risk of not meeting the minimum criterion needed to pass a fieldwork experience at any time, the student should:

1. Make arrangements with the FWE for a specific time to discuss the concerns as soon as possible.
2. Contact the AFWC at Chatham University to advise him/her of the concerns.
3. If the student does not meet minimum criterion to pass the Fieldwork II experience at the midterm, the FWE and the student should develop a performance contract and time lines for
continuation of the fieldwork experience (see below). It is the student’s responsibility to generate a written plan for addressing the contract objectives that includes strategies and timelines for achieving the performance expectations. Copies of these documents should be provided to the AFWC.

Fieldwork Educator Responsibilities
If the student is at risk of not meeting the minimum criterion needed to pass a fieldwork experience at any time, the FWE should:

1. Review the evaluation with the student and advise the student that he/she is in danger of not meeting the minimum requirements needed to pass.
2. Notify the AFWC by telephone or email.
3. Fax or email a scored copy of the fieldwork evaluation form and any other documentation to the AFWC prior to or immediately following reviewing the information with the student.
4. Develop a written contract (with timeframes) of what the student needs to do in order to remediate the problem behaviors and continue in the fieldwork experience. (See Appendix M for a sample Fieldwork Performance Contract format). Fax or email a copy of the contract to the AFWC.
5. Have the student write an improvement plan for achieving the objectives that includes strategies, actions, and associated due dates. (See Appendix N for a sample Performance Improvement Plan format). Fax or email a copy of the contract to the AFWC.

Academic Fieldwork Coordinator Responsibilities
The AFWC is responsible for working collaboratively with the student and the FWE throughout the fieldwork experience. It is the AFWC’s responsibility to assign a final course grade to the student and to monitor the student’s academic status. The FWE should not offer any options to the student regarding course status.

Level II Fieldwork Withdrawals
MOT students may request a withdrawal from a level II fieldwork placement for extenuating life circumstances or medical conditions. Requests for withdrawal from a level II fieldwork course must be initiated with the Academic Fieldwork Coordinator. Failure to confer with the Academic Fieldwork Coordinator prior to initiating a withdrawal from the course will result in a failure of the course.

Students will be required to provide documentation regarding the situation and in the case of medical conditions, will be required to provide documentation from a physician regarding the date that they may resume fieldwork. Withdrawal from a level II fieldwork experience may result in reassignment to another fieldwork site. The timing of this will be discussed on an individual basis with the Academic Fieldwork Coordinator and the Program Director.

Except in extraordinary cases, only one withdrawal from a level II fieldwork course is allowable.

All requests for withdrawal are subject to the dates and financial penalties established by the University and published in the Course Catalogue. Students should confer with Student Accounts and/or Financial Aid to determine the financial impact of withdrawal.
Level II Fieldwork Failures

If a student fails Level II Fieldwork, the student will meet with and discuss next steps with the AFWC.

If a student’s performance is determined to be “failing” at the midterm evaluation, the student will be responsible for initiating a Fieldwork Performance Contract and a Fieldwork Performance Improvement Plan in conjunction with the Fieldwork Educator. A copy of each document must be provided to the Academic Fieldwork Coordinator.

If a student fails a level II fieldwork experience or the fieldwork is terminated due to failing performance, unprofessional, or unsafe behaviors, the following will occur:

1. The student will be removed immediately from the fieldwork site.
2. The student must make an appointment to meet with the Academic Fieldwork Coordinator and the Program Director within 3 days of the last day at the fieldwork site.
3. The student must develop a written corrective action plan that includes identification of the issues that contributed to the failure, steps and strategies to correct the issues, expected outcomes, and a timeline for achieving the outcomes. This plan must be presented to and approved by the Academic Fieldwork Coordinator and/or the Program Director within 3 weeks of the last day of the failed fieldwork experience.
4. The student must be actively engaged in the corrective strategies within 1 month of failing the fieldwork experience or the student will be at risk for not being permitted to repeat the fieldwork course.

As noted in the MOT Student Manual, the occurrence of any of the following during a level II fieldwork experience will result in the student being placed on probationary status, removal of degree candidacy, and dismissal from the program:

- endangering the welfare of a client
- violation of the standards of ethical practice or professional behavior (as outlined in the MOT Program Student and Fieldwork Manuals)
- violation of the Chatham University Honor Code

If a student fails Level IIA Fieldwork (OTH 662), the student must repeat this experience before moving on to Level IIB Fieldwork (OTH 665/OTH667). If a student fails Level IIB Fieldwork (OTH 665/OTH 667), the student must repeat this experience before being eligible for their degree.

If a student has failed a course during the didactic portion of their coursework and also fails a Fieldwork experience, they will be dismissed from the MOT program.

If a student fails two Level II Fieldwork experiences, or if an alternative fieldwork placement cannot be procured because the issues identified in the corrective action plan have not been resolved, the student will be dismissed from the MOT program.

The student will receive a letter from the Program Director and Academic Fieldwork Coordinator informing him/her of dismissal from the program.

Communication During Fieldwork
The majority of communication between the student and the AFWC during Level II fieldwork occurs electronically. Students are required to use their Chatham University email address during the
fieldwork experiences and should check the inbox daily to ensure the timely receipt of and attention to communication.

In addition, students will participate in weekly discussion forums on the Moodle site designed for the specific Level II fieldwork course. At a minimum, students are required to respond to the discussion topic as presented by the AFWC and post at least one comment in response to a classmate's posting. Details are provided in the course syllabus.

The AFWC will make a telephone call or a site visit to each student during each of the two Level II fieldwork experiences. This is done so that the student and AFWC can discuss the student's progress and identify any areas of concern. Likewise, the AFWC will contact the student's FWE (by phone, email, or site visit) to ensure that the fieldwork is progressing as well as to provide information about the program or assistance to the site (C. 1.3).

In the event that the student needs to speak with the AFWC at times outside of this phone call/visit, he/she is encouraged to do so. This may be done via a telephone call to the AFWC's office, via email, or via cell phone (for emergency only) in the evening or on weekends.

Certification
The National Board for Certification in Occupational Therapy, Inc. (NBCOT) is an independent national credentialing agency that certifies eligible persons as Occupational Therapists (OTR). NBCOT is responsible for the development and implementation of all policies related to the certification of occupational therapy personnel.

Eligibility for sitting for the certification examination includes successful completion of all academic coursework and 24 weeks of Level II Fieldwork, and an earned degree in occupational therapy. The certification examination is given on demand throughout the year at Prometric testing locations across the United States and internationally (http://www.prometric.com/NBCOT/default.htm).

It is the student's responsibility to obtain a copy of the current NBCOT candidate handbook/examination application from the NBCOT website (www.nbcot.org). The student is responsible for reading the application materials and following the procedures. The completed application form or the on-line application and fees(s) must be sent directly to NBCOT per the instructions in the NBCOT handbook.

The student is also responsible for requesting that an official final transcript be submitted directly to NBCOT from the Chatham University Registrar's transcript service. Students may begin the process for applying to NBCOT prior to the end of the second Level II fieldwork experience.

Licensure
Occupational therapy practice is regulated in all 50 states and the District of Columbia. Regulations vary by state. Contact information for state licensing boards is available via the AOTA website at http://state.aota.org/reglist.aspx. Students are responsible for completing the necessary application and related paperwork for the state(s) in which they are seeking licensure.
For more information on the regulation of occupational therapy, visit the Licensure section on the AOTA website under Advocacy and Policy at http://www.aota.org/Advocacy-Policy/State-Policy/Licensure.aspx

Chatham University Honor Code
The Chatham Honor Code and policies and procedures related to cheating and plagiarism apply to the fieldwork portion of the MOT program just as they do to the academic portion.

Chatham University students pledge to maintain the Honor Code, which states in part: "Honor is that principle by which we at Chatham form our code of living, working, and studying together. The standards of honor at Chatham require that all students act with intellectual independence, personal integrity, honesty in all relationships, and consideration for the rights and well-being of others." Information about the Honor Code is available in the Student Handbook.

Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations.

Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker.

Any proven instance of academic dishonesty will result in dismissal from the MOT program.

Thanks to the following programs for sharing their information:
University of Puget Sound
University of Pittsburgh
University of Newcastle, Australia
Tufts University
Acknowledgement of Receipt and Review of the Chatham University Master of Occupational Therapy Program Fieldwork Handbook

My signature below indicates that I have received and reviewed the Chatham University Master of Occupational Therapy Program Fieldwork Handbook.

I understand that it is my responsibility to read and be knowledgeable of and compliant with the processes, policies, and procedures outlined in this handbook.

I am aware that the handbook is available on the MOT Program site on Moodle and I have downloaded a copy of this handbook to my personal computer for access throughout the program.

I have been provided the opportunity to review this manual with the Academic Fieldwork Coordinator.

________________________________________________________________________
Student's Printed Name

________________________________________________________________________
Student's Signature

________________________________________________________________________
Date
Appendix A

Chatham University Master of Occupational Therapy Program
Mission, Philosophy, Curriculum Design, Learning Outcomes, & Course of Study
1. Institution Mission

Chatham University prepares its students to build lives of purpose, value, and fulfilling work. Through professional skill development and liberal arts learning, Chatham prepares its graduates to be informed and engaged citizens in their communities; to recognize and respect diversity of culture, identity, and opinion; and to live sustainably.

Program Mission

The educational mission of the Chatham University Master of Occupational Therapy Program is consistent with that of the University. It is our mission to prepare our students for entry level professional practice by facilitating:

a. the ability to think and reflect critically about local, national, and global issues impacting occupational therapy practice and make professional judgments which consider and integrate the complex and multifaceted nature of clients' occupational performance problems.

b. the knowledge, skills, and attitudes necessary for current and future practice of the profession, in order to enhance and/or sustain the quality of human life.

c. an awareness of the responsibility associated with the moral, ethical, and legal obligations inherent in the role of an occupational therapist.

d. an awareness of and sensitivity to diversity through the use of a client centered approach, and a recognition of the role of occupation in maximizing participation, health, and human potential.

e. sustainable professional growth through life-long learning via engagement in service, professional leadership, and ongoing scholarly pursuits.

2. Philosophy

The Chatham University Master of Occupational Therapy Program emulates the philosophy of occupational therapy as articulated in the Philosophical Base of Occupational Therapy (American Occupational Therapy Association, 2017). We believe that individuals are biopsychosocial, spiritual, and occupational beings who have the capacity to influence their health through participation in everyday activities that are intrinsically meaningful and purposeful to them. Human beings influence and are influenced by their physical and mental health, their spirituality, and their social, physical, and cultural environments through participation in meaningful occupations that support participation in daily life. As described in the Occupational Therapy Practice Framework: Domain and Process (American Occupational Therapy Association, 2014, p. S7) "Occupational therapy practitioners recognize that health is supported and maintained when clients are able to engage in occupations and activities that
allow desired or needed participation in home, school, workplace, and community life.” The program is grounded in the belief that the ability of an individual to engage in chosen occupations (occupational performance) is dependent upon the dynamic interplay between the innate capacities of the person, the demands of the occupation, and the influence of the contexts and environments in which the occupation is performed. We recognize that occupational performance can be impacted by various factors including, but not limited to disease, developmental delay, psychosocial conditions, trauma, and contextual factors. The notion of a client centered approach is central to the program’s philosophy. In determining clients’ needs, wants, and expectations, occupational therapy practitioners work collaboratively with individuals, groups, and populations to evaluate, restore, and enhance occupational performance and promote sustainable health. By appreciating the power of occupation on health, wellness, and quality of life, it is recognized as the essential medium of both therapeutic interventions (means) and outcomes (ends) (Gray, 1998). The teaching learning experience is developmental in nature and is based on the principles of constructivist learning theory (Wadsworth, 2005). Using a developmental perspective, concepts are initially introduced and subsequently developed throughout the curriculum at increasing levels of complexity. Students evolve along several continua including faculty-directed to student-directed learning; content emphasized to process focused; observational learning to active engagement; and contrived to contextual learning experiences. Students are expected to progress towards self-reliance as they move from novice to entry level practitioners through scaffolded academic and fieldwork experiences, internalization of faculty modeled behavior, and self-reflection. Throughout the curriculum, students are encouraged to identify and question assumptions, and reflect on previous knowledge and experiences as they move towards constructing new meanings and a sense of professional identity (Mezirow, 2000).

3. Curriculum Design

The curriculum design is consistent with the program and institutional missions in that students are prepared to be reflective, evidence-based practitioners who excel in the profession and are committed to sustainable professional growth. The curriculum design of the Master of Occupational Therapy Program at Chatham University consists of three interrelated threads which are Professional Reasoning, Occupational Therapy (OT) Knowledge and Skills, and Professional Growth and Development. These threads are developed throughout the curriculum at three levels; beginning, intermediate, and advanced, which are reflective of Bloom’s revised taxonomy of educational objectives (Anderson & Krathwohl, 2001). At the beginning level, students are presented with foundational knowledge and concepts, which serve as the basis for future learning. At this level, students learn and process information and experiences specific to each of the curricular threads. As the curriculum progresses, the threads are further developed and woven together in an increasingly complex and dynamic manner to facilitate student progression through the intermediate to advanced level. At these higher levels of learning, students are expected to integrate and synthesize information and experiences as they relate to the curricular threads. The Chatham University Master of Occupational Therapy Program is grounded in the belief that Professional Reasoning, OT Knowledge and Skills, and Professional Growth and Development are interdependent competencies essential for successful entry level practice.

Initially, learning occurs within the individual threads of the curricular design. At the intermediate level, the threads expand and converge, as the students’ knowledge broadens and they begin to make conceptual connections. Finally, at the advanced level, the threads mesh together such that the individual threads begin to become indiscernible, representing integration of Professional Reasoning, OT Knowledge and Skills, and Professional Growth and Development necessary for entry level practice.
Thread 1: **Professional Reasoning** is defined as “the process that practitioners use to plan, direct, perform, and reflect on client care” (Schell, 2009). Professional reasoning begins with critical thinking, which includes the process of evaluating and judging the accuracy of information, and continues through questioning and probing of ideas in order to make informed conclusions (Ruggiero, 2008).

Thread 2: **Occupational Therapy Knowledge and Skills** is defined as a dynamic understanding of the theoretical tenets, the domain and process of occupational therapy (AOTA, 2014), and the competent application of that knowledge to OT practice. Occupational therapy knowledge and skills include professional standing and responsibility, screening, evaluation, re-evaluation, intervention, and outcomes (AOTA, 2015).

Thread 3: **Professional Growth and Development** encompasses a myriad of experiences that promote sustainable professional growth including servant leadership, enculturation into the profession, ongoing self-assessment, and engagement in continuing education and scholarly endeavors. Professional growth and development is viewed as a progression along a continuum from didactic instruction and modeling by faculty to an interdependent community of self-directed learners.

**Program Goals and Student Learning Outcomes:**
The curriculum design consists of three threads and three levels. The learning experiences are designed to enable the graduate to demonstrate the three major program outcomes at a level consistent with candidacy for entry-level practice:

**Outcome #1: Professional Reasoning**
**Professional Reasoning** is defined as “the process that practitioners use to plan, direct, perform, and reflect on client care” (Schell, 2014). Professional reasoning begins with critical thinking which includes the process of evaluating and judging the accuracy of information through questioning and probing of ideas in order to make informed conclusions (Ruggiero, 2014).

Beginning Level: The student will:
- understand the dimensions of the professional reasoning process across the domains of occupational therapy.
- understand the importance and the impact of context and environment (cultural, personal, temporal, physical, virtual, and social) on occupational engagement.
- identify client centered occupational performance problems and ask appropriate questions.
- describe the value and relevance of evidence-based practice in the OT process.

Intermediate Level: The student will:
- generate possible solutions in response to client centered occupational performance problems.
- synthesize new concepts with previously learned information to make decisions regarding evaluation and intervention.
- begin to use evidence to support and guide decision making.
Advanced Level: The student/graduate will:
- recognize the role of experience and ongoing self-directed learning in professional reasoning.
- incorporate evidence-based practice skills in the OT process.
- examine and analyze the dynamic relationship between the person, environment and occupation in order to choose and/or modify an appropriate course of action.

Outcome #2: **Occupational Therapy Knowledge and Skills** is defined as a dynamic understanding of the theoretical tenets, the domain and process of occupational therapy (AOTA, 2014), and the competent application of that knowledge to OT practice.

Beginning Level: The student will:
- articulate the basic tenets and foundational history of the profession, including the power of occupation to support health and participation, the concept of client centeredness as a core principle of the profession.
- understand and use structured interviews, directed observations, and standardized/non-standardized assessment tools, and discuss and document results using professional terminology.
- identify and describe the domain and process of occupational therapy.
- define the importance of therapeutic use of self in the occupational therapy process.

Intermediate Level: The student will:
- select and administer appropriate evaluation methods/tools, including scoring, interpreting and documenting results.
- formulate and implement a client centered intervention plan, guided by the occupational profile, conceptual models of practice, and the best available evidence.
- demonstrate appropriate therapeutic use of self in a variety of contexts.

Advanced Level: The student/graduate will:
- modify therapeutic use of self in response to the needs of clients
- adapt evaluation, intervention, and service delivery methods to meet the dynamic needs of clients.
- apply knowledge and strategies related to the management of occupational therapy services, including program development, marketing, program evaluation, and reimbursement.

Outcome #3: **Professional Growth and Development** encompasses a myriad of experiences that promote sustainable professional growth including servant leadership, enculturation into the profession, ongoing self-assessment, and engagement in continuing education and scholarly endeavors.

Beginning Level: The student will:
- identify and articulate an understanding of behaviors that are consistent with the AOTA Code of Ethics, national, regional and local governing bodies and their implications for practice.
- understand the role and importance of professional organizations associated with occupational therapy practice.
- identify and demonstrate behaviors consistent with the role of a professional, including verbal and nonverbal communication, servant leadership, and active engagement in the learning process.

Intermediate Level: The student will:
- demonstrate behaviors that are consistent with ethical and legal practice guidelines.
- identify and use resources and opportunities for professional and scholarly development.
- reflect upon one’s own professional development and identify areas of strength, areas for improvement, and goals for professional growth.

Advanced Level: The student/graduate will:
- generate options for reconciling ethical and/or legal issues and articulate an understanding of the issues relevant to all parties.
- modify professional presentation and level of content to meet the needs of the person, group, and/or organization.
- integrate leadership skills and personal strengths to serve in the multifaceted roles of an occupational therapy advocate.
- develop a plan for continued scholarly and professional activities.
- engage in professional and scholarly endeavors.


<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td><strong>Year I</strong></td>
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<tr>
<td><strong>Fall</strong></td>
<td>3</td>
<td>OTH 601</td>
<td>Foundations of Occupation and Occupational Therapy</td>
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<tr>
<td></td>
<td>4</td>
<td>OTH 603</td>
<td>Introduction to OT Assessment and Intervention Skills</td>
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<td>2</td>
<td>OTH 612</td>
<td>Evidence-based Practice I</td>
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<tr>
<td></td>
<td>2</td>
<td>OTH 626</td>
<td>Occupational Therapy Models of Practice</td>
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<td>BIO 503</td>
<td>Human Anatomy</td>
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<td>OTH 622</td>
<td>Occupational Performance in Children and Adolescents</td>
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<td></td>
<td>3</td>
<td>OTH 628</td>
<td>Evidence-based Practice II</td>
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<tr>
<td></td>
<td>4</td>
<td>OTH 637</td>
<td>Functional Neuroscience</td>
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<td>1</td>
<td>OTH 635</td>
<td>Pediatric Fieldwork I – A and Seminar</td>
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<tr>
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<td>3</td>
<td>BIO 509</td>
<td>Fundamentals of Neuroscience</td>
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<td>BIO 509L</td>
<td>Neuroscience Lab</td>
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<td><strong>Semester Total</strong></td>
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<td><strong>Summer</strong></td>
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<td>OTH 632</td>
<td>Environmental Interventions</td>
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<td>4</td>
<td>OTH 623</td>
<td>Occupational Performance in the Aging Population</td>
</tr>
<tr>
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<td>4</td>
<td>OTH 624</td>
<td>Biomechanics and Occupational Performance</td>
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<td>2</td>
<td>OTH 643</td>
<td>Evidence-based Practice III</td>
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<tr>
<td></td>
<td>1</td>
<td>OTH 636</td>
<td>Adult Fieldwork I – B and Seminar</td>
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<td>14</td>
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<td><strong>Semester Total</strong></td>
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<td><strong>Year II</strong></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Fall</strong></td>
<td>2</td>
<td>OTH 610</td>
<td>Advanced Topics in Occupational Therapy</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>OTH 605</td>
<td>Mental Health and Occupational Performance</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>OTH 641</td>
<td>Neurological Conditions and Occupational Performance</td>
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<td></td>
<td>2</td>
<td>OTH 644</td>
<td>Community Based Fieldwork I – C and Seminar</td>
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<td>3</td>
<td>OTH 645</td>
<td>Professional Leadership and Management</td>
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<tr>
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<td>3</td>
<td>OTH 646</td>
<td>Evidence-based Practice Capstone Project</td>
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<td>OTH 660</td>
<td>Fieldwork II Seminar</td>
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<td><strong>Semester Total</strong></td>
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<td><strong>Spring</strong></td>
<td>12</td>
<td>OTH 662</td>
<td>Fieldwork Level II – A</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>12</td>
<td>OTH 665/OTH667</td>
<td>Fieldwork Level II – B</td>
</tr>
</tbody>
</table>
APPENDIX B

Fieldwork Data Form
## FIELDWORK DATA FORM

**Date:** [ ] **Name of Facility:** [ ]

**Address:** [ ] **City** [ ] **State** [ ] **Zip:** [ ]

**Website:** [ ]

### FW I

<table>
<thead>
<tr>
<th>Contact Person:</th>
<th>Credentials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>Fax:</td>
</tr>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
</tbody>
</table>

### FW II

- Please check if same as FW I contact

<table>
<thead>
<tr>
<th>Contact Person:</th>
<th>Credentials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>Fax:</td>
</tr>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
</tbody>
</table>

### Occupational Therapy Director/Manager

<table>
<thead>
<tr>
<th>Name:</th>
<th>Credentials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>Fax:</td>
</tr>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
</tbody>
</table>

### OT Fieldwork Practice Settings (check all that apply)

<table>
<thead>
<tr>
<th>Hospital-based settings</th>
<th>Community-based settings</th>
<th>School-based settings</th>
<th>Age Groups:</th>
<th>Team Members:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Patient Acute 1.1</td>
<td>Peds Community 2.1</td>
<td>Early Intervention 3.1</td>
<td>0-5</td>
<td>OTs OTAs</td>
</tr>
<tr>
<td>In-Patient Rehab 1.2</td>
<td>Behavioral Health Community 2.2</td>
<td>School 3.2</td>
<td>6-12</td>
<td>PTs PTAs</td>
</tr>
<tr>
<td>SNF/ Sub-Acute/Acute Long-Term Care 1.3</td>
<td>Older Adult Community Living 2.3</td>
<td>Other area(s) please specify:</td>
<td>13-21</td>
<td>Aides Speech</td>
</tr>
<tr>
<td>General Rehab Outpatient 1.4</td>
<td>Older Adult Day Program 2.4</td>
<td>OTs OTAs</td>
<td>22-64</td>
<td>Teachers</td>
</tr>
<tr>
<td>Outpatient Hands 1.5</td>
<td>Outpatient/Hand Private Practice 2.5</td>
<td>Therapeutic Rec (CTRS)</td>
<td>65+</td>
<td>Social Workers</td>
</tr>
<tr>
<td>Pediatric Hospital/Unit 1.6</td>
<td>Adult Day Program for DD 2.6</td>
<td>Counselor/Psychologist</td>
<td></td>
<td>Case Managers</td>
</tr>
<tr>
<td>Peds Hospital Outpatient 1.7</td>
<td>Home Health 2.7</td>
<td>Older Adult Day Program</td>
<td></td>
<td>MDs</td>
</tr>
<tr>
<td>In-Patient Psych 1.8</td>
<td>Peds Outpatient Clinic 2.8</td>
<td></td>
<td></td>
<td>Nursing</td>
</tr>
</tbody>
</table>

### Student Prerequisites (check all that apply)

- **Criminal Background Check**
- **Child Protection/Abuse check**
- **Fingerprinting**
- **CPR**
- **Health Insurance**
- **HIPAA Training**
- **Infection Control Training**
- **Professional Liability Insurance**
- **Interview**

- **Health requirements:**
  - HepB
  - MMR
  - Varicella
  - Tetanus
  - Drug screening (Indicate type or panel: )
  - TB/Mantoux
  - Physical Check up
  - Influenza

Please indicate any other student requirements/pre-requisites in addition to the above including any specific timeframe within which requirements/pre-requisites must be completed.
### Most common services priorities (check all that apply)
- Direct service
- Discharge planning
- Evaluation
- Consultation
- In-service training
- Billing
- Documentation
- Client intervention
- Client education
- Meetings (team, department, family)

### Types of OT interventions commonly used in this setting (check all that apply):

#### Occupation-based activity - within client’s own environmental context; based on their goals addressed in this setting (check all that apply):

<table>
<thead>
<tr>
<th>Activities of Daily Living (ADL)</th>
<th>Instrumental Activities of Daily Living (IADL)</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathing/showering</td>
<td>Care of others/pets</td>
<td>Exploration of informal personal education needs or interests</td>
</tr>
<tr>
<td>Bowel and bladder mgmt</td>
<td>Child rearing</td>
<td>Informal personal education participation</td>
</tr>
<tr>
<td>Dressing</td>
<td>Communication device use</td>
<td></td>
</tr>
<tr>
<td>Eating</td>
<td>Community mobility</td>
<td></td>
</tr>
<tr>
<td>Feeding</td>
<td>Financial management</td>
<td></td>
</tr>
<tr>
<td>Functional mobility</td>
<td>Health management &amp; maintenance</td>
<td></td>
</tr>
<tr>
<td>Personal device care</td>
<td>Home establishment &amp; management</td>
<td></td>
</tr>
<tr>
<td>Personal hygiene &amp; grooming</td>
<td>Meal preparation &amp; clean up</td>
<td></td>
</tr>
<tr>
<td>Sexual activity</td>
<td>Safety procedures &amp; emergency responses</td>
<td></td>
</tr>
<tr>
<td>Sleep/rest</td>
<td>Shopping</td>
<td></td>
</tr>
<tr>
<td>Toilet hygiene</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Play
- Play exploration
- Play participation

#### Leisure
- Leisure exploration
- Leisure participation

#### Purposeful Activity - therapeutic context leading to occupation, practice in preparation for natural context
- Practicing an activity
- Simulation of activity
- Role Play

**Examples:**
- Preparatory Methods - preparation for purposeful & occupation-based activity
  - Sensory-Stimulation
  - Physical agent modalities
  - Splinting
  - Exercise

**Commonly used screenings, assessments, & evaluation strategies**

**Please identify how students should prepare for a FW II placement such as doing readings, learn specific evaluations and interventions used in your setting:**

**Please provide a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, entry-level job description with essential job functions, and any other materials that will contribute to the student’s ability to prepare for the fieldwork experience to the Academic Fieldwork Coordinator.**

**Please attach list of practitioners who are FW Educators including academic program, degree, years of experience since initial certification, years of experience supervising students**
FIELDWORK EDUCATOR BACKGROUND INFORMATION
(please list all staff who serve in the capacity of Fieldwork Educator)

<table>
<thead>
<tr>
<th>Name</th>
<th>College/University</th>
<th>Degree (BS, MOT, OTD, AA, etc)</th>
<th>Years of Initial Certification (by NBCOT/AOTCB)</th>
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(add additional pages as necessary)
APPENDIX C

Chatham University Student Affiliation Agreement
AFFILIATION AGREEMENT

THIS AFFILIATION AGREEMENT is entered into effective as of [Effective Date] between CHATHAM UNIVERSITY, a Pennsylvania educational institution, Woodland Road, Pittsburgh, Pennsylvania 15232 ("University") and [Site Address] ("Site")

The University currently conducts programs in Social Sciences and Health Sciences ("Programs") including Physician Assistant, Occupational Therapy, Physical Therapy, Nursing, Social Work, Counseling Psychology, School Counseling and Exercise Science and desires to provide clinical education and training to its students (the “Clinical Experience”). The Site has the facilities necessary to provide the Clinical Experience for one or more of the Programs. Subject to the terms of this Agreement, the parties have agreed to cooperate in providing students from one or more of the Programs with the Clinical Experience at and under the supervision of the Site.

NOW THEREFORE, intending to be legally bound, the parties agree as follows;

I. RESPONSIBILITIES OF THE SITE

1. **General.** The Site will provide a planned, supervised Clinical Experience in cooperation with the University. Students will be assigned to appropriate, selected patients and allowed to participate in their care under the direct supervision of a qualified health care or social science practitioner ("Supervisor"), as applicable. The Site and where applicable the Supervisor shall maintain full responsibility for care provided at the Site’s facilities.

2. **Liaison.** The Site shall designate a Coordinator of Clinical Education who shall serve as the liaison between the Site and the University and coordinate and direct each student’s Clinical Experience.

3. **Orientation.** The Site will provide orientation of the students to the facility and the Clinical Experience, including policies and procedures as they pertain to the students.

4. **Facilities.** The Site will arrange for appropriate facilities needed for students and faculty members during the Clinical Experience (e.g. equipment, office or work space, lockers, library, conference rooms, etc.)

5. **Evaluation.** The Site shall evaluate the performance of the students on a regular basis and will provide the University with performance reports and other forms as mutually agreed with the University.
6. **Termination.** The Site retains the right to suspend or terminate any student for reasons of health, unsatisfactory performance or other reasonable cause. The Site will discuss each situation with the University prior to requesting suspension or termination and the University shall be responsible for notifying the student and effectuating the termination or suspension.

7. **Liability Coverage.** Prior to the Effective Date and on each anniversary of the Effective Date, the Site shall furnish or cause to be furnished to the University, (a) certificates of insurance evidencing professional liability coverage in an amount not less than $1 million per occurrence/$3 million aggregate for the Site, and (b) certificates of insurance evidencing general liability coverage in an amount not less than $1 million per occurrence/$3 million aggregate.

8. **Emergency Medical Care.** The Site will arrange for emergency medical care at the student’s expense in the event of an accident or injury to the student on the clinical site’s campus.

II. **RESPONSIBILITIES OF THE UNIVERSITY**

1. **General.** The University shall maintain full responsibility for the planning and execution of the education program; including programming, administration, curriculum, content, grading and requirements for matriculation, promotion and graduation.

2. **Liaison.** The Clinical Program Coordinator of the appropriate Program of the University shall serve as the liaison between the University and the Site, coordinate the Clinical Experience and academic experience of the students and assist the Site as necessary to operate an effective Clinical Experience.

3. **Schedule.** Prior to the beginning of each academic term, the University and the Site shall agree upon: (A) the number of students and the hours which they will be assigned; (B) the expected level of experience to which they will be assigned; and (C) the expected learning objectives of the students.

4. **Qualification of Students.** The University shall refer to the Site only those students who meet its academic and other qualifications for the applicable Clinical Experience.

5. **Policies.** The University shall require all students and faculty from the University to (A) comply with existing policies and procedures of the Site, and (B) maintain as confidential all patient records and patient data to which they may have access and obtain appropriate authorization for the disclosure of copying of such records or data.

6. **Insurance.** The University shall require the students to carry professional liability insurance through an occurrence policy with the minimum limits of $2,000,000 per occurrence/$4,000,000 annually. The University will also require the students to carry health insurance.

III. **GENERAL**
1. **Term and Termination.** The initial term of this Agreement shall begin on the Effective Date and continue for a period of one (1) year. Thereafter, the Agreement shall be renewed automatically for consecutive additional one (1) year terms unless terminated prior to the renewal date. This Agreement may be terminated by either party upon ninety (90) days notice in writing to the other. Such termination shall not affect students placed at the Site at the time notice is given.

2. **Independent Contractors.** No student or faculty participating in the Program shall be considered an employee, agent or representative of the Site and no employee or person on the staff of the Site participating in the Program shall be considered an employee, agent or representative of the University. Except as otherwise agreed, the Site shall not be responsible for any compensation for services or for meals, travel or other expenses incurred by the students or faculty participating in the Program, nor shall the University become obligated to the Site or any member of its staff for any expenses or payments.

3. **No Discrimination.** Neither the University nor the Site shall discriminate against any individual participating the Clinical Experience on the basis of race, color, age, national origin, sex, religion or handicap.

4. **Interpretation.** This Agreement sets forth the entire agreement between the parties related to the subject matter herein and supersedes all prior agreements and discussions between the parties. No waiver, modification or amendment or any of the terms of the Agreement shall be effective unless it is signed by both parties. Neither party may assign this agreement without the prior written approval of the other.

5. **Governing Law.** This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania, exclusive of its conflict of laws provisions.

6. **Indemnification.**

   (a) **University.** The University will indemnify the Site, its officers, directors and employees, from any costs, damages and fees, including reasonable attorney fees, awarded in an action against them to the extent that such costs, damages and fees are directly caused by the University’s breach of this Agreement or the negligence or willful misconduct of the University or its employees.

   (b) **Site.** The Site will indemnify the University, its officers, directors and employees, from any costs, damages and fees, including reasonable attorney fees, awarded in an action against them to the extent that such costs, damages and fees are directly caused by the Site’s breach of this Agreement or the negligence or willful misconduct of the Site or its employees.
IN WITNESS WHEREOF, the parties hereto have signed this Agreement effective as of the date set forth above.

CHATHAM UNIVERSITY

____________________________
Signature and Date

Walter B. Fowler, Vice President for Finance and Administration

SITE

____________________________
Signature and Date

Printed Name and Title
APPENDIX D

Chatham University Master of Occupational Therapy Program
Request for New Fieldwork Site
Chatham University
Master of Occupational Therapy Program
Request for New Fieldwork Site

(Students should use publicly or previously available information to complete the form. Students should NOT contact the site without conferring with the AFWC)

Student Name: ________________________________________________________________

Site Name: ________________________________________________________________

Address: ________________________________________________________________

Web Site: _______________________ Telephone Number: ______________________

Please provide a general description of the clients served and type of setting by checking all areas that apply. Provide any additional information about the site that you have available on the back of this page.

Population(s) Served: □ Physical Disabilities □ Mental Health □ Wellness/Prevention

□ Pediatrics □ Adolescents □ Adults □ Older Adults

□ Other (please describe): __________________________________________________

Type of Facility: □ Inpatient □ Outpatient □ Acute Care

□ Rehabilitation □ Skilled Nursing Facility □ Long Term Care □ Home Care

□ Assisted Living □ School based □ Early Intervention

□ Other (please describe):

Contact Person Name (if known): __________________________________________________

Contact Person Title (if known): __________________________________________________

Contact Person Telephone (if known): __________________________

Contact Person Email (if known): ________________________________________________
APPENDIX E

MOT Program Drug Policy
OCCUPATIONAL THERAPY PROGRAM DRUG SCREENING POLICY

Chatham University Occupational Therapy (OT) students may be required to have a urine drug screening (UDS) prior to the start of and during a fieldwork experience if mandated by individual sites to maintain a safe and healthy workplace. This policy is enacted in order to provide the student with the appropriate care and to provide the sites with safe students, unimpaired by drugs.

POLICY:

Students who are required to have a UDS by the fieldwork site will be advised of the requirement by the Academic Fieldwork Coordinator (AFWC) or by the fieldwork site. The student will be required to have the testing completed at a licensed clinical laboratory specifically approved to offer drug testing by CertifiedBackground.com (website monitoring health requirements/background checks of the students) or a testing site required by the facility. The student will be responsible for fees related to drug testing.

Failure to comply with UDS testing during the required time frame will prevent the student’s participation in the fieldwork (FW) experience as scheduled. Thus, it may delay the completion of the Program. Students may be required to register for the FW at a later date, resulting in additional tuition/associated fees and housing costs.

If the student is taking prescription medication that can alter UDS results, it is the responsibility of the student to provide supporting documentation from the prescribing physician at time of testing.

Only the Program Director and Academic Fieldwork Coordinator may request access to the testing results.

- **NEGATIVE** tests will be forwarded to each FW site by the student (or by the AFWC with student permission) in order for the student to be cleared for that experience.
- **POSITIVE** tests without supporting documentation will be forwarded to the Program Director by the student. Positive tests may result in postponement or cancellation of the FW and possible dismissal from the program.

POSITIVE UDS POLICY

I. False Positives
   - A student may choose to appeal, if the student believes the result was a false positive.
   - If a false positive is believed to have occurred, the student will need to obtain a verification blood drug screening (at the student’s expense) within 24 hours of being given notice of the false positive.
   - If the second test is determined to be negative, the student will be placed at the fieldwork site. (If positive, see below).

II. True Positives
   - A positive result without supporting documentation will result in the postponement of fieldwork experiences and academic activities, until the following criteria are successfully fulfilled.
     - Student will be required to sign an agreement to continue in the Program, outlining the following conditions, understanding that failure to sign this agreement will result in automatic dismissal from the Program.
     - Student will be referred to Chatham University Counseling Services for mandatory evaluation, counseling, and/or referral. Once the student has successfully completed counseling evaluation and/or treatment, he/she will be allowed to continue with coursework/fieldwork. Evidence of successful completion of counseling and/or treatment must be provided to the Program Director.
- If the student tests positive in a subsequent drug screening, he/she will be dismissed from the program.
- Student also recognizes that his/her FW schedule may be altered because of the above.

**Failure to comply with this policy and/or evidence of continued drug use will result in an automatic dismissal from the Program.**

____________________________________________                ____________________
I have read this policy                                                                     Date
APPENDIX F

Release of Liability for Immunizations
CONSENT AND RELEASE OF LIABILITY
FOR PARTICIPATION IN FIELDWORK

As a condition of participation in Level I and Level II Fieldwork, I understand that I may be exposed to diseases that I have not been vaccinated against and I accept any associated risks. I understand that should I become ill, have any complications, or any questions regarding my health, I should contact my personal physician or other usual source of health care.

I ________________________ (“Participant”) have not been vaccinated for certain diseases as identified below: (check all that apply – required)

___ Measles, Mumps, & Rubella
___ Varicella (Chicken Pox)
___ Hepatitis B
___ Polio
___ Tetanus, Diphtheria
___ Pertussis
___ Influenza

I ________________________ (“Participant”) have not been vaccinated for reasons as identified below: (check all that apply – optional)

___ a pre-existing medical condition that precludes immunization

___ declining immunization for personal reasons

By consenting to participate in Level I and Level II Fieldwork, I hereby release Chatham University (and any providers) from any cause or liability that results from not being vaccinated while participating in Fieldwork.

Due to health requirements specific to site affiliation, I acknowledge that failure to acquire certain immunizations required by a site affiliation may delay or prevent completion of program requirements.

I HAVE READ the foregoing and fully agree to each of the statements and agreements herein by signing below as my free and voluntary act.

__________________________________________  ______________________________
Participant                                     Date

__________________________________________  ______________________________
Witness                                         Date
APPENDIX G

MOT Program Incident Report
Chatham University
Master of Occupational Therapy Program
Incident Reporting Record*

* This incident report should be completed in the event that a student is involved and/or injured in an incident in which the student and/or a patient/client/resident/consumer is involved/injured.

Please complete the form in its entirety. If a particular statement does not apply, write N/A in the section. When completed and signed by the student and the Fieldwork Educator, make 2 copies, one for the student and one for the site. Fax a signed copy to the Academic Fieldwork Coordinator at Chatham University (412-365-1458).

<table>
<thead>
<tr>
<th>Name &amp; Address of Student</th>
<th>Name &amp; Address of Fieldwork Site</th>
<th>Name of Fieldwork Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of FW Experience</td>
<td>Date of Accident/Incident</td>
<td>Date Reported</td>
</tr>
<tr>
<td>o FW IA</td>
<td>o FWIIA</td>
<td></td>
</tr>
<tr>
<td>o FW IB</td>
<td>o FWIIB</td>
<td></td>
</tr>
<tr>
<td>o FW IC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time of Accident/Incident</td>
<td>Time Reported</td>
</tr>
</tbody>
</table>

Please indicate which individual(s) was/were injured in the incident and complete the section below for each individual injured:
<table>
<thead>
<tr>
<th>Student/Client/Staff Member Injured</th>
<th>Student/Client/Staff Member Injured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief description of injury (including nature of injury [cut, sprain, fracture, strain, etc.] and body part(s) involved:</td>
<td>Brief description of injury (including nature of injury [cut, sprain, fracture, strain, etc.] and body part(s) involved:</td>
</tr>
<tr>
<td>o No injury</td>
<td>o No injury</td>
</tr>
<tr>
<td>o First aid (describe)</td>
<td>o First aid (describe)</td>
</tr>
<tr>
<td>o Medical Treatment</td>
<td>o Medical Treatment</td>
</tr>
<tr>
<td>o On-site (describe)</td>
<td>o On-site (describe)</td>
</tr>
<tr>
<td>o Off-site (please provide name of facility)</td>
<td>o Off-site (please provide name of facility)</td>
</tr>
<tr>
<td>o Other (specify)</td>
<td>o Other (specify)</td>
</tr>
</tbody>
</table>
Describe how the accident occurred:

A. What was the **student** doing at the time of the incident?

B. Identify the conditions that contributed to the incident?

C. Identify any object/equipment/substance involved in the incident.

Did injured party or other personnel come in contact with any body fluids: □ Yes □ No

If outerwear was contaminated, what measures were taken for disposal?

At time of incident, student was □ Alone □ **With** another person (please identify__________________________)

Supervision at time of incident:
□ Directly Supervised by ________________________________
□ Indirectly Supervised by ________________________________
□ Not Supervised □ **Supervision not feasible**
Please provide any additional information that is relevant to how the incident occurred and/or how it was managed.

<table>
<thead>
<tr>
<th>Witnesses</th>
<th>Last Name</th>
<th>First Name</th>
<th>Job Title</th>
<th>Statement Obtained? (see attached)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>2)</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Print Student Name  

Student Signature and Date

Print Fieldwork Educator’s Name  

Fieldwork Educator Signature and Date
WITNESS STATEMENT

Name

Date

Incident Regarding

(Names of person[s] involved in incident)

I witnessed the above-noted incident and voluntarily make this statement regarding the incident:

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

Please make two [2] copies of all pages. The site and student each keep a copy. A signed copy must be faxed to the AFWC at Chatham University (412-365-1458.)

Modified with permission from: THE RICHARD STOCKTON COLLEGE OF NEW JERSEY Master of Occupational Therapy Program 09/2012
APPENDIX H
Level II Fieldwork Contract
In order to be eligible to take the certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT), I understand that I am required to complete 24 weeks of level II fieldwork. I agree to complete my Level II Fieldwork Experiences at the sites noted below as confirmed with the Occupational Therapy Academic Fieldwork Coordinator at Chatham University.

My signature below indicates my understanding of the following:

1. I am responsible for living, transportation, room and board expenses associated with the fieldwork experience.

2. I am responsible for knowledge of and evidence of compliance with all conditions established by the fieldwork site with regard to documentation of:
   a. Health clearances (including but not limited to: immunizations, physical examination, and PPD skin test);
   b. Background checks (including but not limited to: criminal, child abuse, and fingerprinting);
   c. Valid health insurance;
   d. Valid cardiopulmonary resuscitation (CPR) training;
   e. Prerequisite training (including but not limited to: HIPAA, universal precautions, hazardous substances, blood borne pathogens);
   f. Drug screening;
   g. Other conditions as set forth by the fieldwork site.

3. Failure to provide evidence of the requirements set forth by the site may result in my inability to participate in the fieldwork experience.

4. Changes to these assignments will only be considered in the event of severe hardships. In the event I wish to make a change, I am responsible for presenting my case to the AFWC who will determine how to proceed. If I am not granted a change and believe that I need a hearing, I may request such with the Academic Committee. I understand that changing an existing fieldwork reservation may result in a delay in my ability to complete the fieldwork experience.

<table>
<thead>
<tr>
<th>Fieldwork Site</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student’s Printed Name: 

Student Signature Date

AFWC Signature Date
APPENDIX I

Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPEOTS)
Fieldwork Performance Evaluation
For The Occupational Therapy Student

MS/AR:
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:

SIGNATURES:
I HAVE READ THIS REPORT.

SIGNATURE OF STUDENT

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

SIGNATURE OF RATER #1

PRINT NAME/CREDENTIALS/POSITION

SIGNATURE OF RATER #2 (IF APPLICABLE)

PRINT NAME/CREDENTIALS/POSITION

SUMMARY COMMENTS:
ADDRESSES STUDENT'S CLINICAL COMPETENCE
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 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 scores 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 their 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.
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 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

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.

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.

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 and hinder occupational performance.
    Midterm 1 2 3
    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

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 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.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>I. FUNDAMENTALS OF PRACTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Adheres to ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Adheres to safety regulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Uses judgment in safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. BASIC TENETS OF OCCUPATIONAL THERAPY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Articulates values and beliefs</td>
<td></td>
<td></td>
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<tr>
<td>5. Articulates value of occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Communicates role of occupational therapist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Collaborates with clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. EVALUATION AND SCREENING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Articulates clear rationale for evaluation</td>
<td></td>
<td></td>
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<tr>
<td>9. Selects relevant methods</td>
<td></td>
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<td>10. Determines occupational profile</td>
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<td>11. Assesses client and contextual factors</td>
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<td>12. Obtains sufficient and necessary information</td>
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<tr>
<td>13. Administers assessments</td>
<td></td>
<td></td>
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<tr>
<td>14. Adjusts/modifies assessment procedures</td>
<td></td>
<td></td>
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<tr>
<td>15. Interprets evaluation results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Establishes accurate plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Documents results of evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. INTERVENTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Articulates clear rationale for intervention</td>
<td></td>
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<tr>
<td>19. Utilizes evidence to make informed decisions</td>
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<td>20. Chooses occupations that motivate and challenge</td>
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<tr>
<td>21. Selects relevant occupations</td>
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<tr>
<td>22. Implements client-centered interventions</td>
<td></td>
<td></td>
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<tr>
<td>23. Implements occupation based interventions</td>
<td></td>
<td></td>
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<tr>
<td>24. Modifies approach, occupation, and environment</td>
<td></td>
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<tr>
<td>25. Updates, modifies, or terminates intervention plan</td>
<td></td>
<td></td>
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<tr>
<td>26. Documents client's response</td>
<td></td>
<td></td>
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<tr>
<td>V. MANAGEMENT OF OT SERVICES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Demonstrates ability to assign through practice or discussion</td>
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<td>28. Demonstrates ability to collaborate through practice or discussion</td>
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<td>29. Understands costs and funding</td>
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<td>30. Accomplishes organizational goals</td>
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<td>31. Produces work in expected time frame</td>
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<td>VI. COMMUNICATION</td>
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<td>32. Communicates verbally and nonverbally</td>
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<td>33. Produces clear documentation</td>
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<td>34. Written communication is legible</td>
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<td>35. Uses language appropriate to recipient</td>
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<td>VII. PROFESSIONAL BEHAVIORS</td>
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<tr>
<td>36. Collaborates with supervisor</td>
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<td>37. Takes responsibility for professional competence</td>
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<td>38. Responds constructively to feedback</td>
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<td>39. Demonstrates consistent work behaviors</td>
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<td>40. Demonstrates time management</td>
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<td>41. Demonstrates positive interpersonal skills</td>
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<td>42. Demonstrates respect for diversity</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, psychological and social 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)

(Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606-639.) (5)

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 at 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.orgmembers/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 medicine 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 person, environment and occupation over a person’s lifespan; the ability to choose, organize, and satisfactorily and meaningfully engage in occupations that are culturally defined and age appropriate—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)
APPENDIX J

Chatham University MOT Program
Level II Fieldwork Behavioral Objectives
Chatham University  
Master of Occupational Therapy Program  
Level II Fieldwork Behavioral Objectives  
(for use with the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student [2002])

FUNDAMENTALS OF PRACTICE

1. **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.
   - Behavior reflects an understanding of the priorities reflected in the AOTA Code of Ethics (2010) (concern for well-being and safety of service recipients [beneficence], avoidance of harm [nonmaleficence], respect for individual’s rights [autonomy and confidentiality], fair and equitable service provision [social justice], compliance with institutional rules; local, state, federal, and international laws; and AOTA documents [procedural justice], provision of comprehensive, accurate, and objective information when representing the profession [veracity], and treats others with respect, fairness, discretion, and integrity [fidelity]).
   - Adheres to HIPAA policies and confidentiality.
   - Respects client/patient’s rights of privacy in all spoken communications (no corridor, elevator, cafeteria consultations).
   - Is cognizant of privacy precautions with regard to all written and virtual communications (including but not restricted to: handwritten and computer documentation, telephone, social media).

2. **Adheres to safety regulations:** Anticipates potentially hazardous situations and takes steps to prevent accidents.
   - Utilizes infection control precautions and procedures at all times.
   - Maintains clear and orderly work area by returning equipment and supplies to appropriate storage location to prevent injury.
   - Follows facility policies in response to emergency code or drill situations.
   - Aware of and appropriately implements precautions relative to individual clients/conditions.
   - Chooses interventions that are safe and appropriate (for client’s age, cognitive, emotional, and sensorimotor level).

3. **Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
   - Provides safe supervision of clients at all times.
   - Appropriately uses equipment and procedures after proper training.
   - Seeks and is receptive and responsive to supervision and feedback to ensure client safety.
   - Functions within constraints of facility policies and procedures.
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.
   - Explains the role of OT within the practice setting, in terms and language that are clearly understood by the recipient.

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.
   - Clearly communicates the importance of incorporating occupations into the client’s intervention plan.
   - Explains the value of chosen activity and how it is relevant to client’s life and occupations.
   - Explains the client’s daily occupations and the use of client-centered activities within the context of the practice setting.

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.
   - Articulates the differences in role delineation for an OT, OTA, and other service providers within the practice setting.
   - Uses current AOTA official documents to analyze roles and responsibilities of OTs and OTAs in the practice setting.

7. Collaborates with client, family, and significant others throughout the occupational therapy process.
   - Explains the use of the occupational profile within the context of the client’s intervention plan.
   - Establishes treatment priorities and goals in collaboration with client and significant others.
   - Reviews progress with client, family, and significant others at regular intervals.
   - Initiates communication and collaboration with other members of the team.

EVALUATION AND SCREENING

8. Articulates a clear and logical rationale for the evaluation process.
   - Provides client with appropriate explanation of purpose and scope of the evaluation process and assessment tools used.
   - Articulates professional reasoning involved in the evaluation process (including information related to client, condition, context, practice model, frame of reference, and/or evidence).

9. Selects relevant screening and assessment methods while Considering such factors as the client’s priorities, context(s), theories, and evidence-based practice.
   - Identifies conditions and precautions associated with diagnosis and functional level of assigned clients.
   - Selects appropriate screening and assessment tools, based on facility/organizational practices and the client’s level, diagnoses and complications.
   - Articulates appropriate rationale for selection of screening and assessment tools (including client condition, past/current/future contextual considerations, evidence, and psychometric properties of tool).
10. **Determines client’s occupational profile** and performance through appropriate assessment methods.
   - Compiles a thorough occupational profile through client interview, family/caregiver/staff interview and review of related documentation.
   - Verbalizes an understanding of the client’s previous level of occupational performance.
   - Articulates thorough analysis of client’s current level of occupational performance.

11. **Assesses client factors and context(s)** that support or hinder occupational performance.
    - Utilizes correct procedures for assessing client factors, performance skills, areas of occupation, contexts and environments, performance patterns, and activity demands.
    - Identifies client strengths and concerns, including psychosocial factors, and their impact on performance.
    - Discuss possible discharge plans with the client during the evaluation.

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.
    - Interviews client or caregiver to obtain relevant information during evaluation.
    - Elicits input from other team members relative to the client’s performance/situation.
    - Gathers relevant information from client’s chart or record.
    - Identifies contraindications and precautions.

13. **Administers assessments** in a uniform manner to ensure findings are valid and reliable.
    - Is knowledgeable of and adheres to procedures for administering assessments accurately.
    - Makes accurate and objective observations during the assessment.
    - Maintains objectivity in observing and assessing areas when standardization is not an option.

14. **Adjusts/modifies the assessment procedures** based on client’s needs, behaviors, and culture.
    - Identifies the need for modification to optimize client’s performance and comfort.
    - Modifies approach and method of data gathering according to client/family needs.
    - Modifies the environment as necessary to obtain best response from client.
    - Adjusts methods of assessing performance areas when medical complications or restrictions exist.

15. **Interprets evaluation results** to determine client’s occupational performance strengths and challenges.
    - Determines correct neurological and functional levels based on evaluation results.
    - Converts raw scores into meaningful information, according to assessment guidelines.
    - Relates assessment findings to client’s occupational performance.

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.
    - Discusses evaluation findings and areas of priority with client/family/significant others.
    - Sets long-term goals that are attainable for the patient, based on diagnosis and realistic assessment of the client’s strengths and limitations.
    - Sets short-term goals that are specific, objective, and measurable.
    - Discusses evaluation results, intervention priorities, goals, and evidence relevant to the case with the fieldwork educator.
    - Incorporates patient goals and priorities into the plan of care.
17. **Documents the results of the evaluation** process that demonstrates objective measurement of client’s occupational performance.
   - Follows site specific procedures for documenting evaluations accurately and thoroughly.
   - Summarizes evaluation findings clearly and concisely in written and verbal formats.
   - Documents time, frequency, duration and location of OT services in recommendations.

**INTERVENTION**

18. **Articulates a clear and logical rationale** for the intervention process.
   - Completes thorough treatment plans for client.
   - Discusses basis for intervention decisions with supervisor.
   - Articulates the relationship of proposed interventions to the occupational performance of the client in context of family needs/routines.
   - Prioritizes problem areas and addresses foundation skills needed for treatment.

19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.
   - Performs literature searches on relevant topics.
   - Reads, interprets, and applies evidence to justify interventions.
   - Discusses applicability of evidence to case with fieldwork educator.
   - Uses information from other resources (textbooks, coursework, conferences, consultation with others) to justify interventions.

20. **Chooses occupations** that motivate and challenge clients.
   - Considers client’s preferences and priorities when identifying treatment activities to accomplish a specific goal.
   - Considers client’s home environment and family routines when developing home programs.

21. **Selects relevant occupations** to facilitate clients meeting established goals.
   - Verbalizes to supervisor how the selected activity will facilitate the client’s goal attainment.
   - Identifies and uses activities designed to improve client’s performance in the home or discharge environment.
   - Recognizes and appreciates the importance of utilizing a variety of therapeutic approaches and activities to address goals.

22. **Implements intervention plans that are client-centered.**
   - Incorporates client’s priorities into established goals and intervention plans.
   - Considers the functional and emotional needs of the client and family when planning treatment activities.
   - Adapts activities to meet the client’s physical, cognitive and behavioral status.

23. **Implements intervention plans that are occupation-based.**
   - Articulates awareness of the client’s various life roles in selecting activities.
   - Selects interventions that are meaningful and relevant to the client.
   - Implements an intervention plan that considers client and family needs and routines.

24. **Modifies task approach, occupations, and the environment** to maximize client performance.
   - Grades and modifies treatment activities to provide effective treatment for the client’s current status, preferences, and values.
   - Prepares several alternative activities in case the client rejects the planned activity.
• Demonstrates flexibility to change from one activity to another when the client’s environment, behavior or emotional response changes.
• Selects activities considering client’s abilities to promote progress without undue frustration.
• Makes recommendation to fieldwork educator about changes in treatment approach in response to fluctuations in client’s condition.

25. **Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client’s status.
   • Recognizes and reports (verbally and in writing) changes in the client’s physical, emotional, or cognitive status and adjusts the program to promote optimal progress.
   • Updates plan at required intervals.
   • Recommends changes in goals to fieldwork educator based on improvement or regression in client’s condition/behavior.
   • Recognizes a plateau in therapy and suggests changes in the client’s intervention plan.
   • Prepares client, family, and team members for discontinuation of therapy.

26. **Documents client’s response** to services in a manner that demonstrates the efficacy of interventions.
   • Promptly and accurately completes documentation at required intervals.
   • Includes client’s perception of progress in documentation.
   • Able to prioritize and identify relevant information for inclusion in documentation.

**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.
   • Directs the OTA/therapy aides in performing patient care activities in accordance with standards of practice and supervisory guidelines.
   • Articulates the varied roles of the OTA in different practice settings to the fieldwork educator.
   • Uses appropriate AOTA documents to identify and analyze the roles and responsibilities of the OT and OTA in the specific practice setting.
   • Identifies state practice requirements for the performance and supervision of OT personnel.

28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.
   • Verbalizes process for collaboration with the OTA within the specific practice setting.
   • Collaborates with the OTA about intervention ideas based client’s goals.

29. **Demonstrates understanding of the costs and funding** related to occupational therapy services at this site.
   • Ensures that client care time is used productively.
   • Accurately completes documentation with correct billing codes for reimbursement.
   • Articulates an understanding of purchasing costs of adaptive equipment/devices, durable medical equipment, etc.
   • Articulates an understanding of the reimbursement system at the site (i.e., fee-for-service, prospective payment system, pay for performance, etc.)
   • Identifies sources of funding for OT services at site (i.e., insurance, private pay, pro bono services, grants, IDEA, etc.).
   • Identifies reimbursement sources and eligibility criteria (i.e., state/federal monies, 3rd party insurers, Workers Compensation, self-pay, IDEA, etc.).
30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.
   - Arrives promptly to scheduled meetings and treatment sessions.
   - Begins and ends intervention sessions on time.
   - Schedules client intervention time to make optimal use of treatment time.
   - Completes assignments by scheduled deadlines.
   - Utilizes unscheduled time productively to increase learning.
   - Effectively uses time management strategies (calendar, checklists, to do lists) to ensure timely completion of responsibilities.
   - Prepares in advance for meetings and treatments.
   - Prioritizes workload according to policies and caseload demands.
   - Notifies fieldwork educator when problems arise.

31. **Produces the volume of work** required in the expected time frame.
   - Adjusts work pace to accommodate increased workload.
   - Provides assistance to other staff members.
   - Is self-directed in managing schedule to meet workload/caseload

32. **Clearly and effectively communicates verbally and nonverbally** with clients, families, significant others, colleagues, service providers, and the public.
   - Uses clear and appropriate language to explain assessment, treatment, goals and rationale to clients, families, team members, and funding/regulatory agencies.
   - Gauges use of terminology to level of understanding of person with whom communicating.
   - Uses active listening strategies (restates/paraphrases) to ensure both parties have shared understanding of information/plan.
   - Effectively uses multiple modes of communication (verbal, written, nonverbal).
   - Makes and maintains appropriate eye contact.
   - Is cognizant of and attends to physical boundaries/body space.
   - Demonstrates professional presentation/demeanor in facial expression, posture, grooming, and attire
   - Takes into account cultural differences and language barriers of clients and families (providing handouts and information in first language).
   - Utilizes site’s services for translators or translation of written materials when indicated/available.
   - Contributes clear, accurate and concise reports/feedback in team meetings.

33. **Produces clear and accurate documentation** according to site requirements.
   - Completes computerized and/or handwritten documentation per site protocols/formats
   - Uses approved institutional terminology/abbreviations

34. **All written communication is legible**, using proper spelling, punctuation, and grammar.
   - Produces legible handwritten and or computer generated documents using proper spelling, punctuation and grammar.
   - Uses technology when available to check work (grammar, spelling).
   - Uses strategies such as proof reading, reading aloud, checking against template, asking colleague/peer to proof read if feasible.

35. **Uses language appropriate to the recipient** of the information, including, but not limited to funding agencies and regulatory agencies.
   - Uses language appropriate to the client, family, caregiver, team members, outside agencies, and community programs.
• Appropriately uses terminology consistent with the OT Practice Framework (2008).
• Gauges use of terminology to level of understanding of person with whom communicating.
• Utilizes examples to illustrate meaning/intent (verbal/demonstration).
• Considers cultural/language differences and uses available resources to ensure understanding.

PROFESSIONAL BEHAVIORS

36. **Collaborates with supervisor(s)** to maximize the learning experience.
   • Consistently checks in to clarify expectations.
   • Asks questions when uncertain, using discretion in wording and timing.
   • Asserts need to schedule supervisory meetings.
   • Notifies fieldwork educators of unusual occurrences or circumstances.
   • Recognizes communication styles of self and fieldwork educator; adjusts style as needed to promote optimal communication.
   • Demonstrates receptiveness to and follow through with feedback and input from fieldwork educator.
   • Collaborates with fieldwork educator regarding readiness to assume more responsibility, requiring less supervision.

37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with supervisor(s) and others.
   • Attends regularly scheduled staff meetings and in-service opportunities in practice area.
   • Collaborates with fieldwork educator to participate in additional learning opportunities and observations.
   • Effectively utilizes time to seek out, review, and share information and resources relevant to clients/setting/practice trends/etc.
   • Seeks out answers to questions and takes initiative in acquiring knowledge.
   • Actively seeks feedback on performance.
   • Comes to supervisory sessions prepared with questions/concerns and possible solutions to address problems.

38. **Responds constructively to feedback.**
   • Assumes responsibility for actions and behaviors.
   • Incorporates suggested changes in treatment or approach immediately, as directed by fieldwork educator.
   • Generalizes fieldwork educator’s suggestions to other situations.
   • Responds to constructive feedback with openness and willingness to hear feedback.
   • Demonstrates commitment to learning by identifying goals and actions to improve behavior/performance in collaboration with fieldwork educator.

39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability, and work site maintenance.
   • Takes initiative to address workload management with fieldwork educator.
   • Is prepared, punctual and follows schedule for departmental and caseload-related responsibilities.
   • Attends to site cleanliness and safety and maintenance and storage of supplies as appropriate to role.

40. **Demonstrates effective time management.**
   • Completes documentation/paperwork within designated timelines.
   • Develops and implements efficient schedule for assigned workload.
   • Conducts evaluation and intervention sessions within allotted time including set-up and clean-up.
• Uses free time constructively.
• Requests additional responsibilities as free time becomes available.
• Arrives on time to fieldwork, meetings, and client sessions.
• Monitors, maintains, and adapts own schedule in accordance with site’s schedule/priorities.
• Completes learning activities/assignments by due dates.

41. **Demonstrates positive interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.
   • Establishes rapport and maintains an atmosphere conducive to positive interactions with clients and team members.
   • Demonstrates flexibility to support own learning and department/site priorities (i.e., extra effort, arriving early/staying late if necessary).
   • Demonstrates tact and empathy when dealing with clients and their families.
   • Communicates concerns clearly, calmly, and in a timely manner.
   • Demonstrates ongoing awareness of impact of own behavior and actions on others.
   • Demonstrates effective use of self-disclosure and therapeutic use of self to build rapport, establish alliances, and motivate others (peers/colleagues/clients/family members).
   • Sets limits to maintain safety and support positive behavior/performance improvement.

42. **Demonstrates respect for diversity factors** of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
   • Demonstrates awareness of own background and sensitivity to worldviews of others (clients, families, colleagues).
   • Refrains from imposing own beliefs and values on others.
   • Demonstrates respect for clients and families without prejudging or making assumptions about the family environment, culture, religion, etc.
   • Demonstrates respect for program personnel without prejudging or making assumptions.
   • Considers client’s socioeconomic and community resources as well as lifestyle when designing intervention plans and discharge recommendations.

Revised July 2007
September 2012
July 2016


APPENDIX K

Chatham University MOT Program
Level II Fieldwork Behavioral Objectives
Intent to Use Form
Chatham University
Master of Occupational Therapy Program

Behavioral Objectives for Fieldwork Level II: Intent to Use

Attached, please find a copy of the Behavior Objectives developed by the Master of Occupational Therapy Program at Chatham University to be used in conjunction with the Fieldwork Performance Evaluation for the Occupational Therapy Student (AOTA, 2002) form.

Please complete this form if you agree to accept our Behavioral Objectives OR send a copy of the site specific Behavioral Objectives for your practice setting and indicate such below.

_____ We have read & will use the Chatham University Behavioral Objectives for Fieldwork Level II as provided.

_____ We have read & will use the Chatham University Behavioral Objectives for Fieldwork Level II with the noted changes.

_____ We will use the facility’s Behavioral Objectives for Fieldwork Level II and have attached a copy.
Student Name/Signature: ______________________

FWE Signature: ____________________________________________

Name/Credentials (print): ________________________________________________

Title: ______________________________________________________

Date: _______________________________________________________

Fieldwork Site: ________________________________________________

Address: ______________________________________________________

____________________________________________________________________

Please return to: Theresa Delbert, MS, OTR/L
Assistant Professor & Academic Fieldwork Coordinator
Master of Occupational Therapy Program
Chatham University
Woodland Road
Pittsburgh, PA 15232
tdelbert@chatham.edu
Fax: 412-365-1458
APPENDIX L

Student Evaluation of the Level II Fieldwork Experience
(SEFWE)
STUDENT EVALUATION OF FIELDWORK EXPERIENCE

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.

&

CHATHAM UNIVERSITY

Instructions to the Student: Please complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form prior to your final meeting with your Fieldwork Educator(s.) Please review the form with your Fieldwork Educator(s) and ensure that all parties (student and FWE[s]) sign on page 1. Leave one copy of the form at the site and send the original to the Chatham University Academic Fieldwork Coordinator. Please take the time to complete the form honestly and constructively as this information may be reviewed by future students as they select their fieldwork sites. If you complete the form longhand, please write legibly and use black ink.

Fieldwork Site: ___________________________ Telephone Number: ___________________________

Address: ___________________________

Placement Dates: from ___________________________ to ___________________________

[ ] FW II A [ ] FW II B

If you are agreeable to having future students contact your about your experience, please provide your email address (other than a Chatham email address) below:

________________________________________

We have mutually shared and clarified the content of this Student Evaluation of Fieldwork Experience report.

Student’s Name (Please Print) Student’s Signature

________________________________________

FW Educator’s Name and credentials (Please Print) FW Educator’s Signature

FW Educator’s years of experience ( )

________________________________________

FW Educator’s Name and credentials (Please Print) FW Educator’s Signature

FW Educator’s years of experience ( )
What particular qualities or personal performance skills do you feel a student should have to perform successfully on this fieldwork placement?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________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ORIENTATION

Indicate your assessment of the orientation by checking (✓) "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness as they relate to the orientation that you received during this fieldwork experience.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Adequate</th>
<th>Organized</th>
<th>Timely</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Site-specific fieldwork objectives</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student supervision process</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Requirements/assignments for students</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student schedule (daily/weekly/monthly)</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Staff introductions</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Overview of physical facilities</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Agency/Department mission</td>
<td>S</td>
<td>I</td>
<td></td>
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<tr>
<td>8. Overview of organizational structure</td>
<td>S</td>
<td>I</td>
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<tr>
<td>9. Services provided by the agency</td>
<td>S</td>
<td>I</td>
<td></td>
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<tr>
<td>10. Agency/Department policies and procedures</td>
<td>S</td>
<td>I</td>
<td></td>
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<tr>
<td>11. Role of other team members</td>
<td>S</td>
<td>I</td>
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<tr>
<td>12. Documentation procedures</td>
<td>S</td>
<td>I</td>
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<tr>
<td>13. Safety and emergency procedures</td>
<td>S</td>
<td>I</td>
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<tr>
<td>14. Confidentiality/HIPAA</td>
<td>S</td>
<td>I</td>
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<td>15. OSHA - Standard precautions</td>
<td>S</td>
<td>I</td>
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<tr>
<td>16. Community resources for service recipients</td>
<td>S</td>
<td>I</td>
<td></td>
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<tr>
<td>17. Department model of practice</td>
<td>S</td>
<td>I</td>
<td></td>
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<tr>
<td>18. Role of Occupational Therapy services</td>
<td>S</td>
<td>I</td>
<td></td>
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<tr>
<td>19. Methods for evaluating OT services</td>
<td>S</td>
<td>I</td>
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<tr>
<td>20. Other</td>
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</tbody>
</table>

Comments or suggestions regarding your orientation to this fieldwork placement:

__________________________________________________________________________
__________________________________________________________________________

CASE LOAD

Indicate the approximate number of clients that you evaluated/treated in each age category:

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 years old</td>
<td></td>
</tr>
<tr>
<td>3-5 years old</td>
<td></td>
</tr>
<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>&gt;65 years old</td>
<td></td>
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</tbody>
</table>

List the primary diagnoses/conditions of the clients that you evaluated/treated & the approximate number of each:

<table>
<thead>
<tr>
<th>Diagnoses/Conditions</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
# OCCUPATIONAL THERAPY PROCESS

## Evaluation and Screening

Indicate which of the following assessment tools/evaluation strategies you used in this fieldwork setting by placing a checkmark (✓) next to the item. Please add other commonly used tools that do not appear on the list at the bottom.

<table>
<thead>
<tr>
<th>Assessment Tool/Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Card Sort</td>
<td>Kohlman Evaluation of Living Skills (KELS)</td>
</tr>
<tr>
<td>Activity Configuration</td>
<td>Kitchen Task Assessment (KTA)</td>
</tr>
<tr>
<td>ADL assessment (traditional scale)</td>
<td>Learning Accomplishment Profile (LAP)</td>
</tr>
<tr>
<td>Allen Cognitive Assessment</td>
<td>Loewenstein OT Cognitive Assessment (LOTCA)</td>
</tr>
<tr>
<td>Ashworth Scale</td>
<td>Manual Muscle Test (MMT)</td>
</tr>
<tr>
<td>ASIA Classification Scale</td>
<td>Mini Mental Status Exam (MMSE)</td>
</tr>
<tr>
<td>Barthel Index</td>
<td>Minnesota Manual Dexterity (Rate of Manipulation) Test</td>
</tr>
<tr>
<td>Battelle Developmental Inventory</td>
<td>Montreal Cognitive Assessment (MoCA)</td>
</tr>
<tr>
<td>Beery VMI</td>
<td>Motor Free Visual Perception Test (MVPT)</td>
</tr>
<tr>
<td>Berg Balance Scale</td>
<td>Nine (9)-Hole Peg Test</td>
</tr>
<tr>
<td>Box and Block Test</td>
<td>Peabody Developmental Motor Scale (PDMS)</td>
</tr>
<tr>
<td>Brain Injury Visual Assess. Battery for Adults (BiVABA)</td>
<td>PEDI (Pediatric Evaluation of Disability Inventory)</td>
</tr>
<tr>
<td>Bruininks-Oseretsky Test of Motor Proficiency (BOT)</td>
<td>Pinch Gauge</td>
</tr>
<tr>
<td>Cognitive Performance Test (CPT)</td>
<td>Proprioception/Kinesthesia</td>
</tr>
<tr>
<td>Canadian Occupational Performance Measure (COPM)</td>
<td>Purdue Pegboard Test</td>
</tr>
<tr>
<td>Crawford Small Parts Dexterity Test</td>
<td>School Function Assessment (SFA)</td>
</tr>
<tr>
<td>Denver Developmental Screening Test</td>
<td>Screenings</td>
</tr>
<tr>
<td>Developmental Test of Visual Perception (DVPT)</td>
<td>Semmes-Weinstein Monofilaments</td>
</tr>
<tr>
<td>Dynamometer (grip strength)</td>
<td>Sensory Profile</td>
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<tr>
<td>Early Learning Accomplishment Profile (ELAP)</td>
<td>Sensory Screening (touch, pressure, temperature, pain)</td>
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<tr>
<td>Functional Independence Measure (FIM)</td>
<td>Stereognosis</td>
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<tr>
<td>Functional Range of Motion Screening</td>
<td>Test of Visual Perceptual Skills (TVPS)</td>
</tr>
<tr>
<td>Functional Reach Test</td>
<td>Visual Screening</td>
</tr>
<tr>
<td>Get Up and Go</td>
<td>Volumeter</td>
</tr>
<tr>
<td>Goniometry (range of motion)</td>
<td>Other (specify)</td>
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<tr>
<td>Gross Motor Coordination</td>
<td>Other (specify)</td>
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<tr>
<td>HELP (Hawaii Early Learning Profile)</td>
<td>Other (specify)</td>
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</tbody>
</table>
**Intervention**

Provide examples of the therapeutic interventions most frequently used and indicate (by placing a checkmark (√) in the appropriate column) whether it was provided in group, individually, co-treatment, or consultation. Identify other professionals involved where co-treatment is indicated.

<table>
<thead>
<tr>
<th>Therapeutic Interventions</th>
<th>Individual</th>
<th>Group</th>
<th>Co-Tx*</th>
<th>Consultation</th>
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</thead>
<tbody>
<tr>
<td><strong>Occupation-based activity</strong> (i.e. play, shopping, ADL, IADL, work, school activities, etc. – addressing client’s own goals with consideration of their own contexts)</td>
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</table>

*Other discipline(s) involved in co-treatment:

<table>
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<tr>
<th>Therapeutic Interventions</th>
<th>Individual</th>
<th>Group</th>
<th>Co-Tx*</th>
<th>Consultation</th>
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</thead>
<tbody>
<tr>
<td><strong>Purposeful Activity</strong> (activities that allow client to develop skills that enhance occupational engagement)</td>
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</table>

*Other discipline(s) involved in co-treatment:

<table>
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<tr>
<th>Therapeutic Interventions</th>
<th>Individual</th>
<th>Group</th>
<th>Co-Tx*</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparatory methods</strong> (i.e. PAM’s, splinting, exercise, etc. as preparation for occupation-based activity)</td>
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</table>

*Other discipline(s) involved in co-treatment:
### Theory - Frames of Reference - Models of Practice

Indicate which of the following theories/frames of reference were used in the fieldwork setting by placing a checkmark (✓) in the appropriate column. Please list others that were used that do not appear on the list.

<table>
<thead>
<tr>
<th>Theory/Frame of Reference</th>
<th>Model of Human Occupation</th>
<th>Occupational Adaptation</th>
<th>Ecology of Human Performance</th>
<th>Person -Environment-Occupation Model</th>
<th>Biomechanical Frame of Reference</th>
<th>Rehabilitation Frame of Reference</th>
<th>Person -Environment-Occupation Model</th>
<th>KAWA River Model</th>
<th>Other (specify)</th>
<th>Other (specify)</th>
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<tbody>
<tr>
<td>Behaviorism</td>
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<td>Developmental Model</td>
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<td>Cognitive Disability Frame of Reference</td>
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<td>Motor Learning Frame of Reference</td>
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<td>KAWA River Model</td>
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</table>

### Documentation

Indicate the format (with a checkmark [✓]) and frequency (i.e., daily, weekly, monthly, etc. [where appropriate]) of each of the following types of documentation required in this facility.

<table>
<thead>
<tr>
<th>Type of Documentation</th>
<th>Format</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer</td>
<td>Handwritten</td>
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<tr>
<td>Initial Evaluation</td>
<td>Pre-Printed Form</td>
<td>Narrative</td>
</tr>
<tr>
<td>Daily/Contact Notes</td>
<td></td>
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<tr>
<td>Progress Notes</td>
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<tr>
<td>Re-Evaluation Notes</td>
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<tr>
<td>Discharge Summary</td>
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<tr>
<td>Other (specify)</td>
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<tr>
<td>Other (specify)</td>
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</tbody>
</table>

### Fieldwork Assignments

List the types of assignments required of you at this placement (**check** all that apply), and indicate their educational value by **circling** the appropriate number. Where appropriate, please provide the topic/focus of your assignment.

<table>
<thead>
<tr>
<th>√</th>
<th>Case study applying the OT Practice Framework</th>
<th>5=Very Valuable -- 1=Not Valuable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidence based practice presentation/Journal Club:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topic:</td>
<td>5  4  3  2  1  N/A</td>
</tr>
<tr>
<td></td>
<td>Program development:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topic:</td>
<td>5  4  3  2  1  N/A</td>
</tr>
<tr>
<td></td>
<td>In-service/presentation:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topic:</td>
<td>5  4  3  2  1  N/A</td>
</tr>
<tr>
<td></td>
<td>Research Project (development of or participation in):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topic:</td>
<td>5  4  3  2  1  N/A</td>
</tr>
<tr>
<td></td>
<td>Other (specify)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topic:</td>
<td>5  4  3  2  1  N/A</td>
</tr>
</tbody>
</table>
### ASPECTS OF THE FIELDWORK ENVIRONMENT
Assess the following items as you experienced them in the fieldwork environment.

<table>
<thead>
<tr>
<th>Item</th>
<th>Consistently</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
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</thead>
<tbody>
<tr>
<td>Staff and administration demonstrated cultural sensitivity</td>
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<tr>
<td>The OT Practice Framework was integrated into practice</td>
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<tr>
<td>OT practice reflected client-centered care</td>
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<tr>
<td>OT practice reflected occupation-based intervention</td>
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<tr>
<td>Student work area/supplies/equipment were adequate</td>
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<tr>
<td>Opportunities to collaborate with or supervise OTA's and/or aides</td>
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<td></td>
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<tr>
<td>Opportunities to network with other professionals</td>
<td></td>
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<tr>
<td>Opportunities to interact with other OT students</td>
<td></td>
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<tr>
<td>Opportunities to interact with students from other disciplines</td>
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<tr>
<td>Staff used a team approach to care</td>
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<tr>
<td>Opportunities to observe role modeling of therapeutic relationships</td>
<td></td>
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<tr>
<td>Opportunities to expand knowledge of community resources</td>
<td></td>
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<tr>
<td>Clinical evidence was integrated into daily practice</td>
<td></td>
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<tr>
<td>Opportunities to participate in research</td>
<td></td>
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<tr>
<td>Additional educational opportunities (specify):</td>
<td></td>
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</tbody>
</table>

How would you describe the pace of this setting? (circle one)

<table>
<thead>
<tr>
<th>Pace</th>
<th>Slow</th>
<th>Moderate</th>
<th>Fast</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Student caseload expectation (# of clients per week or day) at end of experience

Student productivity expectation (% productivity) at end of experience

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

- [ ] 1 supervisor: 1 student
- [ ] 1 supervisor: 2 students
- [ ] 1 supervisor: more than 2 students
- [ ] 2 supervisors: 1 student
- [ ] three or more supervisors: one student (count person as supervisor if supervision occurs at least weekly)
- [ ] distant supervision (primarily off-site)
<table>
<thead>
<tr>
<th>ACADEMIC PREPARATION for FIELDWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate the degree to which you felt prepared by your academic (classroom) training to address the following areas in this fieldwork experience, by placing a check mark in the appropriate column.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Well Prepared</th>
<th>Adequately Prepared</th>
<th>Somewhat Prepared</th>
<th>Not Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening (the review of a potential client’s case to determine the need for evaluation and treatment)</td>
<td></td>
<td></td>
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<tr>
<td>Occupational Profile (generating an understanding of an individual as an occupational being; exploration &amp; prioritization of client’s concerns related to occupational performance)</td>
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<tr>
<td>Analysis of Occupational Performance (specific analysis of strengths, problems, &amp;/or potential problems)</td>
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<tr>
<td>Evaluation Methods (ability to choose relevant assessment tools and strategies and administer them appropriately)</td>
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<tr>
<td>Goal Development (developing client-centered targeted outcomes related to occupational performance)</td>
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<tr>
<td>Intervention Planning (identification of occupational therapy intervention methods to achieve client goals)</td>
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<tr>
<td>Intervention Implementation (use of specific methods to develop, improve, and/or restore the performance of necessary functions; compensate for dysfunction; maintain performance capacity; promote health; prevent disability)</td>
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<tr>
<td>Outcome Measurement (the ability to measure the effectiveness of interventions)</td>
<td></td>
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<tr>
<td>Service Discontinuation/Discharge (termination of OT services when the client has achieved therapy goals and/or has achieved maximum benefit from services)</td>
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<tr>
<td>Service Management (manage, organize, and promote OT services)</td>
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<td></td>
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<tr>
<td>Professional Reasoning (using professional judgment to enhance client-centered outcomes)</td>
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<tr>
<td>Evidence-Based Practice (ability to search, locate, analyze, and apply research evidence to individual clients &amp;/or populations)</td>
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<tr>
<td>Ethics (the ability to recognize and reconcile ethical dilemmas)</td>
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<tr>
<td>Advocacy (actively promoting the profession of OT and advocating for client needs)</td>
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<tr>
<td>Life-Long Learning (commitment to pursue ongoing educational experiences)</td>
<td></td>
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<tr>
<td>Journal Club (the ability to plan and implement a journal club)</td>
<td></td>
<td></td>
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<tr>
<td>Professional Presentation (ability to present self and OT in a professional manner)</td>
<td></td>
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</tbody>
</table>

What do you think are the strengths of Chatham’s academic program relative to THIS Level II Fieldwork Experience?

What changes would you recommend to Chatham’s academic program relative to THIS Level II Fieldwork Experience?
Identify the Fieldwork Educator(s) who participated in your learning experience and note whether supervision was provided individually or in a group format.

<table>
<thead>
<tr>
<th>Name</th>
<th>Credentials &amp; Years of Experience</th>
<th>Frequency</th>
<th>1:1</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example: FWE Name</strong></td>
<td>OTR/L, CHT 10 yrs.</td>
<td>Daily</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Indicate the rating for each item which is descriptive of each fieldwork educator by placing a checkmark in the appropriate column. Please make a copy of this page for EACH Fieldwork Educator noted above.

### FIELDWORK EDUCATOR NAME:

- Provided ongoing positive feedback in a timely manner
- Provided ongoing constructive feedback in a timely manner
- Reviewed written work in a timely manner
- Made specific suggestions to student to improve performance
- Provided clear performance expectations
- Sequenced learning experiences to grade progression
- Used a variety of instructional strategies
- Identified resources to promote student development
- Presented clear explanations
- Facilitated student's clinical reasoning
- Used a variety of supervisory approaches to facilitate student performance
- Elicited and responded to student feedback and concerns
- Adjusted responsibilities to facilitate student's growth
- Modified supervision (proximity & frequency) as fieldwork progressed
- Provided a positive role model of professional behavior in practice
- Modeled and encouraged occupation-based practice
- Modeled and encouraged client-centered practice
- Modeled and encouraged evidence-based practice

**General Comments Related to Supervision:**

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APPENDIX M

Level II Fieldwork Performance Contract
Level II Fieldwork Performance Contract
Add as many rows as necessary to address performance deficiencies

This performance contract is established between _____________________ (Student) and ________________________ (Fieldwork Educator). In order for the student to proceed with his/her current fieldwork experience, he /she must comply with the conditions set forth below and must complete all work by the date(s) indicated. Failure to comply with any or all of the conditions of this contract may result in failure of the student’s fieldwork experience.

<table>
<thead>
<tr>
<th>Item # from FWPOTS *</th>
<th>Description of Performance Deficiency</th>
<th>Objective for Performance Improvement **</th>
<th>Date for completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

* List by number, items on the FWPOTS where the student’s performance is deficient. ** The student is responsible for identifying and documenting resources, actions, and strategies for improving his/her performance on the Level II Fieldwork Performance Improvement Plan.

Student Signature/Date _____________________________________  Fieldwork Educator Signature/Date _____________________________________
APPENDIX N

Level II Fieldwork Performance Improvement Plan
<table>
<thead>
<tr>
<th>Description of Performance Deficiency (from Performance Contract)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective for Performance Improvement (from Performance Contract)</td>
</tr>
<tr>
<td><strong>Target Date</strong></td>
</tr>
<tr>
<td><strong>Review Date</strong></td>
</tr>
</tbody>
</table>

*Please complete one sheet for each performance deficit being addressed*
Appendix O

Most Frequently Asked Questions
Most Frequently Asked Fieldwork Questions

What Is The Difference Between A Level I And Level II Fieldwork? Level I Fieldwork is designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended to be independent performance. At Chatham University, students participate in Level I fieldwork experiences while simultaneously enrolled in classes that target the fieldwork population (i.e., pediatrics, adults, mental health).

The purpose of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. Each Level II Fieldwork experience is 12 weeks in length and includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.


When does the Level I fieldwork happen? There are 3 Level I fieldwork experiences. The first one takes place in the spring semester while students are enrolled in OTH 622 (Occupational Performance in Children and Adolescents). The second Level I fieldwork occurs in the summer semester while students are enrolled in OTH 623 (Occupational Performance in Gerontology). The final Level I experience occurs in the final fall semester while students are simultaneously enrolled in Mental Health and Occupational Performance (OTH 605).

Can I do my Level I fieldwork near my home? Since the Level I experiences occur simultaneously with other courses, the sites are within an hour of Chatham University so that students can get to fieldwork after class or get to class following fieldwork.

Can I pick where I do my Level I fieldwork? The process of the selection and assignment of level I fieldwork sites is outlined in the MOT Fieldwork manual. Students provide information related to the types of experiences they have had in the past and their interests. Assignment to the level I site is made by the Academic Fieldwork Coordinator.

When will I know where my Level I experiences will take place? Every effort is made to complete the assignment process late in the semester that precedes the fieldwork experience.

When does the Level II fieldwork happen? The Level II fieldwork experiences occur after the student has completed all of the didactic coursework. The dates are roughly January – March and April – June.

Who picks the dates for the Level II fieldwork experiences? Chatham University uses the suggested fieldwork dates offered by the American Occupational Therapy Association.

What if I want to do my Level II fieldwork during a time other than the dates that Chatham has it scheduled? Students who wish to arrange alternate Level II fieldwork dates must discuss the situation with the Academic Fieldwork Coordinator.
Can I pick where I do my Level II fieldwork? The process of the selection and assignment of level II fieldwork sites is outlined in the MOT Fieldwork manual. Students have input into the selection process and work closely with the Academic Fieldwork Coordinator to ensure that sites that best match the student’s interests, strength and areas for growth are considered.

Can I do my fieldwork at a facility where I did my observation? There is no reason that students cannot complete a fieldwork experience at a location where they did their pre-admission observation as long as the criteria for providing a fieldwork experience is met and the proposed experience will contribute to preparing the student as an entry-level therapist.

Can I do my fieldwork at a facility where my family member works? The MOT Program makes every effort to ensure that students will succeed in the fieldwork experiences. As such, we do not want to place a student in a situation where their privacy is compromised or where a supervisory relationship may be unduly influenced. If students have family members who work at a location where they are considering fieldwork, the student should disclose that information to the Academic Fieldwork Coordinator early on in the decision making process.

Can I do both of my Level II experiences at the same facility? The intent of Level II fieldwork is to prepare the student as a generalist, entry-level practitioner. As such, we want to ensure that each student gains both breadth and depth of experience. Students must participate in two different Level II practice areas (i.e., pediatrics and SNF). If a facility offers different levels of care, it may be feasible to complete both experiences in the same facility but on different units/practice areas.

I know that I want to work with children. Can I do both of my Level II fieldworks in 2 different types of pediatric settings? No. The intent of Level II fieldwork is to prepare the student as a generalist, entry-level practitioner. As such, we want to ensure that each student gains both breadth and depth of experience. Restricting the Level II fieldwork experiences to pediatrics does not enable the student to gain any experience or expertise in evaluating and treating adult clients.

When will I know where my Level II experiences will take place? Every effort is made to have the Level II fieldwork assignments completed by the end of the Summer semester (preceding a January start date).

Can I do my Level II fieldwork on a part-time basis? For OT Students, the new Standards require "an equivalent of 24 weeks experience on full-time or part-time basis, but not less than half time as defined by the fieldwork site." Level II Fieldwork may be completed on full- or part-time basis, but may not be less than half time as defined by the fieldwork site. Students interested in doing fieldwork on a part-time basis should consider the impact of that arrangement on graduation, financial aid, and time needed to complete the program.

Should I contact the Academic Fieldwork Coordinator about my fieldwork preferences? Students who wish to do their Level II fieldwork outside of the greater Pittsburgh area (within a 90-minute travel radius) will be advised to meet with the Academic Fieldwork Coordinator in the first fall term of the MOT curriculum. Students who plan to do their Level II Fieldwork in the greater Pittsburgh area will be advised as to how to make their selections in the spring term preceding a January fieldwork start date.

Can I contact sites and arrange my fieldwork experiences on my own? No. Students are not permitted to contact sites unless expressly advised to do so by the Academic Fieldwork Coordinator.