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Introduction to Fieldwork

It shall be the responsibility of the Occupational Therapy Department to establish, offer, and assign both Level I and Level II fieldwork experiences consistent with standards of the Accreditation Council for Occupational Therapy Education [ACOTE] and Tennessee State University policy.

The OT program at TSU has chosen to offer students a variety of opportunities, both traditional and nontraditional, for completing fieldwork assignments. Fieldwork experiences are scheduled at facilities that will provide students with exposure to various service delivery models and various groups across the lifespan.

Student placement will be based on approved site availability and student/facility compatibility. All Clinical Fieldwork Educators are required to guide the student to meet the general education goals and objectives of the TSU Department of Occupational Therapy and to promote the outcomes measured by the American Occupational Therapy Association (AOTA).

Fieldwork Education Team

AFWC = Academic Fieldwork Coordinator: The faculty member in the Occupational Therapy Department who is responsible for developing and coordinating the clinical education portion of the curriculum.

AAFWC = Assistance Academic Fieldwork Coordinator: The staff member in the Occupational Therapy Department who is responsible for coordinating fieldwork placements, related paperwork, and maintaining contracts

FE = Fieldwork Educator: The facility member who is responsible for student training and student supervision at the fieldwork site. Also called clinical instructor, clinical supervisor

The Therapist in Training, OTS = The MOT student from TSU occupational therapy program who is responsible for developing competency as an entry-level occupational therapist

Fieldwork Education Team Responsibilities, detailed (Attachment 1)

Fieldwork Timeline – Schedule of Coordination Activities for 1st, 2nd, 3rd year students and AFWC, AAFWC (Attachment 2)
Fieldwork Placement Process

Types and locations of sites

The Department of Occupational Therapy has clinical agreements with hospitals, school systems, rehabilitation centers, mental health sites, and community-based facilities across the United States and in some International locations. Fieldwork sites will typically be in Tennessee, Southern Kentucky, and Western Georgia areas. The student must be prepared to relocate to fieldwork sites outside of commuting distance from Nashville.

The AFWC will discuss Level I & Level II fieldwork in the first year in the Fieldwork Seminar course to explain purpose and types of experiences available. Additional information regarding specific fieldwork sites, type of rotation, rotation dates, and confirmation of placement will be provided in the second year.

Fieldwork placements for Level I & Level II fieldwork are made by the TSU Academic Fieldwork Coordinator (AFWC) and Assistant Academic Fieldwork Coordinator (AAFWC) in collaboration with clinical coordinators of education and/or fieldwork educators, and TSU OT faculty. Scheduling with fieldwork sites that have current contracts is performed year round. Requests for placement are made to facilities, which either accept or reject the request. Placements are based upon site availability, course requirements, and student’s area of interest when possible.

Fieldwork Selection Criteria

Fieldwork sites are selected based on continual monitoring of the appropriateness and effectiveness of the site to meet educational and experiential components to prepare new therapists for practice and on the ability for a student to experience a variety of settings. This includes analysis of AOTA’s Fieldwork Performance Evaluation of the Student (FWPE), site visits and discussions via email or phone, provision of syllabus and/or objectives for joint collaboration, and review and sharing of the student evaluation of fieldwork experience (SEFWE).

Current facility information is maintained in an electronic database. Site reservations are requested from solicited facility sites with approximately 2-3 extra sites depending on the number of students that need placement. The AAFWC will confirm a current contract and the number of placements that the facility will provide for TSU students. All eligible students may participate in the fieldwork selection process by indicating their interest in particular settings on a shared document that can be updated as needed. Students are encouraged to spread their picks over a variety of settings and not to opt for a site based on proximity to home. Students are able to request Level II placement at a site in which they did a Level I rotation.

Fieldwork Assignment Process

The AFWC & AAFWC will do their best to match students with their preferences, however, NO PLACEMENT IS GUARANTEED. The AFWC has the final say in placement decisions. For students who do not have a placement choice or for sites with more than one interested student, the student will be assigned based on (a) assignment of site comparable to student interest or student compatibility with the site (b) assignment to provide the student with a different type of setting than they have already experienced (c) student current cumulative GPA may be used as a tie breaker (d) a drawing may be implemented, where students randomly pick available fieldwork site names and are given a time frame to trade sites with other students. They then must provide confirmation via email to the AAFWC by the specified deadline.
The shared document will be used to track placement progress and to provide contact information to students once the placement is finalized. The facility and the student will both receive confirmation correspondence via email with related materials (evaluation forms, objectives, etc.)

**Once fieldwork sites have been assigned, students will not be allowed to cancel or change sites except in the event of extenuating circumstances (described in subsequent section).**

- Each student is then responsible for contacting their facility to let them know that that they are coming and to inquire about any required paperwork to be completed beforehand
- Students must maintain a Fieldwork Notebook that includes copies of up-to-date immunization record, CPR certification, liability and health insurance, and a background check available for the site
- If a fieldwork site is canceled, the AFWC will meet with the student to determine an alternate plan. Every attempt will be made to place the student in a “like facility.” However, should there be no “like facility” available, student placement will be made based on site availability. The placement may be delayed which could result in postponement of graduation

**Students may contact facilities to inquire if the site has a student program and is accepting students. However, students must not contact facilities directly to request or accept placements for themselves. The AFWC/AAFWC needs to assure the site’s acceptability with TSU’s program, to assure that the correct facility contact person is used, and to assure that a current contract is in place.**

**Potential Fieldwork Facilities Identified by Students**

If any student has knowledge of a new facility, in-state or out-of-state, that may be appropriate for Level I and/or Level II fieldwork placements, the student should give the contact information to the AAFWC or the AFWC. See *Contact information form* (Appendix A). The AFWC will contact the facility to discuss the compatibility of the program and the willingness of the facility to enter into a contract with the TSU OT Department. A contract may not be pursued if the department already has an abundance of “like” facilities. Students wishing to be placed at that approved facility must allow at least six months for initiating and completing the contract process. Under no circumstances should any student commit to or request fieldwork placement at that facility until a signed contract is in place and availability for student placement has been established by the AAFWC or the AFWC.

**Extenuating Circumstances Policy**

If a student hardship exists, the student must notify the AAFWC and AFWC as soon as possible before the placement or after placement in case of an emergency. For accepted hardships, all efforts will be made to accommodate the hardship and place the student accordingly. Examples of hardships include serious illness, death, pregnancy, automobile accident, urgent care visit, and other unpredictable extenuating circumstances. Evidence of the hardship will be requested and must be provided. The student must present to the AAFWC, AFWC, and the Department Head evidence of this emergency (i.e. documentation).
Missed Days during Fieldwork Experiences

Students must contact the AFWC at the University if they have missed any days at the fieldwork site during Level I or Level II experiences. Additional time at the facility may be required to meet requirements for Level II internships. Make up time can be coordinated with the fieldwork educator.

Personal Data Fieldwork Notebook

To be eligible for Fieldwork I & II experiences, students must have completed a current documentation record to include: comprehensive criminal background check, drug screening if the assigned facility requires it, TB skin test or chest x-ray if tested positive previously, MMR vaccination, tetanus vaccination, Hepatitis B vaccination or informal refusal form signed, CPR certification, varicella titer (blood test to provide evidence of having had chicken pox) if requested by the fieldwork site, and proof of liability and health insurance. Information will be provided about Verified Credentials, which is a company that tracks all of these requirements and can be accessed online. Refer to List of Required Documents (Appendix A).

Students are responsible for maintaining their records and providing this information to the fieldwork site on the first day. Various fieldwork sites require more specific medical documentation and deadlines for receiving the documentation. If a student is assigned to one of these facilities, the student will be given the proper paperwork and will be required to complete it in a timely manner. Students cannot begin fieldwork without this documentation which may result in a delay of placement or postponement of graduation.

Liability

Refer to Department of Occupational Therapy Clinical Education Policy (Appendix A)

Fieldwork Clinical Affiliation Agreement

During fieldwork experiences, the therapist-in-training must comply with the terms and conditions of the Clinical Affiliation Agreement (contract) or Memorandum of Understanding (MOU) between TSU and the facility, the “Code of Student Conduct” as stated in the Tiger, the TSU Student Handbook, and the Code of Ethics and Ethics Standards (AOTA, 2010).

Student Performance Issues and Remediation

A therapist-in-training who is experiencing any problems during the fieldwork experience shall first notify the fieldwork educator/clinical supervisor. In situations where the FE is not able to satisfactorily resolve the difficulty, the therapist-in-training shall contact the AFWC. In instances where the therapist-in-training’s performance, judgment, and/or attitude is inappropriate or does not meet expectations, the FE shall inform the individual and the AFWC. The AFWC will confer with the FE and the therapist-in-training. They will assist in developing an appropriate remediation plan. The FE will assess the therapist-in-training’s progress with the plan. If necessary, the AFWC will make a conference call or site visit to mediate and facilitate the process.
Dismissal from the Facility

If the fieldwork supervisor deems that the student therapist’s performance threatens the care and safety of the patients, the supervisor will immediately call the AFWC. It may be determined, between the facility and the university that the student is asked to leave the premises of the facility. If the student therapist is asked to leave the facility, he/she will receive a failing grade for the fieldwork experience course. The therapist-in-training shall be required to receive faculty advisement and demonstrate the capability of performing the essential functions of a student occupational therapist as required in Level II Fieldwork experiences before being scheduled for another fieldwork experience. This generally requires remediation, and the student will be asked to complete a learning contract for remediation.

Repeating an Internship course

A level II Internship course (if failed) may be repeated one time only, and the second internship grade will replace the first. A student may repeat a maximum of one Level II Internship course during the program. A student who is unable to demonstrate such capability will be dismissed from the program and will not be eligible for re-admittance. The student may refer to the appeal process in the graduate catalog. By the end of each 12 weeks of the fieldwork experience, the therapist-in-training is expected to demonstrate entry-level competence in the setting to which he/she was assigned. MOT students are not allowed to withdraw once they start the affiliation unless they have extenuating circumstances outside of the academic realm.

Tennessee State University
Fieldwork Level I

Purpose

Fieldwork is an essential part of the educational program for occupational therapy students. The time and effort spent during these experiences are crucial to the preparation of an occupational therapist. The goals of Level I fieldwork experiences according to ACOTE standards are “to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients” (AOTA, 2012, p.561). It is not intended to develop independent performance, but to including experiences that are “designed to enrich didactic coursework through directed observation and participate in selected aspects of the occupational therapy process” (AOTA, 2009, p.821). Specific objectives for the Level I fieldwork experiences, based on ACOTE standards, will be provided by the faculty member who is teaching the course to which the fieldwork experience is a part. Fieldwork provides many opportunities for feedback and evaluation, which promotes professional behaviors and attitudes.

Overview

In the Tennessee State University Master of Occupational Therapy program, students are scheduled for Level I placements that coincide with the psychosocial, pediatric and physical disabilities I and II lecture, lab, and practicum courses throughout the first and second year. The required placements include opportunities for students to observe and participate with clients across the lifespan. Students
will prepare for their fieldwork assignments and complete required paperwork during the Fieldwork Seminar Course OCCT 5000 prior to the beginning of their field experiences.

**Settings**

Student’s go to at least one, but potentially several settings, for each round of Level I experiences, and typically spend about 20-40 hours. Fieldwork hours are obtained either by a designated week during a semester in which students are released from their other courses, or by hours spread out through the semester. Settings may be at traditional or non-traditional, emerging practice locations, including hospitals, schools, long-term facilities, early intervention programs, day care centers, community centers, home health, senior citizen centers, homeless shelters, hospices, work centers, etc.

**Supervision**

Supervision in Level I fieldwork is provided by qualified professionals that may include but is not limited to, “currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists” (AOTA, 2012). It is the responsibility of the student to inform the AFWC if there are concerns about the supervision that is or is not being provided.

**Level I Fieldwork Objectives**

1. Employ logical thinking, critical analysis, problem solving, and creativity to integrate classroom learning with fieldwork Level I experiences and develop clinical reasoning skills
   a. Demonstrate skill in data gathering from client observation, client/caregiver interviews, other professionals, and client records to understand occupational needs
   b. Utilize the Occupational Therapy Practice Framework (OTPF), 3rd edition (AOTA, 2014), and other models and frames of reference to formulate a case study and intervention plan (B.2.2, 2.7, 3.3)
   c. Demonstrate an understanding of the AOTA Code of Ethics and Ethics Standards, Core Values and Attitudes of Occupational Therapy Practice, and AOTA Standards of Practice and use them as a guide for ethical decision-making in professional interactions, client interventions, and employment settings (B.9.1.)
   d. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professional acceptable manner (B. 5.20.)
2. Recognize and occupational therapy’s role and involvement as a team member in a variety of settings
   a. Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant (B.9.8.)
   b. Describe the role of the occupational therapist in care coordination, case management, and transition services in traditional and emerging practice environments (B.5.27.)
   c. Demonstrate knowledge of various reimbursement systems and documentation requirements that affect the practice of occupational therapy (B.7.4.)
d. Effectively communicate and work inter-professionally with those who provide services to clarify each member’s responsibility in executing and intervention plan (B. 5.21.)

3. To Observe, participate, or provide select aspects of the OT process under direct supervision of a professional within the community setting for the patient/client population
   a. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice (B.2.8.)
   b. Identify and/or use standardized and non-standardized screening and assessment tools to determine the need for occupational therapy intervention (ACOTE B.4.1.)
   c. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods (B.5.3.)
   d. Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction (B.5.7.)

4. Demonstrate Professional Behaviors in the fieldwork course and in the fieldwork setting
   a. Maintain the environment and equipment
   b. Seek out learning opportunities
   c. Ask for assistance when in doubt
   d. Respect policies
   e. Assume responsibility for self
   f. Give and receive feedback
   g. Arrive on time and submit assignments on time
   h. Discuss and evaluate personal and professional abilities and competencies as they relate to job responsibilities (B.9.6)
   i. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards (B. 9.4)
   j. Discuss and justify how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations (B.9.2)
   k. Promote occupational therapy by educating others (B. 9.3)

**Grading for Level I Fieldwork Experiences**

Grades are issued using an A-F scale. Grades are calculated based on a combination of practicum assignments and Level I clinical assignments and evaluations. The faculty teaching the course is responsible for assigning the grade for Level I fieldwork experiences. Students will be graded by the fieldwork supervisor at a facility using a specified evaluation form. Students complete a self-evaluation form and an evaluation of the fieldwork site and experience.
Purpose

The goal of Level II fieldwork experiences according to ACOTE (2012) standards is: “to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings” (p. 562). Through the supervision of an occupational therapist, Fieldwork II also provides the student an opportunity to observe professional role models (AOTA, 2012).

Overview

OCCT 6904 Internship I (6 credits)

OCCT 6914 Internship II (6 credits)

24 weeks of supervised fieldwork experience in settings approved by the Department. Students will be supervised by an OTR/L with a minimum of one year of experience.

Internships I and II also known as Fieldwork II experiences are entered into after the completion of all didactic academic coursework. Level II fieldwork experiences are generally completed during the summer (semester six) and fall (semester seven) of the graduate program. Level II fieldwork requires a minimum of 12 weeks each or approximately 470 hours, for both internships. Some facilities operate on a different schedule, but students must complete the required hours. Time will be allotted between internships to allow a student to make up for any absences. However, the student will not have to remain at the facility after the 12 week time frame unless he/she has missed three days, or requires extra time to demonstrate competent performance. The number of weeks or months in a setting will be determined by the AFWC in collaboration with the clinical fieldwork educator at the facility.

Level II fieldwork experiences must be completed no later than 24 months following the completion of academic coursework to ensure graduation. There are exceptions to this which include extenuating circumstances that must be approved by the Department. All manner of procedure will be coordinated and approved according to current AOTA and ACOTE standards.

Settings

In order to receive the proper range of experiences, the student will generally be scheduled for fieldwork in two different settings. Level II fieldwork can be completed in traditional and/or emerging settings. Students 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 C.1.12.). Examples of settings are: school-based, home health, long term care, freestanding outpatient, residential, psychiatric,
community-based, medical-based, and industry. The AAFWC and AFWC will work closely with settings to determine when they can accept students for fieldwork.

**Students are responsible for their travel, room and board, and other expenses while they are participating in fieldwork experiences. This includes making accommodations for one’s pet and is not a reasonable excuse to request an alternate fieldwork placement. Refer to Placement Process for procedures to assign students to Level II experiences.**

**Supervision**

Level II fieldwork experiences are generally supervised by licensed occupational therapists, which have successfully completed the certification exam and have at least one year of professional practice, at approved facilities throughout Tennessee and other states. For sites out of the U.S. supervisors must have graduated from a program approved by the WFOT (C.1.19.) Community-based fieldwork experiences may be supervised by licensed occupational therapists or health care professionals with a minimum of three years of practice experience. All clinical fieldwork educators are required to guide the student to meet the general education goals and objectives of the TSU Department of Occupational Therapy and to promote the outcomes measured by the AOTA Fieldwork Performance Evaluation Form [FWPE] (Atler, 2003). Supervision should initially be direct and then decrease according to the setting specifics and the student’s abilities determined by the clinical supervisor/educator (ACOTE C.1.16.)

**Communication between Fieldwork Team**

The AFWC and AAFWC maintain collaborative relationships with the fieldwork educators and students through written and electronic communication, phone contacts, and/or site visits during the period of student affiliation. The AFWC also provides suggestions for student learning experiences as needed.

**Designate Supervisor**

If an occupational therapy practitioner is not available to supervise a student in a setting designated for Level II fieldwork experiences, an occupational therapy faculty member or an occupational therapy practitioner, who has minimum of three years of professional experience, will have to provide a minimum of 8 hours of supervision for students. Supervision includes but is not limited to meeting with the student, reviewing the students’ documentation, observation of work interactions, role modeling, consultation, and communication regarding the student’s learning experience. The supervisor of the student may work with the student in a group format, but the students’ individual needs should be addressed accordingly. An occupational therapy supervisor must be available during the working hours of the day. The student must have a variety of ways to contact the supervisor if and when necessary. Also, an on-site designated supervisor of another profession, with a minimum of three years of professional experience, must be assigned to the student while the occupational therapy practitioner is off-site. A record of documentation for service provision which coordinates with state regulations and the educational goals of the occupational therapy program should be provided. With the
assistance of the Department Chair, and/or the AFWC, students will be given a checklist and instructed to keep up with the fieldwork progress, meetings, clinical hours, absences, as they become eligible to graduate and to sit for the certification exam. (ACOTE C.1.17.)

**Level II Objectives**

Consistent with AOTA Fieldwork Performance Evaluation (FWPE)

**I. Fundamentals of Practice**

The student will:

A. Demonstrate ethical behavior at all times, consistent with the AOTA Code of Ethics and the policies and procedures of the facility, including relevant human subject research.

B. Demonstrate safety precautions and safety regulations. Students manifest precautionary measures with regard to potentially hazardous situations and/or accidents.

C. Utilize sound judgment relative to safety concerning self and other individuals during all fieldwork-related tasks and experiences.

D. Assist with the supervision of assistants, aides, or volunteers, if available.

E. Manage time effectively.

**II. Basic Tenets of Occupational Therapy**

The student will:

A. Express the values and beliefs of the profession with confidence and clarity to clients, families, significant others, colleagues, providers of service, and the public/potential consumers.

B. Assert the value of the profession with clarity and accuracy as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, providers of service, and the public/potential consumers.

C. Clearly and confidently communicate the roles of the occupational therapist (OT) and the occupational therapy assistant (OTA) to clients, families, significant others, colleagues, providers of service, and the public/potential consumers.

D. Communicate and collaborate with the interdisciplinary team, clients, families, and significant others throughout the occupational therapy process.

**III. Assessment and Screening**

The student will:

A. Articulate a logical rationale for the evaluation process.

B. Choose appropriate screening and assessment methods while considering clients’ goals and priorities, context(s), theories, and evidence-based practice.

C. Determine the client’s occupational profile and performance through utilizing relevant assessment methods.

D. Assess the client factors and context(s) that support or impede one’s occupational performance.

E. Gather and obtain relevant and necessary information from appropriate sources such as client, families, significant others, providers of service, and records before and during the assessment process.

F. Administer assessment tools in a uniform manner to make sure those findings are reliable and valid.

G. Demonstrate the ability to adjust/modify the assessment procedures based upon the client’s needs, behaviors, and culture.

H. Interpret the results from the evaluation to determine the client’s occupational performance strengths and challenges.
I. Develop an accurate and appropriate plan of intervention based upon evaluation results, through integrating multiple factors such as clients’ priorities, context(s), theories, and evidence-based practice.

J. Demonstrate the ability to document the results of the evaluation process that manifest objective measurement of clients’ occupational performance.

IV. Intervention
The student will:
A. Demonstrate the ability to clearly and logically articulate the rationale for the intervention process.
B. Use evidence from published research and relevant resources to make informed intervention decisions.
C. Select occupations and activities that motivate and challenge clients.
D. Choose relevant occupations and activities to facilitate clients meeting established goals.
E. Implement plans of intervention that is client-centered and occupation-based.
F. Adjust task approach, occupations, and the environment to maximize client performance.
G. Demonstrate the ability to update, modify, or terminate the intervention plan based upon careful monitoring of clients’ status.
H. Document the client’s response to services in a manner that demonstrates the efficacy of the selected interventions.

V. Management of Occupational Therapy Services
The student will:
A. Demonstrate through practice or discussion the ability to assign appropriate responsibilities to the Occupational Therapy assistant (OTA) and an occupational therapy aide.
B. Demonstrate through practice or discussion the ability to actively collaborate with the OTA.
C. Demonstrate the ability to understand costs and funding related to occupational therapy services at this site.
D. Accomplish organizational goals by establishing priorities, developing strategies, and meeting deadlines.
E. Demonstrate the ability to produce the volume of work required in the expected time frame.

VI. Communication
The student will:
A. Demonstrate the ability to adjust both verbal and nonverbal communication with clients, families, significant others, colleagues, providers of service, and the public/potential consumers.
B. Produce clear and accurate documentation according to site requirements.
C. Demonstrate the ability to produce written communication that is legible, and possesses proper spelling, punctuation, and grammar.
D. Use language appropriate to the recipient of the information, including but not limited to funding agencies and regulatory agencies.

VII. Professional Behavior
The student will:
A. Collaborate with supervisor(s) to maximize the learning experience.
B. Take responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
C. Responds in a constructive manner to feedback.
D. Demonstrate consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
E. Demonstrate effective time management.
F. Demonstrate positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
G. Demonstrate respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
H. Maintain confidentiality with respect to HIPAA or FERPA.
I. Demonstrate awareness and control of own feelings (by completing daily/weekly journal/log). This is for the student’s benefit.
J. Students must be punctual. If a student is unable to be at his/her fieldwork site, he/she must contact his/her clinical instructor and well as the academic instructor from TSU. This requirement is for Level I and Level II fieldwork students. All students must demonstrate professional behavior throughout the academic program, meaning classroom experiences and other learning opportunities, in order to be eligible to participate in fieldwork experiences.

**Grading for Level II Fieldwork Experiences**

The fieldwork educator will complete the FWPE at midterm and at the end of the fieldwork. The FE will review the FWPE with the student and both parties must sign the document. The student will be required to complete the *Student Evaluation of the Fieldwork Experience [SEFWE] (AOTA, 2006).* Both documents must be returned to the AFWC who assigns final grades for the internships. Grades are issued as “P” = Pass or “F” = Fail. The grade will be partially based on the point value earned from the FWPE. Midterm grade P = at least 90 points and Final grade P = 122 points.

Other assignments assigned by the Department of Occupational Therapy must be completed before the student will receive a Pass or Fail. Students who do not complete all of the assignments will receive and incomplete “I.” Students will be given details regarding the assignments prior to fieldwork in the Syllabus for OCCT 6904 and OCCT 6914.

References


APPENDIX A

Forms for Occupational Therapy Students to complete, sign and return to the OT Department
Reviewed and supplied through fieldwork courses

Personal Data Sheet and Other Fieldwork Documentation Release Form
Background Check and Drug Screening Requirement Form
Authorization for Release of Student Information and Acknowledgement Background Check and Drug Screen
Acknowledgement of the Liability and Health Insurance Policies for the OT Program
Acknowledgement of the Fieldwork Education Policy for OT
Acknowledgement of Patient/Client Confidentiality
Acknowledgement of Having Received OT Department Student Fieldwork Manual
Acknowledgement of Having Received Department of Occupational Therapy Clinical Education Policy (Patient Injury during clinical education, student injury during clinical education, student attendance during clinical education)
List of required documents (for student personal data notebook or electronic tracking)
Contact information form needed to establish a new contract with a facility
Student Evaluation Form (for FE to complete) and Student Self-Evaluation Form (Level I)
Student Evaluation of Level I Fieldwork Site (may be in survey format)
Student Evaluation of Fieldwork Experience (SEFWE) Level II (may be in survey format)
**FIELDWORK EDUCATION TEAM – RESPONSIBILITIES**

**Academic Fieldwork Coordinator (AFWC)**  Faculty member in the OT Department who is responsible for developing and coordinating the clinical education portion of the fieldwork curriculum

- **Ensure compliance with current ACOTE standards for fieldwork education and fieldwork experiential components**
- Delegate appropriate responsibilities and supervise the Assistant Academic Fieldwork Coordinator
- Instruct in the didactic components of Level I fieldwork (Fieldwork Seminar & Practicums)
- Coordinate with faculty regarding needs of students, course objectives, fieldwork sites which will provide experiences to fulfill course requirements and promote program educational goals
- Maintain and update Student Fieldwork Manual
- Maintain communication log with students and contact student and site at least one time during each placement via site visit, email, or phone call
- Collaborate with AAFWC to place students in Level I and II fieldwork sites
- Assure that all student fieldwork course and fieldwork experience assignments for Level I & II have been received and evaluated, and students have been given a grade (academic grade for Level I and Pass/Fail/Incomplete grade for Level II)
- Approve student personal data/medical notebook information prior to fieldwork placements
- Meet with the student to discuss student’s experiences and review written assignments
- Assure that there are an adequate number of fieldwork sites with current contracts in collaboration with AAFWC
- Establish and maintain communication with fieldwork educator/clinical instructor regarding educational program goals and objectives
- Assist with the remediation of any problem with student performance and/or conflicts and set up remediation learning contracts
- Provide resources to clinical instructors as needed
- Participate in department, college, and University committees
- Participate in student advising
- Develop new fieldwork sites and follow up on new site contacts provided by students
- Obtain and review the student evaluation of the facility and follow up with each CI if there are problems or discrepancies
- Maintain current board registration and state licensure
### Fieldwork Education Team – Responsibilities

**Assistant Academic Fieldwork Coordinator (AAFWC)** Staff member in the OT Department who is responsible for assisting the AFWC to coordinate the fieldwork experiential component

- Coordinate and manage clinical affiliation contracts and MOU’s, ensuring that contracts are in effect at the time the student is completing Level I and II fieldwork experiences
- Follow up on new site contract requests
- Adhere to ACOTE standards and update related materials
- Maintain/update fieldwork site database electronically
- Determine the availability for clinical placements
- Schedule student fieldwork placements
- Oversee the student criminal background check
- Manage Student and clinical site correspondence – notification of student assignment, sending materials (syllabus or objectives, evaluation forms)
- Provide a continuing education certificate to all supervising FE’s (via survey)
- Meet with incoming class to introduce self and explain the role and responsibilities for fieldwork collaboration

**Clinical Coordinator of Education (CCE)** Employee of the clinical facility who is responsible for coordinating between the student and the fieldwork educator

- Assigns or confirms placement with the FE
- Contacts student with site requirements for orientation or additional medical information
- Assures current contract is in place with OT program

**Fieldwork Educator (FWE)** Title may include the following: clinical instructor, clinical fieldwork educator, clinical fieldwork supervisor, student supervisor. Employee of the clinical facility who is responsible for student training at the fieldwork site in accordance with current AOTA and ACOTE standards, program’s educational goals, and policies and procedures of the facility.

- Collaborate with the AFWC to develop a fieldwork program that enables students to apply classroom concepts
- Provide updated information about the center, including the philosophies upon which client evaluation and treatment are based
- Provide opportunities for student observation as well as “hands on” experiences
- Assign patients/clients appropriate to the student’s level of education and experience
- Facilitate student’s completion of fieldwork assignments
- Coach the student to optimize his/her performance
- Share concerns about student performance with the AFWC
- Evaluate the student, and if applicable, follow the school’s withdrawal policies
- Participate in ongoing continuing education for fieldwork education
**FIELDWORK EDUCATION TEAM – RESPONSIBILITIES**

**Therapist in Training, OTS**  Student from TSU’s occupational therapy program who is responsible for developing competency as an entry level occupational therapist

- Collaborate with the AFWC, AAFWC, and FE educator to meet the requirements of the fieldwork experience
- Comply with the rules, policies, and regulations of the sites
- Obtain and maintain required immunizations, health status documentation, professional liability insurance, health insurance, CPR certification, background checks, and/or drug screens prior to start of fieldwork
- Contact the fieldwork educator prior to starting fieldwork to find out about dress code, parking arrangements, required materials, or other needs for the fieldwork experience
- Arrange own transportation to and from facilities
- Conduct him/herself in a professional and courteous manner as a guest in the facility
- Demonstrate professional and ethical standards
- Provide personal information as required by the facility
- Communicate with the FE and AFWC about tardiness, absenteeism, any concerns, etc.
- Complete homework assignments on time from the educational program and the facility/fieldwork site
- Recognize own strengths and weaknesses and make an effort to improve weak areas
- Accept supervision and constructive criticism and maintain flexibility when plans change
- Seek additional experiences and resource materials after completing assignments
- Solicit help when a particular task is outside level of knowledge or skill
- Participate in a variety of professional development or continuing education experiences, and provide evidence of such experiences
- Communicate consistently with the FE and provide evidence of such meetings/communication on the communication logs provided by the Department
- Complete accurate evaluations of self, the facility, and the fieldwork experience. Documents to be submitted to appropriate parties
<table>
<thead>
<tr>
<th>Fieldwork Timeline 2015-2017</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year Internships</th>
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</thead>
<tbody>
<tr>
<td><strong>September</strong></td>
<td></td>
<td></td>
<td><strong>3rd year students begin 2 of 2 Level II OCCT 6914</strong></td>
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<tr>
<td>Assign students to Level I</td>
<td>Assign students to Level I adult (AAFWC/ AFWC)</td>
<td>Send Level I objectives &amp; forms to sites and students (AAFWC)</td>
<td>Contact to students at 1 week for supervisor info (AFWC)</td>
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<tr>
<td>adult (AAFWC)</td>
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<td>Send Level I objectives &amp;</td>
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<td>forms to sites and students</td>
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<td>(AAFWC)</td>
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<tr>
<td><strong>October</strong></td>
<td><strong>Students complete adult Traditional Level I end of October</strong></td>
<td>Contact to FW sites at midterm for scores on FWPE (AFWC)</td>
<td>Online discussion with students at midterm (AFWC)</td>
</tr>
<tr>
<td>Students complete adult</td>
<td>Students complete adult Traditional Level I end of October</td>
<td>Contact to FW sites at midterm for scores on FWPE (AFWC)</td>
<td>Online discussion with students at midterm (AFWC)</td>
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<tr>
<td>Traditional Level I end of</td>
<td>Begin to reserve Level II placements using spreadsheet (AAFWC)</td>
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<td>October</td>
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<tr>
<td><strong>November</strong></td>
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<td>Surveys sent to sites</td>
<td>Surveys sent to sites (certificates generated) &amp; requests for next year placement s (AAFWC)</td>
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<td>(certificates generated) &amp;</td>
<td>Surveys sent to students &amp; feedback to sites (AFWC)</td>
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<td>requests for next year</td>
<td>Continue to reserve Level II placements (AAFWC)</td>
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<td>placement s (AAFWC)</td>
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<td>Continue to reserve Level II</td>
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<td>placements (AAFWC)</td>
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<td><strong>December</strong></td>
<td>Assist 1st year students to complete data/medical FW notebooks to complete before next semester (AFWC)</td>
<td>Continue to reserve Level II placements (AAFWC)</td>
<td><strong>Students complete 2 of 2 Level II 6914 &amp; submit all assignments to AFWC by last week of fieldwork.</strong></td>
</tr>
<tr>
<td>Assist 1st year students</td>
<td>Continue to reserve Level II placements (AAFWC)</td>
<td>Students complete 2 of 2 Level II 6914 &amp; submit all assignments to AFWC by last week of fieldwork.</td>
<td>Document evaluations &amp; assign final grades (AFWC)</td>
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<td>to complete data/medical FW</td>
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<td>Send surveys to students &amp; FWE (certificates generated) (AAFWC)</td>
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<td>notebooks to complete before</td>
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<td>Feedback sent to sites (AFWC)</td>
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<td>next semester (AFWC)</td>
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<td><strong>3rd year students</strong></td>
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<td>Student deadline to give</td>
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<td><strong>Graduate!</strong></td>
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<td>input for Level II choices</td>
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## FIELDWORK TIMELINE 2015-2017

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year Internships</th>
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</thead>
<tbody>
<tr>
<td><strong>Jan</strong></td>
<td>Pediatric Practicum course OCCT 5254 (AFWC) * Level I fieldwork embedded into course</td>
<td>Continue to reserve Level II (AAFWC) ** Send requests for placement to Vanderbilt for following year (AAFWC)</td>
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<tr>
<td><strong>Feb</strong></td>
<td></td>
<td>Continue to reserve Level II (AAFWC)</td>
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<td><strong>March</strong></td>
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<td>Continue to reserve Level II (AAFWC)</td>
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<tr>
<td>Spring Break</td>
<td>Students complete Level I Peds fieldwork and assignments</td>
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<td>2nd week</td>
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<td>TSU on hill</td>
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<td><strong>April</strong></td>
<td>Surveys sent to fieldwork sites (certificate generated) (AAFWC)</td>
<td>2nd year students sent memorandum to purchase their own insurance due by end of April &amp; get medical paperwork in order (AAFWC)</td>
<td>Specific site information shared with students (AFWC)</td>
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<tr>
<td>OT MONTH</td>
<td>Surveys to students feedback to Pediatric sites (AFWC)</td>
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<td>AOTA CONF</td>
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<td>End of April Goal: Student placements finalized for Summer Level II</td>
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<tr>
<td>Date</td>
<td>1st Year</td>
<td>2nd Year</td>
<td>3rd Year Internships</td>
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<tr>
<td>May</td>
<td>Google docs shared with students. Students identify preferences (out of state) for Level I &amp; II (AAFWC)</td>
<td>Begin to reserve sites for Traditional Level I Adult in October (AAFWC) Excel contact spreadsheet used</td>
<td>Level II Paperwork disseminated to CCE/FE &amp; students (AAFWC)</td>
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<td></td>
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<td>Comp exams</td>
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<td>Continue to reserve Level II Fall (AAFWC)</td>
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<tr>
<td>June</td>
<td>Phys Dys I Practicum course OCCT 5554</td>
<td>Continue to reserve Level I adult (AAFWC)</td>
<td>Students begin 1 of 2 Level II OCCT 6904</td>
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<tr>
<td></td>
<td>**Level I Non Traditional/Community Fieldwork embedded into course throughout semester (AFWC)</td>
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<td>Contact to students at 1 week for supervisor information (AFWC)</td>
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<td>Continue to reserve Level II Fall (AAFWC)</td>
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<tr>
<td>July</td>
<td>Prior to semester start, review manual, required documents and procedures and make changes as needed &amp; copies of forms (AFWC)</td>
<td>Continue to reserve Level I adult (AAFWC)</td>
<td>Contact to FW sites at midterm for scores on FWPE &amp; online discussion with students (AFWC)</td>
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<td>End of July Goal: Student placements finalized for Fall Level II (AAFWC/AFWC)</td>
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<tr>
<td>August</td>
<td>Surveys sent to sites (certificate generated) (AAFWC)</td>
<td>Continue to reserve Level I adult (AAFWC)</td>
<td>Paperwork disseminated to CCE/FE &amp; students for Fall Level II (AAFWC)</td>
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<tr>
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<td>Surveys to students &amp; feedback sent to sites (AFWC)</td>
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<td>Students complete 6904 Level II &amp; submit assignments &amp; final evaluation to AFWC</td>
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<td>New class begins end of Aug OCCT 5000 Fieldwork Seminar: Disseminate syllabus, policies, students sign understanding forms, review FW manual, Review timelines and responsibilities with AAFWC (AFWC)</td>
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<td>Record scores &amp; assign grade (AFWC)</td>
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<td></td>
<td>Surveys to students &amp; FE (certificates generated) (AAFWC) Feedback sent to sites (AFWC)</td>
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