

West Virginia University
Division of Occupational Therapy

LEVEL II
FIELDWORK MANUAL

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Welcome to West Virginia University's fieldwork program. We thank you and appreciate the time and talents that you are sharing with our students in their professional development. It is your efforts and guidance, in the fieldwork process that facilitates the transition of our students from novice to entry-level practitioner.

This manual was developed as a reference tool for Fieldwork Educators of students from the Occupational Therapy program at West Virginia University. Some of the policies and procedures have been updated and new ones have been developed to reflect changes in the curriculum in accordance to the new ACOTE Standards.

If questions arise after reading this manual, please consult either the Academic Fieldwork Coordinator or the Administrative Associate.

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General Program Objectives of Occupational Therapy Education

The West Virginia University Occupational Therapy Program is designed to prepare the graduate for certification and licensing necessary to qualify for practice as an entry level Master's Occupational Therapist, capable of interacting and servicing clients from diverse backgrounds across the life span. The diverse nature of students who are interested in pursuing a career in occupational therapy whether traditional, non-traditional, or transitional is respected.

The goal of the program is to prepare graduates to meet the standards of competence stated in the Accreditation Council for Occupational Therapy Education (ACOTE) documents and the state regulations governing occupational therapy practice.

Fieldwork is planned with two major objectives. One objective is to provide the student with opportunities to observe treatment processes conducted in the actual settings and to become acquainted with practitioners and clients (Level I fieldwork). The second objective is to build upon acquired knowledge, professional attitudes, and performance skills in treatment settings to develop those skills expected of entry –level occupational therapy students (Level II Fieldwork).

Organizing the Fieldwork Level II Experience

Fieldwork process methodology:

The Division of Occupational Therapy has developed the fieldwork program using the developmental and pedagogical models of learning. Fieldwork is an integral part of the education of an occupational therapist. The ideal principle of fieldwork is to place the student in an environment that has been shaped to maximize learning in all three domains and to progress in the development to the advanced knowledge level.

Developmental Approach

The developmental model describes the Level I fieldwork student as a novice learner. A novice learner is described by AOTA and Dreyfus (1986) in the following way: "This student recognizes various facts and features relevant to the acquisition of new skills and learns rules for determining actions based on those facts and features. "The novice level student values clinical techniques and applications." Students perceive themselves as needing specific techniques.

Developmental theorists (Loganbill, Hardy, and Delworth, 1982 & Perry, 1979) tell us that students need to learn routines and standards before they develop creative alternatives. Research tells us that novice level students need to establish routines to reassure their technical skills. Once confidence develops, students might ascertain when routine treatment approaches fit and when they do not. Students should be encouraged to refine their observation skills. This will increase their ability to identify cues critical for the revision of therapy. With an increased ability to recognize these cues, students should begin to interpret cues and attach meaning to them. Through the process of collecting information over time, students begin to recognize clinical reasoning as an evolving process, subject to revision, as additional information becomes available. Students may review previously learned material and check the accuracy of their actions based on procedural guidelines, but are not yet able to interpret information in the context of functional performance related to particular client.

Examples:

Students need to learn how to assess range of motion in a standardized way before they can adapt that

foundation and assess joint range from a functional perspective. Students are searching for the “right way” to think and perform and their tolerance for ambiguity, unexpected events variations is relatively low.

1. Introductory Phase

This represents the student’s time in the academic portion of the occupational therapy program and includes the Level I fieldwork experiences. During this time students are exposed to content relevant to the discipline via a number of learning opportunities including lectures, discussion seminars, case problems, case studies, lab work, and observation in fieldwork Level I.

2. Advanced Knowledge Acquisition Phase

This represents the student’s learning in the fieldwork Level II courses taken in the last (graduate) year of the program. This is a transitional phase where students learn how to apply the knowledge and skills acquired in a practice setting. During this ‘real time’ experience in an occupational therapy setting students are exposed to various problems pertaining to client care from an OT perspective. The role of the clinical instructor is to coach the apprentice student therapist. It is during this time that students are expected to develop entry-level competence in the general practice of occupational therapy.

3. Expertise Phase

This phase represents the time spent by the new occupational therapist in developing expertise in practice. It may cover any amount of time required - but it is practice based and occurs after the student has graduated.

Bloom’s Taxonomy

The curriculum at WVU is based on three phases of acquisition of knowledge necessary to become a competent occupational therapist. These three phases represent the learning that begins with entry into the occupational therapy program and carries forward into practice.

This model of learning incorporates three domains in the learning process. It presupposes a connection between a person and his/her world. Education then becomes a means by which to govern the effect of the environment–person fit.

The three types of learning

Benjamin Bloom identified three domains of educational activities. The three domains are cognitive, affective, and psychomotor. Domains can be thought of as categories. Cognitive is for mental skills, affective for growth in feelings /emotions, and the psychomotor domain is for manual or physical skills. This compilation divides the three domains into subdivisions starting from the simplest behavior to the most complex. The divisions outlined are not absolute and there are other systems or hierarchies.

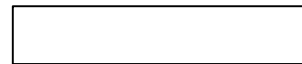
The following information is derived and taken from: Benjamin S. Bloom, Bertram B. Mesia, and David R. Krathwohl (1964) Taxonomy of Educational Objectives (two vols: The Affective Domain & The Cognitive Domain). New York. David McKay.

The affective domain is based on each person’s attitudes and values. Some values are learned from parents and society during childhood. Others are the result of conscious examination. In OT, affective behaviors include nonverbal communication, honesty, active listening, attention to a client’s oral and/or non-verbal responses, ethical practice, independent reading, and learning.

The cognitive domain includes everything from memorization of factual information to using information from several sources to form new hypotheses or to judge the value of information. It may mean listing the signs and symptoms of a CVA, or determining a diagnosis from evaluation results.

The psychomotor domain includes everything from recognition of some motor skills to the ability to design a new technique or adaptive piece of equipment. This could be discriminating, by palpation, between a normal and a subluxed joint. No knowledge is assumed; the student simply can perform a motor skill.

Each of these domains has a gradation of levels that reflect basic to higher integrative skills. The higher the skill level the greater the integration between the dimensions and the environment of the individual.



Bloom's Taxonomy

Fieldwork Course Description:

The purpose of a fieldwork experience is to provide occupational therapy students with opportunities to integrate academic knowledge with application skills and professional development. The fieldwork student is exposed to progressively higher levels of performance and responsibilities than those available in the Level I fieldwork settings. Level II fieldwork is designed to give the student the broadest exposure to a variety of ages and diagnoses. The experience is an integral part of both the educational process and professional development.

According to the Accreditation Council for Occupational Therapy Education (ACOTE), "The Level II fieldwork should include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings. The fieldwork experience shall be designed to promote clinical reasoning and reflective practice; to transmit the values and beliefs that enable ethical practice and to develop professionalism and competence as career responsibilities."

Six months of fieldwork experience is required. The traditional style includes two of the following: Physical Dysfunction, Psycho Social Dysfunction, Pediatrics, Gerontology or Community Transition. Each placement is 12 full-time weeks, for 6 credit hours. A total of 12 credits are required. This may be completed on a full-time or part-time basis, but may not be less than half time as defined by the fieldwork site.

Fieldwork Course Goals:

“*Level II fieldwork* experiences occur at or near the conclusion of the didactic phase of occupational therapy curricula and are designed to develop competent, entry-level, generalist practitioners (ACOTE, 2007a, 2007b, 2007c). Level II fieldwork assignments feature in-depth experience(s) in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and evidence-based practice through exposure to a “variety of clients across the life span and to a variety of settings” (ACOTE, 2007a, 2007b, 2007c).

The value of fieldwork transcends the obvious benefits directed toward the student. Supervising students enhances fieldwork educators’ own professional development by providing exposure to current practice trends, evidence-based practice, and research. Moreover, the experience of fieldwork supervision is recognized by the National Board for Certification in Occupational Therapy (NBCOT) and many state regulatory boards as a legitimate venue for achieving continuing competency requirements for occupational therapy practitioners.

Another benefit to the fieldwork site for sponsoring a fieldwork education program is with the recruitment of qualified occupational therapy personnel. Through the responsibilities expected during Level II fieldwork, occupational therapy staff and administration are given opportunity for an in-depth view of a student’s potential as a future employee. In turn, an active fieldwork program allows the student, as a potential employee, to view first-hand the agency’s commitment to the professional growth of its occupational therapy personnel and to determine the “fit” of his or her professional goals with agency goals. The fieldwork program also creates a progressive, state-of-the-art image to the professional community, consumers, and other external audiences through its partnership with the academic programs.

In summary, fieldwork education is an essential bridge between academic education and authentic occupational therapy practice. Through the collaboration between academic faculty and fieldwork educators, students are given the opportunity to achieve the competencies necessary to meet the present and future occupational needs of individuals, groups, and indeed, society as a whole.” (AOTA. (2009). Occupational therapy fieldwork education: Value and purpose. *American Journal of Occupational Therapy*, 63, 393-394.)

West Virginia University Curricular Areas of Emphasis/Themes/Threads & Learning Goals

1. **Rural Health Care:** Students will be able to identify and address unique issues related to providing OT services to individuals in a rural setting.
2. **Neuro-Rehabilitation:** Students will demonstrate competence in addressing the distinctive issues associated with treatment of clients with acute and chronic neurological diseases or trauma.
3. **Evidenced-Based Practice:** Students will utilize an occupation and evidence-based approach as components of occupational therapy practice
4. **Professional Advocacy:** Students will demonstrate an appreciation for and understanding of the value of professional advocacy and promotion of the profession of Occupational Therapy.
5. **Occupation-Based Practice:** Students will demonstrate the ability to frame issues and problems of human occupation that are consistent with and reflective of current frames of reference, theoretical models, and approaches within the profession of Occupational Therapy.

6. Students will demonstrate entry-level competence in areas of evaluation, treatment, communication, critical reasoning, and leadership upon graduation.

West Virginia University Curricular Design Statement (2013)

Graduates from West Virginia University's Occupational Therapy Program are expected to be ethical, state of the art, evidence-based general practitioners and leaders consistent with the missions of West Virginia University, the WVU Health Sciences Center, and the Division of Occupational Therapy. As part of their professional role graduates are also expected to be clinical researchers and providers of continuing professional education. To meet these expectations the curriculum has been designed in a manner that integrates basic sciences, occupational therapy theory, research methods, clinical reasoning, and professionalism across all classes, fieldwork experiences, and other program activities. West Virginia University's Occupational Therapy curriculum is designed to prepare critical thinkers, evidence and outcomes based practitioners, and leaders to the profession of occupational therapy at local, state, and national levels.

The Occupational Therapy curriculum is influenced by the Occupational Therapy Practice Framework, 2nd edition (AOTA, 2008), Bloom's Taxonomy of Learning, occupational performance models, and the areas of emphasis (or threads) of the WVU Division of Occupational Therapy. The integration of such approaches promotes high level thinking that can be applied to the many traditional and emerging areas of occupational therapy clinical practice.

The areas of emphasis (or threads) of the WVU Division of Occupational Therapy curriculum reflect the missions of the University, Health Science Center, and the Division of Occupational Therapy as well as the occupational therapy practice environment in West Virginia. These areas of emphasis are: rural healthcare, neuro-rehabilitation, evidence-based practice, professional advocacy, and occupation-based practice.

Student learning goals have been established to reflect the above content areas. They are as follows:

1. Students will utilize an occupation and evidence-based approach as components of occupational therapy practice.
2. Students will demonstrate the ability to frame issues and problems of human occupation that are consistent with and reflective of current frames of reference, theoretical models, and approaches within the profession of Occupational Therapy.
3. Students will demonstrate an appreciation for and understanding of the value of professional advocacy and promotion of the profession of Occupational Therapy.
4. Students will demonstrate competence in addressing the distinctive issues associated with treatment of clients with acute and chronic neurological diseases or trauma.
5. Students will be able to identify and address unique issues related to providing OT services to individuals in a rural setting.
6. Students will demonstrate entry-level competence in areas of evaluation, treatment, communication, critical reasoning, and leadership upon graduation.

Before entering the occupational therapy program, students establish an educational base in the liberal arts and sciences. Prerequisite coursework provides knowledge necessary from which professional knowledge and skills are built. Upon entering the professional phase of the occupational therapy program, students integrate

knowledge from the physical and social sciences with the various models, theories, frame of references, and occupational science that influence professional practice. The course progression throughout the occupational therapy curriculum is such that information from earlier courses is integrated into clinical cases and situations of increasing complexity. Active semi-annual faculty monitoring of courses and the curriculum as a whole ensures target learning objectives are met in a pattern of complexity and consistent with the educational standards established by the Accreditation Council for the Occupational Therapy Education (ACOTE) (AOTA, 2011).

The content and sequence of the occupational therapy program are a reflection of the Domain of Occupational Therapy as outlined in the Occupational Therapy Practice Framework 2nd edition, (AOTA, 2008). The framework is consistent with the West Virginia University's Occupational Therapy Program philosophy through emphasizing engagement in occupation to support participation in context(s). Performance of daily occupations is influenced by individuals' performance skills and performance patterns which, in turn, are impacted by individual client factors, the demands of particular activities, and the context in which tasks must be performed.

In the first year of the program students learn the foundational knowledge, information, and concepts necessary to become a competent practitioner. In the second year students integrate foundational knowledge along with newly learned specialty information to solve real clinic problems through holistic evaluation and treatment. In the third year students synthesize foundational knowledge, specialty information, and their clinical experience gained on fieldwork to become ethical, state of the art, evidence-based general practitioners and leaders. The early stages of the occupational therapy curriculum focus on developing an appreciation of client factors, contexts, and activity demands. Progression through the curriculum is characterized by increasing attention to the skills and patterns that contribute to performance along with an appreciation for both the normal and abnormal patterns of development. Progression towards the graduate year of the program is marked by learning activities of greater complexity that emphasize the importance of occupational performance on health and wellness across the lifespan.

In the first year (junior year) of the occupational therapy professional program students are introduced to additional foundational knowledge in normal growth and development, anatomy, kinesiology and neuroanatomy. Students are also introduced to the basics of quantitative and qualitative research and evidence-based practice. Development of professional identity through introduction of concepts of occupation, occupational science, and occupational performance models, and the basics of occupational therapy treatment also occurs in the first year of the curriculum. Courses at this stage of the curriculum reinforce previous learning while fostering opportunities for application of foundational knowledge, and progression of learning consistent with Bloom's taxonomy. Reinforcement of knowledge is further facilitated by a Level I fieldwork which allows students to interact with clinicians and observe client care in a traditional occupational therapy setting. At this stage of the curriculum learning activities, course assignments, and exams (both practical and written) are highly structured.

In the second year (senior year) of the occupational therapy professional program course content places a greater emphasis on holistic evaluation and intervention across the lifespan. As students begin to prepare for their first Level II rotation they are presented with less structured, more abstract situations that encourage independent problem identification and resolution, clinical reasoning, and ethical decision making. Students continue to learn how to apply concepts of occupation, occupational science, and occupational performance models to occupational therapy evaluation and treatment to an expanding population including pediatric and geriatric clients, clients with mental health impairments, clients with neurological injuries and trauma, and clients with upper extremity injuries and trauma. Students are challenged to provide evidence-based evaluations and treatments of increasing complexity as the year progresses. In addition to applying learned knowledge to

complex clinical cases, students integrate cognitive skills with the psychomotor skills and professional behaviors necessary for professional competence. This process culminates with the capstone project at the end of the senior year in which students individually evaluate and treat an occupational therapy client and correctly document and report the results. Independent thinking and practice are further developed as the student progresses in the design and implementation of their research project. The middle and upper levels of Bloom's taxonomy of learning are emphasized throughout the coursework of the senior year.

The increasing expectations of student development are also reflected in the two Level I fieldwork experiences the students complete in the second year. Assignments for these experiences include development of an evidence-based practice project, note writing, administration of an assessment, and development and implementation of a treatment plan. Students also address the provision of occupational therapy services in non-traditional settings and while working to meet the psychological and social needs of individuals residing in WV and surrounding rural communities.

The third year (graduate year) serves to develop skills in the higher levels of the three domains of Bloom's taxonomy. This process is initiated by the student's completion of their first Level II fieldwork experience. This immersion into the clinical world serves as a critical foundation for the development of the highest skills needed as a graduate student and is the focus of classroom instruction in the third, graduate, year. Students create OT knowledge by completing their research project and presenting their work at state, and/or national conferences. The graduate year presents opportunities for students to evaluate and synthesize information regarding occupational performance models. Students rely heavily on the application of these models to cases from the students' professional experience gained in the first Level II fieldwork for deeper understanding of the models. Students also address theory testing, theory development, and how theoretical models can be expanded to enhance the profession of occupational therapy.

Skills in professional advocacy, clinical supervision, and general leadership are among those emphasized in course projects and presentations. Students learn about the role of the profession in community settings by completing assignments in industrial settings, schools, and at local community events. Projects such as the development of promotional and patient education materials, job site evaluations, universal home design, wellness and prevention projects, occupational therapy clinic development, and participation in AOTA's OT at the Capitol Day are among those requiring integration of the knowledge, skills, and behaviors learned throughout the curriculum and on the first Level II fieldwork. Emphasis is also placed on the students' development as a professional, with the requirement for professional length presentations and practical exams. The second Level II fieldwork experience occurs at the end of the curriculum and serves as a final and cumulative educational experience to prepare the student for entry into the clinical world as a general practitioner.

Throughout the curriculum, program faculty serve as role models for professionalism and lifelong learning. Students meet with their assigned faculty advisor each semester to review professional behaviors utilizing a professional development assessment consistent with the OT Code of Ethics and the affective domain of Bloom's Taxonomy.

The WVU OT educational program also believes that learning occurs both in and out of the classroom and clinical environment. Throughout the three years of the curriculum students are expected to engage in a variety of activities and out of classroom experiences to ensure their professional development. Through class activities students visit various rural occupation sites throughout WV and also visit a variety of specialty clinical sites. Additional out of class activities include required membership in AOTA and WVOTA and the WVU SOTA chapter. Senior students are expected to participate in WVOTA legislative awareness activities, and

graduate students participate in AOTA's OT at the Capitol Day. WVU OT students are also expected to be active in the local community and SOTA and are required to complete 50 hours of community service prior to being eligible to graduate.

Ongoing program evaluation contributes to regular revisions of course content and sequence in an effort to further the missions of the University, Health Sciences Center, and Division of Occupational Therapy. Curriculum retreats serve as a formal means for re-evaluating coverage of course content and reviewing the performance of students on clinical fieldwork rotations, the Occupational Therapy Knowledge Exam (OTKE), and the National Board for the Certification of Occupational Therapists (NBCOT) exam. Additional influences on curriculum content come from student feedback during student-faculty discussion forums, feedback from graduates through post-graduate surveys, and feedback from employers through graduate employer surveys. Careful consideration is also given to market and practice trends within the profession when making curricular decisions.

West Virginia University Occupational Therapy Level II Behavioral Fieldwork Objectives

Upon completion of this 12 week, full-time Level II fieldwork rotation, the student will be able to successfully:

Fundamentals of Practice

- 1. Adheres to ethics:** Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures including when relevant, those related to human subject research.
 - Adhere to all departmental policies and procedures related to ethical practice, with attention to policies related to the specific area of treatment.
 - Adhere to licensure requirements.
 - Recognize personal strengths and limitations and use treatment modalities that are within level of ability and experience.
 - Interact professionally and respectfully with clients, families, and staff.
 - Establish and maintain a therapeutic relationship with the client.
 - Maintain quality client care and client satisfaction as guidelines for professional behavior.
 - Demonstrate consistent adherence to professional ethics, codes and adherence to HIPAA regulations for client confidentiality at all times, including in and out of the setting.
 - Maintain all client-related information in compliance with facility policy on confidentiality.
 - Respect clients' rights of privacy in all spoken communications (no corridor, elevator, cafeteria consultations).
 - Consistently demonstrate respect for client confidentiality by protecting written documentation from other people's view and select private spaces to discuss client information with FW Educator or other team members.
 - Consistently display sensitivity to client's values (cultural, religious, social) and ask clients if there are any issues that may conflict with treatment procedures.
 - Respect individual goals, wishes, and expectations of client.

- Immediately report any abusive behavior toward a client to the immediate FW Educator and follow appropriate reporting procedures.
 - Demonstrate honesty in billing for time/interventions.
 - Maximize client's quality of life, respect privacy, and will not misappropriate clients' belongings.
- 2. Adheres to safety regulations:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
- Utilize infection control precautions, OSHA, and universal precautions appropriately.
 - Maintain clear and orderly work area by returning equipment and supplies.
 - Follow facility policies in response to emergency code or drill situations.
- 3. Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
- Provide safe supervision of clients during high-risk activities.
 - Refrain from use of equipment or procedures unless trained.
 - Seek and is receptive to supervision to ensure client safety.
 - Demonstrate willingness to function within constraints of center policies and procedures.
 - Demonstrate safe performance during all treatment endeavors.
 - Choose activities that are safe, age appropriate, and appropriate for cognitive/emotional/physical capabilities of clientele.
 - Consistently follows equipment safety protocols.
 - Demonstrate an understanding of environmental factors affecting clients' safety at all times by consistently analyzing evaluation/treatment space for potential safety hazards prior to bringing the client into the environment.
 - Equipment is set-up beforehand.
 - All nonessential items are put away.
 - Treatment area is scanned for slip and fall prevention.
 - Is aware of potential hazards of equipment being used.
 - Aware of sharps at all times.

Basic Tenets

4. Clearly and confidently **articulates the values and beliefs** of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
 - Explain the role of OT within the practice setting, in terms and language that are clearly understood by the recipient.
5. Clearly, confidently, and accurately **articulates the value of occupation** as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.
 - Explain how and why occupation is used as a means to an end.
 - Explain how and why occupational therapy practitioners are client-centered.
 - Thoroughly instruct other disciplines in carrying out treatment procedures initiated by OT.
 - Define the OT process in an effective manner that is understandable to clients, caregivers, and other professionals.

- Explain the value of returning to roles and responsibilities at a level of understanding to the client and family.
6. Clearly, confidently, and accurately **communicates the roles of the occupational therapist and occupational therapy assistant** to clients, families, significant others, colleagues, service providers, and the public.
 - Verbalize the differences in role delineation for an OT, OTA, and aide/ technician within the practice setting.
 7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.
 - Place emphasis on client-centered evaluation and treatment.
 - Establish treatment priorities after discussing goals with all concerned parties.
 - Review progress with client, family, and significant others at regular intervals.

Evaluation and Screening

8. **Articulates a clear and logical rationale** for the evaluation process.
 - State how and why a specific approach to the evaluation process is being used
9. **Selects relevant screening and assessment methods** while considering such factors as the client's priorities, context(s), theories, and evidence-based practice.
 - Identify conditions and precautions associated with apparent deficits of assigned clients.
 - Select appropriate component areas to assess, based on the center's practices and the client's level of apparent deficits and secondary diagnoses and complications.
 - Set priorities of sequence of evaluation procedures to be administered.
 - Explain rationale for choice of evaluation procedure(s).
 - Demonstrate ability to adapt/modify different techniques and evaluation tools in accordance with client's deficits.
10. **Determines client's occupational profile** and performance through appropriate assessment methods.
 - Complete a chart review prior to initiating evaluation, and verbalize an understanding of the client's premorbid occupational performance.
 - Obtain a thorough occupational profile through client interview and family interview to obtain role in society and leisure interests.
 - Ask client what areas are important to them.
 - Initiate and integrate client's occupational profile into treatment focus.
11. **Assesses client factors and context(s)** that support or hinder occupational performance.
 - Utilize correct procedures for assessing individual performance areas.
 - Select appropriate areas for further assessment.
12. **Obtains sufficient and necessary information** from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.
 - Interview client or caregiver to obtain relevant information.

- Listen to input from other team members.
 - Identify the need for obtaining additional information, research, or references.
 - Demonstrate knowledge of assessments to be performed with specific client.
13. **Administers assessments** in a uniform manner to ensure findings are valid and reliable.
 - Consult assessment manuals and FW Educator prior to the administration of standardized and non-standardized assessment(s), selected for client.
 - Maintain objectivity in observing and assessing areas where standardization is not an option.
 - Demonstrate an understanding of site specific terminology to assess areas of need.
 14. **Adjusts/modifies the assessment procedures** based on client's needs, behaviors, and culture.
 - Utilize client information as a basis for possible adaptation of assessment procedure.
 - Alter methods of instructing the client to accommodate limitations in cognition/communication as needed.
 - Alter methods of assessing performance areas where medical complications or restrictions exist.
 - Notice and respond to client feedback to accommodate assessment as needed.
 - Consider client status changes and adapt assessment procedure as necessary.
 - Identify/explain the effect a client's mental and/or physical changes on outcome have on an assessment.
 15. **Interprets evaluation results** to determine client's occupational performance strengths and challenges.
 - Convert raw scores into meaningful information, according to assessment guidelines.
 - Relate assessment findings to functional performance.
 - Identify present level of performance and challenges based on evaluation data.
 16. **Establishes an accurate and appropriate plan** based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
 - Identify functional limitations affecting performance.
 - Set client-centered long-term goals that are attainable for the client, based on assessment of the client's strengths and limitations.
 - Set short-term goals in specific, objective, and measurable terms.
 - Prioritize interdisciplinary team goals, as needed.
 - Incorporate client goals and priorities into the plan of care.
 17. **Documents the results of the evaluation** process that demonstrates objective measurement of client's occupational performance.
 - Follow correct procedures for documenting evaluations accurately.
 - Thoroughly address all problem areas.
 - Summarize evaluations clearly and concisely in documentation.
 - Follow correct processes for recording evaluation and assessment findings.
 - Documentation is completed within the time frames of the fieldwork setting.

- Documentation is written in terms understandable to other disciplines using the information.

Intervention

- 18. Articulates a clear and logical rationale** for the intervention process.
 - Complete thorough treatment plans for clients.
 - Prioritize problem areas and addresses foundation skills needed for treatment progressions.
 - Express rationale for selected activities to be utilized in addressing client's goals and needs using appropriate language based on recipient.
 - Describe purpose of intervention at the client's level of understanding.
- 19. Utilizes evidence** from published research and relevant resources to make informed intervention decisions.
 - Research evidence-based interventions that could be used in the setting.
 - Articulate how to apply evidence from published research and therapist's expertise to specific clients receiving OT services.
- 20. Chooses occupations** that motivate and challenge clients.
 - Facilitate activities that are meaningful to the client.
 - Select activities that reflect the appropriate level of challenge for the client's ability.
- 21. Selects relevant occupations** to facilitate clients meeting established goals.
 - Demonstrate functional-based interventions that are consistent with the established treatment plan.
- 22. Implements intervention plans that are client-centered.**
 - Incorporate client priorities into established goals.
 - Schedule and conduct treatment sessions as appropriate for the client's level of participation.
 - Consider age level when directing all client care activities.
- 23. Implements intervention plans that are occupation-based.**
 - Utilize occupation-based activities during treatment sessions.
 - Demonstrate awareness of the client's various life roles in selecting activities.
 - Select activities that are meaningful and relevant to the client.
- 24. Modifies task approach, occupations, and the environment** to maximize client performance.
 - Identify and address underlying problems and prerequisite skills to promote gains in higher-level functional skills.
 - Appropriately grade and modify treatment activities to promote effective treatment for the client's current status.
 - Select activities, considering client's abilities to promote progress without undue frustration.
 - Select activities by taking into account client's preferences, values, and age.

25. **Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client's status.
- Identify appropriate goals to address underlying factors that impede functional progress.
 - Recognize changes in the client's physical, emotional, or cognitive status and adjusts the program to promote optimal progress.
 - Demonstrate the ability to terminate treatment appropriately.
26. **Documents client's response** to services in a manner that demonstrates the efficacy of interventions.
- Accurately document client intervention outcomes.
 - Update status of goals, as per setting requirements.
 - Problem solve with client and team members to establish goals that are realistic and incorporate the potential discharge setting/ situation.
 - Use correct terminology to describe treatments and interventions.

Management of Occupational Therapy Services

27. **Demonstrates through practice or discussion the ability to assign** appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.
- Direct therapy assistant/aide in performing client care activities within the scope of site/state practice standards.
 - *If OT assistant or OT aide are not present, the student will be able to discuss/ simulate appropriate delegation of responsibilities with FW Educator.*
28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.
- Collaborate effectively with the OT assistant within the specific practice setting.
 - *If OT assistant or OT aide are not present, the student will be able to discuss/simulate appropriate collaboration regarding client evaluation/treatment plan with FW Educator.*
29. **Demonstrates understanding of the costs and funding** related to occupational therapy services at this site.
- Ensure that client care time is used productively.
 - Notify FW Educator of charges for supplies, equipment, and time.
 - Verbalize an understanding of costs for purchasing adaptive equipment or devices, or DME within the practice setting.
 - Demonstrate ethical billing practices.
30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.
- Prepare in advance for meetings, evaluations, and treatments.
 - Arrive promptly to scheduled meetings, treatment sessions, and other assigned responsibilities.
 - Complete assignments and documentation by scheduled deadlines.
 - Schedule client treatments to make optimal use of treatment time given current caseload.

- Utilize unscheduled time to increase learning and seek out additional learning opportunities.
 - Notify FW Educator when problems arise.
31. **Produces the volume of work** required in the expected time frame.
- Adjust work pace to accommodate increased workload.
 - Provide assistance to other staff members when able.
 - Recognize when current workload prohibits helping others, or necessitates delegation.

Communication

32. **Clearly and effectively communicates verbally and nonverbally** with clients, families, significant others, colleagues, service providers, and the public.
- Demonstrate genuine interest in client and caregiver understanding of instructions.
 - Interact, communicate, and share relevant information with all caregivers, families, and healthcare professionals.
 - Clearly and effectively communicate verbally by stating clear goals and rationale of treatment and possible outcomes of OT to clients, caregivers, and team members.
 - Provide instructions for the treatment process that are effective, clear, concise, and understandable for each client's developmental level and learning style.
 - Demonstrate good observation skills and respond appropriately to behaviors and questions, give feedback, appropriate cues, and the appropriate amount of assistance to enable client to participate in activity.
 - Demonstrate awareness of cultural differences and language barriers.
 - Communicate/demonstrate effective communication skills to meet the needs of each client.
 - Be aware of nonverbal communication and body language of self, clients, caregivers, and team members.
 - Demonstrate effective therapeutic use of self and maintain rapport with client.
 - Develop boundaries/ability to set appropriate limits with clients.
 - Accept constructive feedback and integrate as demonstrated through behavioral changes.
 - Contribute clear, accurate, and concise reports/feedback in team meetings regarding each client's progress.
33. **Produces clear and accurate documentation** according to site requirements.
- Complete all documentation as assigned by FW Educator for review.
 - Comply with site's policy for approved abbreviations.
 - Follow site policies and procedures for documentation.
 - Demonstrate ethical practice with documentation and obtaining FW Educator signatures.
34. **All written communication is legible**, using proper spelling, punctuation, and grammar.
- Comply with site policy for approved abbreviations.
 - Comply with regulatory bodies for site-specific documentation requirements.
 - Produce documentation that has been proofread for errors.
35. **Uses language appropriate to the recipient** of the information, including, but not limited to funding agencies and regulatory agencies.

- Produce documentation that contains sufficient details needed by the recipient.
- Utilize professional and ethical language.

Professional Behaviors

36. **Collaborates with FW Educator(s)** to maximize the learning experience.
 - Ask questions when uncertain and uses discretion in wording and timing of questions asked of FW Educator.
 - Notify FW Educator of unusual occurrences or circumstances
 - Identify, communicate, and use own optimal learning methods and styles.
 - Recognize communication styles of self and FW Educator; adjust style as needed to promote optimal communication with FW Educator.
 - Actively seek feedback on performance and demonstrate receptiveness to constructive feedback and input from FW Educator(s) and other team members.
 - Discuss need for changes and modify behaviors as identified in FW Educatory sessions.
 - Use feedback provided to devise strategies/plans for improvement.
 - Recognize need for and seek appropriate supervision by initiating the scheduling of meetings, as appropriate.
 - Assume a cooperative role in the FW Educatory relationship.
 - Be an active part of supervision and feedback.
37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with FW Educator(s) and others.
 - Attend regularly scheduled staff meetings, in-service, or additional learning opportunities in practice area, as available.
38. **Responds constructively to feedback.**
 - Notice and respond to feedback in a way that would encourage an open exchange of ideas and develop entry-level skills in an effective way.
 - “Listen” and act upon constructive feedback from FW Educator by making suggestions as to what could have been or needs to be changed.
 - Demonstrate an active and positive attitude evidenced by body language and use of voice.
 - Verbalize understanding of feedback and develop effective and measurable goals for improvement as needed.
 - Demonstrate change in behavior that shows an understanding of feedback and a movement towards acquiring professional behaviors.
 - Articulate positive feedback and strengths identified by FW Educator.
39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability, and work site maintenance.
 - Demonstrate initiative with assigned responsibilities.
 - Demonstrate active responsibility for needs/ supplies to complete duties.
 - Demonstrate preparation and awareness for responsibilities associated with being an OTS.
 - Demonstrate reliability as related to client care, assigned responsibilities, work schedule, etc.
 - Ensure cleanliness of personal work areas, including treatment space and office area.

- Appropriately report/ document spills, faulty equipment, etc. to the appropriate personnel.
40. **Demonstrates effective time management.**
- Complete responsibilities and necessary documentation within required site timeframe.
 - Initiate and utilize effective time management with scheduling, documentation, and other assigned responsibilities.
 - Demonstrate responsibility for unforeseen circumstances.
 - During unstructured time, student will be proactive in utilizing the time to ensure successful completion of all responsibilities.
41. **Demonstrates positive interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.
- Demonstrate the ability to be flexible and cooperative with unforeseen circumstances as related to client interactions or site logistics.
 - Demonstrate tact and empathy when interacting with clients, caregivers, families, and team members.
42. **Demonstrates respect for diversity factors** of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
- Demonstrate professional behavior respecting diversity of sociocultural, socioeconomic, spiritual, and lifestyle choices of clients, caregivers, families, team members, FW Educator, and other facility personnel.

Level II Course Objectives:

1. Demonstrate attitudes, values, and professional behaviors congruent with the OT professional standards, ethics, and practices.
2. Demonstrate advocacy from within our health care systems for increased understanding of occupational engagement and participation in health, wellness, and prevention.
3. Demonstrate flexibility and adaptability in regards to OT's current positions and roles and to advocate within the health care system to provide services in new ways and practice areas.
4. Demonstrate abilities/creativity to create practice opportunities among emerging health care trends.
5. Adapt and characterize skills and attitudes demonstrating therapeutic use of self with a wide range of client ages and variety of physical, developmental, and mental health conditions.
6. Demonstrate academically acquired knowledge, articulating theory and rationale for intervention during in-depth experience in delivering occupational therapy services.
7. Analyze, assess, intervene, adapt, and grade purposeful activity as a therapeutic intervention during treatment.
8. Develop listening and awareness skills in regards to our clients, allowing them to control and direct their interventions.
9. Demonstrate knowledge about health care and community resources and how to use them in the client's best interests.
10. Demonstrate entry-level competence in correlating everyday activities to roles, interests, and occupational engagement in meaningful life patterns.
11. Provide for the development, improvement or restoration of sensory motor, perceptual or neuromuscular functioning; or emotional, motivational, cognitive or psychosocial components of performance and engagement.
12. Refine observation and measure skills as they pertain to variables that may block performance (i.e.,

context, task, or person).

13. Develop knowledge and skills in new assessments that measure overall performance.
14. Demonstrate entry-level competence in the assessment of needs of and use of interventions such as the design/development/adaptation/application, or training in the use of assistive technology devices; the design fabrication, or application of rehabilitative technology to orthotic or prosthetic devices; the application of physical agent modalities as an adjunct to, or in preparation for purposeful activity; the use of ergonomic principles; the adaptation of environments and processes to enhance functional performance; or the promotion of health and wellness. (AOTA).
15. Demonstrate management and administrative skills (policy making, community program development, realize outcomes research, and use of the team approach).

Policies and Procedures

Regarding Fieldwork

Policies & Procedures Regarding Fieldwork

The policies and procedures on the following pages represent expected behavior for occupational therapy students while on Level II fieldwork. Failure of a student or FW Educator to abide by these policies and procedures could result in premature termination of the placement as well as further consequences deemed appropriate by the Division of Occupational Therapy. The WVU Academic Fieldwork Coordinator represents the Division while students are on fieldwork. Any concerns or comments regarding student or FW Educator behavior should be directed to that person. Please contact the WVU Academic Fieldwork Coordinator at (304) 293-0218, should you have any questions or concerns.

Student responsibilities:

Adherence to the following *American Occupational Therapy Association's Code of Ethics* and its Guidelines.

Getting Ready For Fieldwork

Dress:

1. Student will dress in attire appropriate for the setting. Students must consult with their FW Educator prior to the first day of the placement. Three repeated problems in dressing where remedial direction has been provided appropriately will result in termination of the placement and a grade of "U".
2. In cases where uniforms are required, the costs will be borne by the student.
3. Students are to wear their WVU student nametags provided by the Division unless otherwise informed by their FW Educator.

Travel and Living Expenses:

Expenses for travel and living are the responsibility of the student.

Housing:

Where possible, housing will be coordinated with the facility where the student will be doing fieldwork. The student should contact the FW Educator for housing possibilities once the placement has been confirmed.

Fieldwork Site Assignments:

Every attempt will be made to secure a student's desired placement site. For a number of reasons, this is not always possible and changes to original plans may have to be made. All requests for site selection, change, or alterations MUST be made through, or with the approval of the WVU Fieldwork Coordinator.

Course Fees:

The student will be assessed a course fee consistent with Graduate Student status. All fieldwork Level II courses are three (3) credit hour courses (x2), for a total of 6 credit hours.

Grading, Expectations, and Problems

Professional Behavior

1. Students will be expected to behave in a manner appropriate to the setting, assuring that professional decorum is maintained at all times.
2. Students will be expected to demonstrate ethical behavior consistent with the OT Code of Ethics and the

ethical values of the institution.

3. Persistent unprofessional behavior must be reported to the WVU Fieldwork Coordinator.
4. Behavior that is inappropriate to the setting, and is deemed unprofessional by the FW Educator, must be addressed with the FW Educator and a learning contact. A written, remedial plan must be presented to the student by the site FW Educator. (This plan should ideally be discussed with the WVU Academic Fieldwork Coordinator prior to being presented to the student.) This plan must contain clearly written objectives, target dates, and consequences for compliance and non-compliance.
5. Written evidence of the plan is to be signed as 'read' by the student, FW Educator, facility fieldwork coordinator (if there is one), and the WVU Academic Fieldwork Coordinator.
6. A failure to meet the objectives of the plan could result in one or more of the following: pre-mature termination of placement; a final grade of 'U' in that fieldwork course; withdrawal from the OT program until evidence of remediation is provided; or dismissal from the OT program.

Fieldwork Attendance

The dates of the traditional fieldwork Level II experience are: summer beginning of the third (graduate) year and spring of the final (graduate) year. These can be modified to some extent, in working with specific facilities and students. (Note: The WVU OT weekend distance education students will need to determine their own fieldwork dates in conjunction with their employer.) AOTA requires a minimum or the equivalent of 24 weeks full-time. This may be completed on a full-time or part-time basis, but may not be less than half time as defined by the fieldwork sites.

It is recommended that the WVU Fieldwork Coordinator be contacted as soon as it is evident that the student will not be able to meet their requirements for the 12-week minimum. Additional time may be required if the fieldwork clinical FW Educator, student, and the academic fieldwork coordinator agree that extra time would enable the student greater potential success.

Missed Days

Only holidays on which the fieldwork site is closed will be considered excused absences. This would be any national holiday when the facility does not provide services. Spring Break is not included in the category. It is expected that all absences will be made up. The process to make up a day on Level II fieldwork may involve coming in earlier or later (if supervision present for pt. contact), extending the rotation beyond the original end date, working on a Saturday, and/ or additional development of various materials/ projects that the clinical instructor deems appropriate and beneficial to the site. The end date of the fieldwork experience is preset to accommodate ACOTE Standards. Working overtime will NOT allow a student to complete the fieldwork experience before this end date.

Absences/Late

Students who will be late for fieldwork, or who will miss a day **MUST** call in prior to the start of the workday. Prior permission from the FW Educator for missed or late days is required, except in cases of illness. Failure to notify a facility of absence or tardiness could result in a student being asked to withdraw from fieldwork at that site. It could also result in a failing grade being assigned to the course.

Students must follow the Policies and Procedures of the institutions for reporting late or missed days.

Evaluation and Grading

Students must receive a mid-term and final evaluation that is completed by the on-site FW Educator and reviewed by the student prior to it being mailed to the WVU Fieldwork Coordinator. The evaluation must be on a form approved by WVU Division of Occupational Therapy- the AOTA Fieldwork Performance Evaluation.

Students will be given either a *Satisfactory* or *Unsatisfactory* grade at mid-term and final evaluation.

Pass: Satisfactory Performance

Midterm: score of 90 and above
Final: score of 122 and above

Red flag score: 90-100

Failure: Unsatisfactory Performance

Midterm: score of 89 and below
Final: score of 121 and below

Red Flag Scores: Red flag scores have been provided **merely to increase awareness to student performance and communication between the student/ FW Educator/ and Academic Fieldwork Coordinator** during the Level II fieldwork placement. Should a student score within this range at midterm the following should occur:

1. Both the student and the FW Educator must contact the WVU fieldwork coordinator.
2. If necessary, a Learning Plan (see sample in packet) should be developed that outlines the areas of concern on the midterm evaluation and remedial action plans and dates for completion. *It is recommended that the student take an active role in this process as well by completing a Learning Plan on themselves to address the areas of concern and then collaborating with their FW Educator on specific details.*

A student may receive a failing grade when:

1. The behavior of the student is such as to pose a risk or danger to clients or staff.
2. The placement is prematurely terminated with just cause, OR with the consent of the WVU Fieldwork Coordinator.

If there is a possibility or if the student is to be given a failing grade at mid-term the following process should occur:

- **The FW Educator must contact the WVU Academic Fieldwork Coordinator as soon as it is decided that the student is failing their fieldwork.**
- A remedial session between the student and the FW Educator should occur. At this meeting, the FW Educator should provide the student with feedback as to why she/he is failing the placement. The fieldwork placement memorandum should be revised to bring the action plan in line with the activities required in order for the student to receive a passing grade.
- Both the student and the FW Educator should agree to this remedial course of action.
- If there is disagreement as to the process to be taken to achieve a passing grade, the WVU Academic Fieldwork Coordinator should be invited to the session in person, via teleconference, or through other means suitable to all parties.

If the student receives a failing grade at the final evaluation session, and if the contract process was modified as

described above, there should be an understanding on the part of the student and the FW Educator as to why the failing grade was given. At the time of the final evaluation, a written summation should be provided to reflect what the student was, and was not, able to achieve in the fieldwork placement memorandum. Future plans for remediation should be provided to the student.

The student has the right to appeal a grade of **Failure/ Unsatisfactory**. The process for appeal will follow WVU regulations as outlined in the OT Student Handbook and Mountie.

If a student fails a placement, she/he may be asked to repeat the course, or withdraw from the program. Each person's circumstances are unique and will be treated as such by the WVU OT Academic Student Affairs Committee and Fieldwork Committee. Dismissal from the WVU OT program will occur after x2 **Failure/ Unsatisfactory** grades in x2 Level II fieldworks. Students are permitted x3 attempts at Level II fieldwork placement.

If at any time in the fieldwork experience, a student exhibits unsatisfactory behavior in a substantial number of tasks and/or if the student's potential for achieving entry level competence by the end of the affiliation is in question, the FW Educator must contact the Fieldwork Coordinator to discuss action. (AOTA, 1987)

Withdrawal

A student may receive a grade of 'W' when:

- ❑ The placement is terminated prior to mid-term.
- ❑ The student has permission to withdraw for extenuating circumstances by the FW Educator and the WVU Fieldwork Coordinator.
- ❑ This is the first fieldwork course in which a 'W' has occurred.

Incomplete

A grade of incomplete will normally be assigned when:

- ❑ The WVU Fieldwork Coordinator and the Division Chair have documented prior approval.
- ❑ The mid-point of the placement (after the mid-term evaluation) has been reached.
- ❑ This is the first, and only, incomplete grade in fieldwork.

Participation in extracurricular activities

Students may be asked to participate in research, educational, or service activities while they are in their fieldwork. While it is at the student's discretion as to whether to participate in extracurricular activities, care should be taken not to overload the student with extra activities.

It is well within the realm of fieldwork expectations that a student be given additional assignments while in fieldwork, the time and resources required should be consistent with the demands of the assignment/ project. All additional assignments, such as presentations or attending educational seminars, should be documented.

Confidentiality/Ethics

Students must adhere to the institutional policies and procedures regarding confidentiality and ethical behavior. Students must consult their FW Educator prior to copying, removing, or destroying documents. It is common for students to sign an oath of confidentiality.

Protocol for occupational injury or illness during fieldwork

1. Students should immediately report the injury or illness to their FW Educator.
2. Follow the facility policies and procedures for the incident.
3. Contact the Division of OT and relay all necessary information to the WVU Academic Fieldwork Coordinator.

FW Educator

Hints and Ideas

OT FIELDWORK STUDENT SUPERVISION GUIDELINES

AOTA Standards (adopted 2011, effective July 2013)

	ACOTE Standard
C.1.1	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.
C.1.2	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students.
C.1.3	Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.
C.1.4	Ensure that the ratio of fieldwork educators to students enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.5	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.14.
C.1.6	The program must have evidence of valid memoranda of understanding in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.
	<i>IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS USED TO COUNT TOWARD PART OF LEVEL I FIELDWORK,</i>
C.1.7	Ensure that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation.
	Level I
C.1.8	Ensure that Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
C.1.9	Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.
C.1.10	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork.
	Level II
C.1.11	Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.
C.1.12	Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.
C.1.13	Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.
C.1.14	Ensure that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.
C.1.15	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).
C.1.16	Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to

	less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student.
	ACOTE Standard
C.1.17	Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.
C.1.18	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).
C.1.19	Ensure that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice.

WVU adheres to the supervision policies and procedures according to the state and facility licensure laws, guidelines, and reimbursement regulations.

Roles for Primary OTR FW Educator

The primary OTR FW Educator should provide the majority of supervision (at least 50%) including but not limited to: observation of OT practice, instruction in treatment protocols, documentation, evaluation, ethical issues, problem solving, feedback, and evaluation of the student. The primary FW Educator is responsible for spending sufficient time with the student in order to clearly determine entry-level competence and to score the AOTA Fieldwork Performance Evaluation form. The primary FW Educator needs to decide if the OT fieldwork student passes the Level II fieldwork and qualifies as an entry-level OT. It is assumed that there may be COTA's, aides, and other professionals contributing to the student's fieldwork experience, however, they cannot be the primary FW Educators.

Roles for Multiple OTR FW Educators

It is assumed that there may be one or more OTR FW Educators depending upon the staffing patterns of the fieldwork setting. Some students respond well to a variety of OT role models and FW Educators, others become fragmented and confused with different expectations and perspectives. We recommend a student *not have more than **three** FW Educators*. It is particularly important that there is good communication between all OT FW Educators. All FW Educators should contribute to the evaluation. Each FW Educator can do their own evaluation form and submit it to West Virginia University; or the FW Educators can collaborate and submit one evaluation form.

Roles of Others in FW Educatory Positions

The other staff and disciplines can be used in an adjunctive FW Educatory role of the Level II OT student. A COTA, recreation therapist, speech therapist, and physical therapist can be members of the rehab team and contribute to the education/evaluation of the student but should not be the primary FW Educator. These team-building situations provide an important perspective for the student to understand the role of the OT within the team and how to work with and collaborate with other professionals.

If a COTA should provide guidance to an OT intern for instruction on documentation, appropriate evaluations (ADL) and treatment techniques, the OTR primary FW Educator should follow up with interpretation of

evaluation, treatment planning, rationale, and problem solving.

West Virginia University allows for the supervision of Level II fieldwork students using direct or indirect approaches, as deemed appropriate for the individual student by the primary FW Educator and in following state licensure and provider guidelines and regulations.

When indirect supervision occurs, the OT FW Educator should provide weekly formal and more frequent informal FW Educatory meetings. There should be time allotted for observation of the student by the FW Educator, to assure competence as the student practices occupational therapy.

In addition to adhering to site standards, students should be asked to develop standards and expectations of themselves through personal learning objectives.

Each week, students should be asked to reflect upon how they are meeting their personal learning objectives and what they can do to further their own learning.

Students should be directed and encouraged to focus on how they can direct their learning rather than on what the staff members or FW Educator can do. FW Educators are encouraged to have the students critique themselves as well as to seek feedback from other team members on their professional and clinical behaviors.

How Does Supervision Change as Students Progress?

Upon meeting students, there is an evaluation phase. This phase is followed by progressively more independent levels of performance by the student and diminishing direct intervention by the FW Educator. The final phase is evaluation again.

The following questions are guidelines to help through the weekly supervision process:

- What behaviors does the student show at this point?
- Which of these behaviors do I want to encourage?
- Is my behavior going to facilitate those student behaviors?
- What behaviors will show me that the student is ready to progress?
- What new behaviors do I want to encourage in the student?
- How must my FW Educatory behaviors change in order to continue facilitating those desirable behaviors?

In addition to the above questions there should be an evaluation of the *why* behind undesirable behaviors, both yours and the student's.

- If the student is not exhibiting a behavior you want, is it because he or she does not know how?
- Is the student exhibiting these behaviors because the student does not understand what you are looking for?
- Does the student think it is appropriate or important?

Questions and Concerns

Please do not hesitate to contact the WVU Fieldwork Coordinator, should there be any questions or concerns during a student's fieldwork experience. Do not let this FW Educatory experience be an unpleasant one, contact the WVU Academic Fieldwork Coordinator as soon as necessary.

The Learning Plan/ Contract

The design of the curriculum, together with this model of knowledge acquisition, places Level II fieldwork experiences in a pivotal role in the development of the competent occupational therapist. This phase is necessary to bring to life the knowledge learned in the academic setting and to lay the groundwork for the development of expertise in the new occupational therapist.

To help guide the Level II fieldwork experiences, WVU has developed a learning plan process to be used by the student and the FW Educator. It is NOT a contract that is binding; nor a contract that requires specific demands of the FW Educator or the student. Instead, the contact is an agreement designed to fashion a learning environment that meets the needs of the student, FW Educator, and the facility.

Some facilities will have pre-organized learning plans. Students should review these contracts in light of their previous experience, the competency checklist, and personal goals. Once this has been done, the student should discuss any desired modifications to the institutional learning plan. This may not always be possible, but it should be an item for discussion during the first week of fieldwork. The FW Educator may, at their discretion, integrate the facility and the WVU learning plans to achieve a plan for learning that suits both the student and the facility.

The contract is 'formative' because it should change as the fieldwork placement evolves. It should change because the student should mature, the contract should reflect the realities of the service (which may very well change during the course of the placement), and goals should be met and new ones added. The real purpose is to help the FW Educator become a coach/mentor to the student, and for the student to become an entry-level therapist.

The learning plan process is very similar to the assessment-care planning process in client care. *To be effective there should be regular weekly meetings to review the student's progress and learning plan.*

*** A Word copy of the Learning Plan/ Contract is available upon request.

Components of the Learning Plan:

- An overall goal of the Level II fieldwork course.
- The objectives of the placement.
- The action plan necessary to meet the objectives.
- A time frame in which the various objectives are to be met.
- A listing of the resources required to complete the action plan.
- Signatures to verify that the FW Educator and student understand what has been written (it is not a contractual commitment - but an understanding).

OVERALL GOAL:

This is usually an overarching statement of what is expected of the student to learn during their time at the facility.

The goal may also be taken from the facility's listing of goals.

For example, in a general physical dysfunction clinic in a SNF, a goal might be:

To develop skills and knowledge pertaining to general adult physical dysfunction.

OBJECTIVES:

These are statements to specify how the goal will be met. They should be time-sensitive, measurable, and with a definite outcome expectation. Using an activity analysis approach is very useful in this process.

There should be no more than 6-8 objectives at any one time. General fieldwork objectives have been included in the front section of this packet. AOTA (www.aota.org) also has a list of sample site-specific objectives by setting to assist with this process.

Using the above example, an objective for the above goal might be:

To conduct an ADL assessment independently by the end of week four.

ACTION PLAN:

These are statements that break down the objectives into steps (activity analysis). As with objectives, they should be concise, time-sensitive, and measurable. Each objective should have an action plan.

Following the example, an action plan for the above objective might be:

1. *To observe the therapist conducting an ADL assessment by the end of week one.*
2. *To conduct an ADL assessment with assistance by the end of week two.*
3. *To conduct an ADL assessment with supervision by the end of week three.*
4. *To conduct an ADL assessment independently by the end of week four.*

RESOURCE REQUIREMENTS:

This is simply a listing of the resources that are required to ensure that the action plan is able to become reality. Listing these items in the learning plan will help alleviate problems from arising due to lack of resources.

Following the example a resource list might include:

Appropriate clients
Access to space for assessment
Access to aids/devices needed for assessment

To be most beneficial, the STUDENT should also complete a learning plan. The FW Educator should review, revise, and recommend any changes that are needed. To make this possible, the student should have an orientation time that is appropriate to the facility.

The orientation time should include:

- ✓ *Orientation to the facility, its employees, space, rules, and documentation procedures.*
- ✓ *Orientation to the caseload.*
- ✓ *Orientation to the teaching style of the FW Educator.*
- ✓ *Development of a routine of meetings between the student therapist and the FW Educator (at the end of the day; at the end of the week).*

At the end of the orientation period, the student should present the FW Educator with a draft-learning plan. Included with this contract are pre-set times to evaluate the progress of the student (similar to progress notes).

****** This sample learning form and process are also provided for the purpose of remediation.**

The Counseling Process

Pre-counseling Activities

1. Look at the problem behavior and its effect on the student, the unit, and staff. Do not use second-hand information; collect concrete data and always deal in specifics. Define the fieldwork objective(s), code, policy, or standard that are not being met by the student.
2. Talk with others confidentially. If you are not sure about the validity of a complaint, for instance, check your understanding of the rule or policy by talking with appropriate people, e.g. administrators. Ask the advice of your director or another FW Educator whom you trust. Be careful to remember FERPA guidelines with students.
3. Consider the student: Does she /he know the behavior is a problem? Are there other areas of weakness? How realistic are your expectations for improvement?
4. Reflect on your feelings toward the student and your present emotional state. Is there a personality clash? Are you acting out of dislike for the individual? Have your emotions under control before approaching the student, and be open to the possibility that she/he may not be “guilty.”
5. Decide what minimum action you will accept as a result of your counseling session. Think about some possible alternative for correcting the problem and a timeline in terms of when you want to start seeing improvement. A Remedial Learning Plan/ Contract may be utilized.
6. Select a time and place for the counseling session. The setting should be private and free of distractions and interruptions. Estimate how long the session may take, in case it runs longer than you anticipated. Schedule the session early in the day as opposed to later, so that afterwards the student can have the opportunity to work with you and observe that you are indeed not “hostile”. Don’t notify the student too far in advance of the session, but do let him/her know in private beforehand so that you can mutually determine an agreeable meeting time.

The Counseling Session

1. Define the purpose of the discussion. Don’t start out with a chat about weather, sports, etc. (small talk). Offer a cordial greeting, ask the student to be seated, and then state in a non-emotional manner why you have asked him/her to meet with you.
2. State the problem. Outline it in an objective, factual, and non-judgmental way.
3. Get the student’s side by asking for his/her version. If the student becomes defensive, remain calm and unemotional. Do not get angry. Just listen; don’t interrupt. If the student becomes too emotional (angry or crying), reschedule the meeting for a later time. Use the following techniques to help draw the student out during your discussion.

- Ask open-ended questions.
- Ask directed or linking (probing) questions.

- Remain silent.
 - Indicate acceptance or understanding.
 - Reflect/restate what is being said.
4. Get agreement that a problem exists from the student. The student should at some point state what she/he thinks is causing the problem, see the consequences of continued poor performance, “own” the problem, and see that it is his/her responsibility to change. If this does not happen, you will need to discuss it further; resist the temptation to spell out everything yourself—get some ownership from the student.
 5. Help the student develop a solution. Ask him/her for suggestions; make it clear that you are not going to solve the problem for him or her. Why?
 - If the solution comes from you, the student will feel forced to accept it.
 - It provides an excuse for the student if your solution fails.
 - If the student doesn’t “own” the solution, she or he may not be as committed to it.
 - The student may feel even more inadequate if you solve the problem.
 - By solving the problem for the student, you are fostering dependence, not independence.
 6. Set up a time for follow-up and express your support. Commend the student for coming to terms with the problem and for his/her contributions. Express your confidence that the student will succeed.

Considerations Before You Fail a Student

Failing a student should be a rare occurrence. The situation unfortunately does occur. If you have been supervising a student for 2-3 weeks and think that there are some significant problem areas, you should take the following steps.

- 1) Identify specific behaviors that are indicative of the problem areas. Review the Fieldwork Objectives and determine the student’s strengths and weaknesses.
- 2) Thoroughly consider the overall importance of the areas of weakness and openly discuss with the student.
- 3) Verbalize the specific behaviors you expect of the student.
- 4) Review any problem behaviors that the student has identified.
- 5) Verbalize the level of competence you need to see for success in the setting.
- 6) Provide specific suggestions for improving the problem areas.
- 7) Consider any suggestions the student has on how you can change your behavior, as the FW Educator, to meet his or her needs (therapeutic use of self).
- 8) Develop a learning plan/ contract and discuss with student. This process can start with the student to increase ownership for the plan.
- 9) Objectively evaluate the changes made by the student in the identified behaviors during the week after your discussion.
- 10) Have the behaviors you desired increased or decreased?
- 11) Which areas have improved?
- 12) Which areas are still not being addressed by the student?
- 13) Review and update the learning plan/ contract with student.

At any time in the fieldwork experience, if you are concerned about the student’s performance and progress towards successful completion of the Fieldwork Objectives, **feel free to contact the Academic Fieldwork**

Coordinator.

- Inform the Academic Fieldwork Coordinator of the specific behaviors that concern you.
- Specify the counseling steps and methods you have taken.
- Indicate the changes in behaviors (type, rate) that you have observed.
- Express your continued concerns clearly and concisely.

These steps should be repeated frequently while you continue to focus on specific behaviors. Be alert to any areas of improvement, and give the student positive feedback regarding how you see specific behaviors becoming stronger. Be clear about behaviors that still need additional attention.

Students do fail Level II Fieldwork. In essence, a FW Educator serves as a gatekeeper for the profession of occupational therapy. If a student successfully completes their academic coursework, they progress onto fieldwork. Not all students are able to achieve entry-level competence in a setting after 12 full-time weeks, for various reasons. As the saying goes (personality differences aside): *‘If you don’t feel comfortable having this student treat a family member or cannot work on a team with her or him, then the student is not ready and should not pass the fieldwork.’*

If the student fails:

- a. Focus on positive achievements.
- b. Although this has been a stressful situation for everyone involved, it has identified his or her needs for additional learning and experiences before being placed in an even more stressful work situation.
- c. Notify the Academic Fieldwork Coordinator and discuss your recommendations for the student’s continued development.
- d. Meet with the student in a private area and review the fieldwork evaluation results and your recommendations to the school.
- e. The student’s performance on fieldwork and position in the OT program will be reviewed by the WVU Fieldwork Committee, as well as the WVU OT Academic Student Affairs Committee. A recommendation will be forwarded to the OT Divisional Chair for a final decision.
- f. Give clear feedback on the specific behaviors that led to the failure.
- g. Respect the student’s right to confidentiality with non-involved staff members, clients, and persons calling about future job references.

West Virginia University
Division of Occupational Therapy
Learning Contract

Level II Fieldwork

Student Name:_____ **Site Name:** _____

Objectives	Resources/ Strategies	Short Term Goals (Start with "I will... and list as many as are necessary)	Target Date for Completion	Evidence of Achievement (add additional as necessary)	Actual Date of Completion with Supervisor's Initials
1				1. Increase in scores on AOTA FWPE	
2.				1. Increase in scores on AOTA FWPE	
3.				1. Increase in scores on AOTA FWPE	
4.				1. Increase in scores on AOTA FWPE	

- **Consequences of not meeting objectives: Failure of Level II fieldwork placement**
- **All goals need to be achieved by Week 11 so that competency can be demonstrated and maintained.**

We have reviewed and reached mutual agreement on this learning contract.

Student Signature _____ Date_____

Supervisor Signature _____ Date _____

WVU Academic Fieldwork Coordinator has a copy of this learning contract:

YES

NO