



**TENNESSEE STATE UNIVERSITY**

**COLLEGE OF HEALTH SCIENCES**

**DEPARTMENT OF OCCUPATIONAL THERAPY**

**FIELDWORK MANUAL**

**2018-2020**

## **Fieldwork Manual Policy and Procedure**

### **Introduction to Fieldwork**

**“Fieldwork education is an essential bridge between academic education and authentic occupational therapy practice” (AOTA, 2009, p.822)**

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 is 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).

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.

**On the way to acquiring a professional identity, students must exhibit continuous professional judgment, evaluation, self-reflection, and commitment to lifelong learning (AOTA, 2014)**

**Fieldwork Education Team** (Attachment 1: Fieldwork Education Team Responsibilities)

**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

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

**CCE: Clinical Coordinator of Education:** The faculty member who is responsible for approving and assigning students to the FWE

**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 Placement Process**

### **Types and locations of sites**

In order to be prepared as a generalist, it is recommended that the student “be exposed to a variety of clients across the lifespan and to a variety of settings” (ACOTE, 2012, p. S62). The Department of Occupational Therapy has a wide variety of affiliation agreements (contracts) with hospitals, school systems, rehabilitation centers, mental health sites, and community-based facilities across the United States and in some International locations. Fieldwork sites used will typically be in Middle Tennessee, but the student **must be prepared to relocate to fieldwork sites outside of commuting distance from Nashville.**

The TSU Academic Fieldwork Coordinator (AFWC) makes fieldwork placements for Level I & Level II fieldwork in collaboration with clinical coordinators of education and/or fieldwork educators. Reservation requests with fieldwork sites that have current contracts are performed year round. Requests for placement are made to facilities, which either accept or reject the request, due to **fieldwork being a voluntary program**. Placements are based upon site availability, course requirements, and student’s area of interest when possible.

### **Out of state placements**

Placements out of the state of Tennessee are considered a distance learning portion of TSU’s educational programs. There is a law in effect called NC-SARA – National Council for State Authorization Reciprocity Agreements. This law requires approval from each state to accept students for fieldwork, and only states who are members of SARA may participate. TSU is an approved SARA institution. At the current time, there are states that are not members of SARA and that TSU cannot send students. There may be other states that have additional regulations that may preclude a student from fieldwork in that state. The status of state membership may change periodically, which will be monitored by TSU. For more information about SARA and the status of state membership, please visit <http://nc-sara.org>. Students who plan to work in states other than Tennessee should also be aware of the licensing requirements of that state, which can be accessed through each state’s licensing board.

### **Fieldwork Selection Criteria**

Fieldwork sites are routinely monitored for 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. The AFWC 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 a particular setting and location on a shared document. Students are encouraged to spread their picks over a variety of settings and not to opt for a site based on proximity to home. *L.I fieldwork is not a substitute for any part of Level II fieldwork*, however, students are able to request placement and participate in Level II at a site in which they also did a Level I rotation. Students must avoid conflicts of interest by not requesting or accepting placements where friends or relatives work.

### **Fieldwork Assignment Process**

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. A Fieldwork Timeline is provided.

The AFWC 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 compatible to student interest and location and/or student compatibility with the site

(b) Assignment to provide the student with a different type of setting than they have already experienced, and /or

(c) Tie breaker based on all faculty input on student's overall professionalism and academic abilities

A shared document with students and the AFWC is used to track placement progress. Once placements are finalized, the facility and the student will both receive confirmation correspondence via email with related materials (syllabus, objectives, evaluations, etc.). The student will then be able to contact the facility to request hours, dress code, etc.

**Once fieldwork sites have been assigned, students will not be allowed to cancel or request to change sites except in the event of extenuating circumstances** (described in subsequent section). Student refusal of a placement may result in postponement of graduation.

- After assignment, each student is responsible for contacting their facility to inquire about any required paperwork to be completed beforehand, dress code, hours, and other resources
- Students should 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 in another appropriate type of setting. The placement may be delayed which could result in postponement of graduation.

### **Potential Fieldwork Facilities Identified by Students**

Students may contact facilities to inquire if the site has a student program and is accepting students.

However, **students must not contact therapists directly to request or accept placements for themselves**. The AFWC needs to ensure the site's acceptability with TSU's program, to ensure that the correct facility contact person is used, and to ensure that a current contract is in place.

If a 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 AFWC. This includes name and type of facility, address, phone, and email of the student coordinator. 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. The process of obtaining a contract can be a lengthy process, often taking several months. Under no circumstances should any student commit to or request

fieldwork placement at a facility until a signed contract is in place and availability for student placement has been established by the AFWC.

### **Extenuating Circumstances Policy**

If a student hardship exists, the student must notify the 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, automobile accident, urgent care visit, and other unpredictable circumstances. Evidence of the hardship (documentation) will be requested and must be provided to the AFWC and the Department Head.

Students assume the responsibility for the decision to disclose any disabilities or pregnancy. If a student discloses to a fieldwork educator, the FWE must contact the AFWC, who will provide guidelines in alignment with relevant policies and laws for accommodations.

### **Missed Days during Fieldwork Experiences**

There are no numbers of allowed absences during Level I & II fieldwork. Students must contact the AFWC 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. Approved make up time can then be coordinated with the fieldwork educator.

### **Required Fieldwork Records**

Due to requirements of most fieldwork sites, students must provide and maintain current medical and health documentation records. These may be tracked through an online system or a paper copy may need to be provided to fieldwork sites: Records include:

1. Background check. TSU OT program requires a one-time check when the student enters the MOT program. This is to identify any issues that would preclude a student from sitting for the national board exam. The university uses a preferred vendor, but other vendors may be used if determined to be appropriate by AFWC. Some fieldwork facilities may require an additional background check within a year of the student coming to their facility, may require fingerprinting, or may refuse a student based on results
2. TB skin test or chest x-ray if tested positive previously (yearly)
3. MMR vaccination
4. Tetanus vaccination
5. Hepatitis B vaccination or informal refusal form signed (facility may require the vaccination or refuse a student)
6. CPR certification (expires every 2 years)
7. Varicella titer (or documented evidence by a Physician of having had chicken pox)
8. Influenza vaccine (during flu season, if required by the facility). Some facilities will allow a student to wear a mask
9. Drug screen (if requested by facility)
10. Proof of liability insurance. TSU provides a blanket policy that covers students while they are in the OT Program, which students pay into yearly. When beginning Level II fieldwork, the student must obtain personal professional liability insurance from a vendor of their choice that they will maintain as a professional
11. Proof of health insurance
12. HIPAA and Blood Borne Pathogen Training (provided while in program)
13. Physical exam (if requested by facility)

**\*Students are responsible for all costs associated with these records, updating records and providing this information to the AFWC and the fieldwork site if requested. Various fieldwork sites require additional orientation and deadlines for receiving the documentation, which a student must complete in a timely manner. Students cannot participate in fieldwork without all required documents, which may result in a delay of placement or postponement of graduation.**

### **Fieldwork Clinical Affiliation Agreement**

During fieldwork experiences, the student 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, the TSU Fieldwork Manual, and the *Code of Ethics* (AOTA, 2015).

Contracts and “MOU’s delineate the responsibilities of both the academic institution and the fieldwork educator’s employer regarding the education of the student. They may include student prerequisites... and the duties of each party for supervising and teaching the student. The MOU also contains the liability and indemnity of both parties should there be an incident that requires legal action” (Costa, 2015, p.406).

### **Student Performance Issues and Remediation**

Fieldwork programs are voluntary and students are guests at the facility. Any student who is experiencing problems during the L.I or L.II fieldwork experience shall first notify their fieldwork educator/clinical supervisor. In situations where the FWE is not able to resolve the difficulty, the student shall contact the AFWC. The AFWC can assist with advice and solutions. In instances where the student’s performance, judgment, and/or attitude is inappropriate or does not meet expectations, the FWE shall inform the individual and the AFWC. The AFWC will confer with the FWE and the student. For L.II fieldwork, it may be necessary to develop and implement a remediation plan. The FWE will assess the student’s progress with the plan. If necessary, the AFWC will make a conference call or site visit to mediate and facilitate the process. Students are required to participate in the resolution process and cannot quit a placement without just cause. This will result in a Fail for the course.

### **Dismissal from the Facility**

If the fieldwork educator or supervisory staff deems that the student therapist’s performance threatens the care and safety of the patients, or there are significant issues with professional behaviors or ethics, the supervisor will immediately call the AFWC. It may be determined, between the facility and the university that the fieldwork experience be terminated. 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 a Level II 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 student 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. Repeating a fieldwork course will result in a delay in graduation.

## 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). The intent is not to develop independent performance, but to include 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).

### Settings

Fieldwork placements include opportunities for students to observe and participate with clients across the lifespan. Settings may be at traditional or non-traditional, emerging practice locations, including hospitals, skilled nursing facilities, schools, long-term facilities, early intervention programs, day care centers (pediatric and/or adult), community centers, home health, senior citizen centers, homeless shelters, hospices, work centers, etc.

### Timeframe

Students are scheduled for Level I fieldwork placements that coincide with the pediatric and physical disabilities I and II lecture, lab, and practicum courses throughout the first and second year. Student's go to at least one, but potentially several settings, for each Level I experience, and typically spend between 16-40 hours in a semester. Fieldwork hours are designated either by a week-long experience during a semester in which students are released from their other courses, or by hours spread out through the semester. **Students may be required to use Friday for fieldwork experiences, when there are no classes held on campus.**

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. **Records must be kept current and maintained by the student throughout the program in their fieldwork notebook.**

## **Objectives**

The faculty person who is instructing the practicum course associated with fieldwork will determine specific objectives and assignments. Students must demonstrate consistent professional behaviors and safety awareness and judgment, and engage in self-reflection. Fieldwork educators collaborate on objectives and activities to facilitate directed observation and participation in the OT process at their discretion and with available resources. This may include observing team members, data gathering through observation, chart reviews, and/or interviews to formulate case studies, practice with documentation, practice with equipment, assisting with evaluation or intervention activities (identification of activities or how to grade activities, set up and clean up, handling practice as appropriate), or creating projects or presentations at facilities.

## **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; C. 1.9). 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. TSU faculty may assist with supervision.

## **Grading for Level I Fieldwork Experiences**

Grades are issued using an A-F scale, and are calculated based on a combination of practicum assignments and Level I assignments and evaluations. The faculty teaching the course is responsible for assigning the final grade for Level I fieldwork experiences. The fieldwork educator or supervisor at a facility will grade the student using a specified evaluation form. Students must also complete an evaluation of the fieldwork site/experience.



## FIELDWORK LEVEL II

### Purpose

The goal of Level II fieldwork experiences is to “promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities” (ACOTE, 2012, C.1.11.). Level II also provides the opportunity to apply “evidence-based purposeful and meaningful occupations, administration, and management of occupational therapy services” (AOTA, 2012, S75).

### Timeframe

#### **OCCT 6904 Internship I (6 credits)**

#### **OCCT 6914 Internship II (6 credits)**

Internships I and II, also known as Level II fieldwork, are entered into after the completion of all didactic academic coursework. Level II fieldwork experiences are completed during the summer (semester six) and fall (semester seven) of the graduate program. Level II requires a minimum of 24 weeks of full time supervised fieldwork (C.1.12.). This is typically done on two rotations that are 12 weeks each, which is determined to be the time needed for a student to demonstrate entry-level competence in that setting. Students are required to work the full time schedule of their fieldwork educator. Time may be allotted at the end of an internship to allow a student to make up for any absences or to demonstrate competent performance. Extenuating circumstances must be approved by the OT Department and must comply with current AOTA and ACOTE standards.

**Level II fieldwork experiences must be completed no later than 24 months following the completion of academic coursework to ensure graduation.**

### Settings

In order to receive the proper range of experiences, the student will be scheduled for fieldwork in two different types of 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, 2012, 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 AFWC will work closely with settings to determine when they can accept students for fieldwork. “In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes” (ACOTE, 2012, C.1.12.).

**\*Students are responsible for their travel, room and board, and any 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 supervised at approved facilities by a “currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator” (ACOTE, 2012, C.1.14.). For sites out of the U.S., supervisors must have graduated from a program approved by the WFOT and who has one year of experience in practice (C.1.19).

Through the supervision of an occupational therapist, Fieldwork II also provides the student an opportunity to observe professional role models (AOTA, 2012). 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)(ACOTE, 2012). Supervision serves to protect consumers and is initially direct, but may decrease according to the setting specifics and the student’s abilities determined by the fieldwork clinical educator (ACOTE, 2012, C.1.16.). Multiple models exist for supervision such as 1:1 student to FWE, 2:1 FWEs to student or students to FWE. Students have the opportunity to provide feedback on the effectiveness of supervision through the Student Evaluation of Fieldwork Experience (SEFWE) that is completed at the end of an internship.

## **Designate Supervisor**

For Level II settings in emerging practice where there are no existing occupational therapy services, 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 direct 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. In addition, 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.)

## **Communication between Fieldwork Team** (refer to Fieldwork Education Team Responsibilities- Attachment I

The AFWC maintains 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. Placements

are finalized with a letter to the FWE and student that includes Level II objectives, syllabus with assignments, and communication log of supervision.

Students will meet with the AFWC prior to Level II experiences to review their Fieldwork Notebook, Professional Portfolio, and required items. Students will have the opportunity to review the SEFWE of the same or similar settings to where they are placed for Level II fieldwork. Students will receive the FWPE form to provide to the FWE (unless electronic methods have been implemented) which will be completed by the FWE at midterm and final and sent to the AFWC.

### **Level II Expectations and Objectives**

Students develop entry-level competencies as defined by the particular site's expectations by the end of the fieldwork. Students typically assume a full client caseload, determined by the site, by the end of the experience. Students are responsible for active participation in the supervisory experience, which includes participation in ongoing communication, formal assessments, self-assessment and reflection, and the assumption of independent learning.

Consistent with AOTA Fieldwork Performance Evaluation For the Occupational Therapy Student (FWPE)

#### **I. Fundamentals of Practice \*\*Items in this area must have a rating of 3, meets standards, at the end of the internship to pass**

The student will:

- A. Ethics: Adheres consistently to the AOTA Code of Ethics (2015) and site's policies and procedures
- B. Safety: Adheres consistently to safety regulations. Anticipates potentially hazardous situation and takes steps to prevent accidents
- C. Safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities

#### **II. Basic Tenets of Occupational Therapy**

The student will:

- A. OT Philosophy: Clearly and confidently communicates the values and beliefs of the profession, highlighting the use of occupations to clients, families, significant others, colleagues, providers of service, and the public/potential consumers
- B. OT/OTA Role: Communicates the roles of the occupational therapist (OT) and the occupational therapy assistant (OTA) to clients, families, significant others, and providers of service
- C. Collaboration: Collaborates with client, family, and significant others throughout the OT process

#### **III. Evaluation and Screening**

The student will:

- A. Plans for evaluation: Articulates a clear and logical rationale for the evaluation process
- B. Gathers Data: Under the supervision of and in cooperation with the OT or OTA, accurately gathers relevant information regarding a client's occupations of self-care, productivity, leisure, and the factors that support and hinder occupational performance (occupational profile)
- C. Administers Assessments: Selects relevant screening and assessment methods, administers assessments in a uniform manner to ensure findings are valid and reliable, and adjusts/modifies assessment procedures based on client's needs, behaviors, and culture
- D. Interprets: Assists with interpreting assessments in relation to the client's performance, strengths and challenges

- E. Reports: Reports results accurately in an objective, clear, concise manner that reflects the client's status and goals
- F. Establish Plan and Goals: Develops client-centered and occupation-based goals that reflect client priorities, contexts, theories, and evidence-based practice

#### **IV. Intervention**

The student will:

- A. Plans Intervention: Articulates a clear and logical rationale for the intervention process and plans to establish methods, duration, and frequency of intervention reflective of client and context of the setting
- B. Selects Intervention: Selects and sequences relevant interventions that promote the clients' ability to engage in occupations; Utilizes evidence from published research and relevant resources to make informed intervention decisions.
- C. Implements Intervention: Implements client-centered, occupation-based interventions effectively in collaboration with clients, families, significant others and service providers;
- D. Activity Analysis: Grades activities and modifies task approach, occupations, and the environment
- E. Therapeutic Use of Self: Effectively interacts to facilitate accomplishment of established goals that motivate and challenge the client
- F. Modifies Intervention Plan: Monitors client's status to update, modify, or terminate the intervention plan in collaboration with the occupational therapist and team; Documents client's response 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. Verbal/Nonverbal Communication: Clearly and effectively adjusts both verbal and nonverbal communication to effectively interact with clients, families, significant others, colleagues, providers of service, and the public/potential consumers
- B. Written communication: Produce clear and accurate documentation according to site requirements. All written communication is legible with proper spelling, punctuation, and grammar
- C. 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. Self-Responsibility: Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others; Demonstrates willingness to learn

- B. Responds to Feedback: Responds in a constructive manner to feedback without defensiveness or excessive justification
- C. Work Behaviors: Demonstrates consistent punctuality, initiative, preparedness, dependability, flexibility with changes, and work site maintenance
- D. Time Management: Demonstrate effective time management
- E. Interpersonal Skills: Demonstrate positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy
- F. Cultural Competency: Demonstrate respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices
- G. Maintain confidentiality with respect to HIPAA or FERPA standards
- H. Self-awareness: Demonstrates awareness and control of own feelings; Uses positive stress management techniques
- I. Abides by facility dress code and maintains appropriate dress, grooming, and appearance

### **Grading for Level II Fieldwork Experiences**

The fieldwork educator will complete the FWPE at midterm and at the end of the fieldwork. The FWE 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) at the end of the internship (survey format). 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. The TSU OT Department makes the final determination of a student passing or failing an internship.

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

### **Recommended Content for a Facility Student Fieldwork Manual** (Costa, 2015)

1. Orientation outline (could include organizational chart, history of site, department information, policy and procedures, mission statement, essential job functions, dress code)
2. Assignments
3. Safety procedures and codes
4. Behavioral objectives
5. Week-by-week schedule of responsibilities (including weekly scheduled meetings)
6. Patient confidentiality information (patient rights)
7. Guidelines for documentation (completed samples of all forms, acceptable medical abbreviations, discharge plan, billing)

## References

- Accreditation Council for Occupational Therapy Education. (2012). 2011 Accreditation Council for Occupational Therapy Education (ACOTE) standards. *American Journal of Occupational Therapy, 66*, S6-S74.
- American Occupational Therapy Association. (in press). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy, 69*(Suppl.3).
- American Occupational Therapy Association. (2009). Occupational therapy fieldwork education: Value and purpose. *American Journal of Occupational Therapy, 63*, p. 821-822.
- American Occupational Therapy Association. (2006). *Student evaluation of fieldwork experience*. Bethesda, MD: AOTA Task Force.
- Atler, K. (2003). *Using the fieldwork performance evaluation forms. The complete guide*. Bethesda, MD: AOTA Press.
- Costa, D.M. (2015). *The essential guide to occupational therapy fieldwork education: Resources for educators and practitioners, 2<sup>nd</sup> ed*. Bethesda, MD: AOTA Press.

## ATTACHMENT 1

### 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**
- 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
- 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
- Maintain/update fieldwork site database electronically
- Determine the availability for clinical placements and Reserve student fieldwork placements
- 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 FWE's
- Ensure 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 required fieldwork documents prior to fieldwork placements
- Ensure that there are an adequate number of fieldwork sites with current contracts
- 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 fieldwork educators as needed
- 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
- Participate in department, college, and University committees
- Participate in student advising
- Maintain current board registration and state licensure

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

- Assigns or confirms placement with the FWE
- Contacts student with site requirements for orientation or additional medical information

Ensures current contract is in place with OT program

## FIELDWORK EDUCATION TEAM – RESPONSIBILITIES

**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 ensure the fieldwork program enables students to apply classroom concepts
- Provide updated information about the facility, 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 and assist to collaborate on learning objectives and clear expectations
- Provides constructive feedback and evaluates the student’s professional and clinical skills
- Participate in ongoing continuing education for fieldwork education

**Student, 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 and FWE educator to meet the requirements of the fieldwork experience
- Comply with the rules, policies, and regulations of the sites
- Obtain and maintain required fieldwork documentation and provide to facility as requested
- 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
- Communicate with the FWE 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 FWE 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