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Level IIA Fieldwork Introduction

We want to welcome you as a fieldwork educator for our occupational therapy student at Colorado State University Masters' Program. As a fieldwork educator you provide an important and unique educational role! You support the educational bridge linking our OT academic program with OT practice. Your role as a fieldwork educator is to work together with our OT faculty at CSU to guide our students in becoming competent and confident entry-level occupational therapists. This is a collaborative process integrating our OT curriculum design with application in your OT practice arena.

We appreciate the time and expertise you bring to this fieldwork and hope that the enclosed materials will provide you with useful information about our occupational therapy program and building a fieldwork program to complement. Please take a few moments to review this information. We welcome any feedback you may have and encourage you to contact us if you have any questions.

CSU OT Curricular Threads and Level IIA Fieldwork

The CSU OT Department designed our curriculum to prepare students to become OT practitioners who use contextual thinking to meet the ever-changing occupational needs of individuals, groups and populations in diverse service contexts. Our curriculum design was developed with the AOTA Centennial Vision in mind, to ensure our graduates have the performance skills, professional reasoning, and professional behaviors to meet the opportunities and challenges in the field of occupational therapy today and in the future.

The mission of the CSU-OT describes the focus of our curriculum as: The Occupational Therapy Department exists to optimize human performance and participation in everyday occupations and contexts across the lifespan.

Our CSU OT graduates will achieve our mission as evidenced by:

- Reflection, flexibility, and curiosity in learning and practice.
- Empathy, compassion, and the ability to discern clients' priorities for service.
- The ability to integrate knowledge, evidence and situational factors to make, justify and modify decisions.
- The ability to create and influence dynamic practices that reflect up-to-date research, theory and approaches.
- A sincere appreciation for research.

Our students have intensive preparation during the first two semesters of our academic program through coursework integrated with Level I fieldwork experiences. The student’s first Level II fieldwork placement is with adults and older adults in medical and community settings. Students explored occupational performance and participation in relation to the adult population (i.e. roles, activities, tasks, and habits). They also gained knowledge and preliminary skills with assessments and interventions to facilitate client participation in the environment using the client’s abilities, skills and capacities (i.e. strength, memory, problem solving), to build self-efficacy. Students will gain further appreciation of the depth and breadth of everyday occupations and contexts through your fieldwork environment. Fieldwork learning experiences will allow students to integrate the academic learning with practical application for deeper understanding to achieve entry-level performance.
Fieldwork Office Staff

Alison Herman, DHSc, MPH, OTR/L  
Assistant Professor, Academic Fieldwork Coordinator (AFWC)  
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E-mail: alison.herman@colostate.edu  
Room #: OT 205  Office Hours: Monday-Friday 8:30 a.m. – 5 p.m.

- Manages and coordinates Level I and Level II fieldwork  
- Advises students about fieldwork  
- Collaborates and consults with fieldwork educators  
- Collaborates with faculty and fieldwork support staff  
- Problem solves challenging fieldwork situations  
- Oversees fieldwork site contracts

Debi Krogh-Michna – Program Assistant I  
Phone: 970-491-6254  
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Room #: OT 202  Office Hours: Monday-Friday 7:45 a.m. - 4:45 p.m.

- Communicates with students about general fieldwork information  
- Recruits Level I and Level II fieldwork  
- Advises students and fieldwork educators about placements  
- Manages E*Value fieldwork database and student evaluation process  
- Initiates and processes contracts with fieldwork sites

CSU OT Department and Fieldwork Website

You can access fieldwork information on the internet, review the overview of the Occupational Therapy curriculum design and fieldwork program including the CSU-OT Department Fieldwork Educator Handbook.  
OT Department Curriculum Design online  
OT Department Fieldwork Educator Resources online

Level IIA Fieldwork Student Prerequisites

1. Successful completion of the fall and spring OT program of study and consent of the Department Head are required for students to begin OT687 Level IIA fieldwork (FW).
2. OT students will not be able to progress with fieldwork if there are outstanding incomplete grades or if there are holds on a student’s record.
3. Students must be officially registered for their respective Level IIA fieldwork course prior to start date of fieldwork. Failure to register is grounds for cancellation or delay of fieldwork, and the fieldwork office staff will contact the fieldwork educator to request the student be sent home until registration is completed.
OT687 Level IIA fieldwork is the first opportunity for students to develop entry-level professional competence with adults and older adults through immersion in the role as an occupational therapist in the practice setting where fieldwork occurs. It is an opportunity to bridge the didactic portion of the curriculum with hands-on practical application.

According to the 2011 ACOTE Standards (Please see Appendix A for complete listing of fieldwork related ACOTE Standards):

**The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will**

**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.

Note: ACOTE now requires academic programs to verify the primary level II fieldwork educator initial date of certification and license number **prior to starting fieldwork.** Students will contact you to obtain information.

**Course Objectives for Level II Fieldwork**

1. Acquire information regarding factors that influence occupational performance throughout the occupational therapy process.
2. Acquire information about a client’s functional skills, roles, context, and prioritized needs through the use of available resources and standardized and non-standardized assessments in order to develop an occupational profile.
3. Analyze evidence obtained from the occupational profile to identify factors that influence a client’s occupational performance.
4. Formulate conclusions regarding client needs and priorities to develop and monitor an intervention plan throughout the occupational therapy process.
5. Analyze and interpret standardized and non-standardized assessment results, using information obtained about the client’s current condition, context, and priorities in order to develop and manage client-centered intervention plans.

6. Collaborate with the client, the client’s relevant others, occupational therapy colleagues, and other professionals and staff, using a client-centered approach to manage occupational therapy services guided by evidence and principles of best practice.

7. Select interventions for managing a client-centered plan throughout the occupational therapy process.

8. Manage interventions for the infant, child, or adolescent client, using clinical reasoning, the intervention plan, and best practice standards consistent with pediatric condition(s) and typical developmental milestones (e.g., motor, sensory, psychosocial, and cognitive) in order to support participation within areas of occupation.

9. Manage interventions for the young, middle-aged, or older adult client, using clinical reasoning, the intervention plan, and best practice standards consistent with general medical, neurological, and musculoskeletal condition(s) in order to achieve functional outcomes within areas of occupation.

10. Manage interventions for the young, middle-aged, and older adult client, using clinical reasoning, the intervention plan, and best practice standards consistent with psychosocial, cognitive, and developmental abilities in order to achieve functional outcomes within areas of occupation.

11. Manage and direct occupational therapy services to promote quality in practice.

12. Maintain and enhance competence, using professional development activities relevant to practice, job responsibilities, and regulatory body in order to provide evidence-based services.

13. Manage occupational therapy service provision in accordance with laws, regulations, accreditation guidelines, and facility policies and procedures governing safe and ethical practice in order to protect consumers.

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**Student Preparation for Level IIA Fieldwork**

**A. Student required materials in preparation for the first day of fieldwork**

1. The student will mail/email a letter of introduction, resume and personal data form to the fieldwork educator/ clinical coordinator 4 weeks prior to starting the placement.

2. The student will provide a copy of the Level IIA Fieldwork Educator Handbook on the first day of the fieldwork placement.

3. The student, with support of the CSU OT Fieldwork Office, will comply with all specific fieldwork site prerequisites for the placement by timelines provided. Specific requirements may include but are not limited to: criminal background checks, drug screening and health/immunization requirements. If the student does not complete such requirements by expected timelines, it may lead to fieldwork cancellation or postponement.

4. CSU OT student name tag, and compliance with the fieldwork site dress code

5. Proof of current student professional liability insurance provided by the University. Currently, CSU OT students’ liability policies are provided by the University with $2,000,000/$5,000,000 limits of liability as required by affiliation agreements.

6. If there is any discrepancy between what is currently required by your site and what is stipulated in the contract, please contact the fieldwork office immediately.

**B. Criminal Background Checks**

1. CSU OT requires students to obtain annual background checks, which occurs in August each year of the program.

2. Fieldwork sites may require additional student checks, details about prerequisites should be communicated to the student and CSU OT Fieldwork Office prior to starting the placement to ensure compliance.

**C. Student Workers Compensation**
1. CSU provides workers’ compensation coverage through the state’s workers’ compensation policy for OT fieldwork students registered for OT fieldwork.

2. The University has limitations for workers’ compensation coverage if a student is receiving any type of remuneration from a fieldwork facility. This may include but is not limited to the following: stipends, room and/or board, lunch or any meal, etc. The University workers’ compensation coverage decreases or drops for a student if they receive any type of remuneration.

3. All placements must be confirmed with specific dates prior to the first day of the experience for workers’ compensation to be in effect.

D. OSHA Regulations and HIPAA Training

Students are required to complete quizzes about OSHA Bloodborne Pathogens and Health Insurance Portability and Accountability Act (HIPAA). Students need a perfect score on both quizzes in order to participate in the Level II fieldwork. Fieldwork educators may request verification from the student.

Expectations for Students and Fieldwork Educators

Students and fieldwork educators have a mutual responsibility for the fieldwork learning experience. “Professional practice is always a work in progress” as both the student and fieldwork educator take time for critical self-reflection about the learning climate and opportunities for learning (p.104, Cooper et al., 2010). The student needs to be actively engaged and self-advocate for educational opportunities to ensure getting the most from their learning. The fieldwork educator prepares ahead of time for the student’s learning experiences by designing specific opportunities for the student to learn, developing site specific objectives and weekly expectations for progression toward entry-level performance. The best laid plans are subject to revision as a student implements the learning experience within the OT practice context. As with client intervention plans, you will want to adapt educational and supervisory approaches to the student’s learning style to support optimum progress. Louis Pasteur said “Chance favors a prepared mind”, be ready for anything and you will learn from everything.

The following list of expectations is not exhaustive; however it offers a place to get started.

Expectations for Students on Level II Fieldwork

Students will:

1. Take responsibility for learning
   a. Develop student learning objectives with the fieldwork educator to tailor learning to your learning style and professional areas of growth.
   b. Be an active learner, ask questions and use all resources (human and non-human) available in your fieldwork setting.
   c. Be prepared for each day of the fieldwork by doing readings and research, and completing homework.
   d. Be self-directed by showing initiative for learning and assertive to address learning needs.
   e. Learn from mistakes by self-correcting and growing, within reasonable judgment for client and student safety.
   f. Know what you know and what you do not know, and how to go about learning it (metacognition) (Cooper et al., 2010).

2. Be responsive to supervision
   a. Be receptive to feedback by being open minded and accepting of criticism.
   b. Provide feedback to fieldwork educator to enhance learning experiences.
   c. Active engagement in communication with fieldwork educator, collaborate in designing and implementing learning experiences.
   d. Communicate with the AFWC regarding concerns and questions about the fieldwork experience.

3. Seek to be independent learners
   a. Have and use knowledge and skills.
   b. Assume responsibility to decrease need for direction.
Expectations for Fieldwork Educators on Level II Fieldwork

Fieldwork Educators will provide:

1. Structured learning experiences
   a. Student learning begins before the student arrives to fieldwork and continues throughout the learning experience (p.98, Cooper et al., 2010).
   b. Guide the student from the “periphery towards the centre of the organization, beginning with simple activities and graduating to learning more complex practices” (p.98, Cooper et al., 2010).
   c. Organize site specific learning objectives and weekly expectations to guide the student and fieldwork educator expectations.

2. Graded learning experiences
   a.Expose the student to practice through observation, assisting, co-treating and role-modeling.
   b. Challenge student performance gradually by reducing direction, and asking probing questions to support progressively greater independence.
   c. Adapt your teaching style to student’s learning style and needs.
   d. Promote student independence through trial and error, and within reasonable judgment for client and student safety.

3. Feedback and processing
   a. Provide the student with timely and confirming feedback throughout the fieldwork experience.
   b. Provide a balance of positive and constructive feedback.
   c. Guide student’s thinking to support professional reasoning.
   d. “Expose student to the unfamiliar to critically evaluate and question what they notice” to “ensure students work beyond their comfort zone, meeting challenges whilst perceiving the limits of their competence and not working beyond these” (p.98, Cooper et al., 2010)
   e. Provide weekly formal supervisory meetings throughout the 12 week fieldwork experience.
   f. Provide formal meetings for midterm and final evaluation of the student incorporating student’s self-evaluation, and input from other professionals.
   g. Collaborate with the AFWC regarding concerns and questions with the student’s fieldwork experience.

4. Role modeling
   a. Welcomes student as a collaborator and team member.
   b. Devotes time in student learning process.
   c. Encourages the student to develop their own style and identity as an occupational therapist.
   d. Sets an example as an occupational therapist for life-long learning, open to learning from own mistakes.
   e. “Balance tensions between the demands of the workplace, the needs of clients and the needs of students” (p.98, Cooper et al., 2010).

Level II Fieldwork Placement Process and Confirmation

1. General Guidelines for Level II fieldwork placements
   a. The fieldwork office staff initiates scheduling of all Level II fieldwork placements.
   b. CSU-OT fieldwork students collaborate with the AFWC to recruit Level II fieldwork. Students do not recruit placements independently from the AFWC.

2. Level II Fieldwork Confirmation Form
   a. The CSU-OT Confirmation Form summarizes the agreed upon fieldwork placement to ensure all stakeholders involved are aware of and have an official record of the exact nature and timing of the placement.
CSU Level IIA OT Fieldwork Educator Handbook 2019

b. Upon the receipt of the confirmation form, the fieldwork educator signs and makes a copy to keep. Please return the original to the CSU OT fieldwork office as soon as possible.

**Contracts/Fieldwork Agreements/MOUs**

Contracts, Affiliation Agreements or MOUs are legal documents between fieldwork sites and Colorado State University clarifying the conditions, laws, liability, prerequisites, and expectations for fieldwork to occur.

The **ACOTE Standard C.1.6.** defines expectations for Fieldwork Agreements: “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.”

The University, fieldwork site AND the student are expected to comply with this legal agreement.

**Level II Fieldwork Numbers of Weeks and Attendance**

1. **STUDENT ABSENCES OR LOSS OF TIME BEYOND TWO DAYS DURING EACH 12-WEEK FIELDWORK MUST BE MADE-UP** before successful completion of the fieldwork experience. School districts or state and federal agencies may have additional holidays, which, along with illness, count toward the two absences.

2. **All planned absences must be approved by the AFWC and FW educator prior to occurring.** Absences are not to be used for personal leave, vacations, and it is discouraged to plan a wedding or taking any time-off during Level II fieldwork. The success of FW depends upon continuity of your learning experience.

1. Students are expected to follow the same schedule as their fieldwork educator, starting early in the morning, into the evenings, holidays, or working weekend shifts. Students are expected to assume the role as a staff occupational therapist starting with the same work schedule expectations.

2. The dates can be modified within the timeframe anticipated for students to graduate. All changes of fieldwork dates need approval from the fieldwork office staff/AFWC in order to ensure proper credit, student professional insurance liability and worker’s compensation coverage.

3. Students and fieldwork educators are strongly advised to contact the AFWC whenever concerns occur for a student struggling to meet the entry-level expectations during the typical 12 week placement. Please communicate with the AFWC to brainstorm strategies to work through conflicts, misunderstandings and expectations. All communication is confidential, unless there are concerns with your or another person’s, safety and wellbeing.

4. Additional time on Level II fieldwork may be required if the fieldwork educator, the student and the AFWC agree that the student needs more experience for successful Level II fieldwork performance.

**Student’s Required Level II Fieldwork Assignments**

1. **Student Letter of Introduction, Resume and Personal Data Sheet**
   Four weeks prior to reporting for each Level II fieldwork experience, the student sends a letter of introduction and resume to the fieldwork educator confirming the fieldwork placement, along with the Personal Data Sheet, a copy of professional liability insurance, and a draft of student learning objectives. The introductory letter will reconfirm the placement, which is particularly important when there is OT staff turnover.

2. **Fieldwork Information Form** completed by April 30
   ACOTE Standards (2017) now require OT academic programs to verify the LII FW educator is a currently licensed OT with minimum of 1 year full-time equivalent practice experience subsequent to initial certification, prior to starting the FW. Each student completes the FW Educator Information Form on E*Value.
3. Level II Student Fieldwork Learning Objectives (SLO)

The student will do a self-assessment to draft learning objectives for Level II fieldwork and send them to the fieldwork educator before starting. The student and fieldwork educator review the student’s self-assessment and Level II site specific objectives (SSO) to build learning experiences to support the student’s unique professional goals, learning needs, and personal growth. SLO should be tailored to the experience available at the Level II site while building upon the student’s previous experience and individual capabilities. The student uses the CSU OT SLO format to draft the objectives and review with the fieldwork educator to refine for the placement. The SLO form should be completed within first two weeks of the fieldwork starting. The student and fieldwork educator review progress of SLO frequently during the placement including at midterm and final.

4. Fieldwork Data Form

Students will update the site’s fieldwork data form with the fieldwork educator to provide current information. CSU OT Department has a unique form reflecting the curriculum design and its integration with fieldwork. Students complete the update of the Fieldwork Data Form within the first two weeks of the fieldwork starting.

5. Site-specific Objectives (SSO)

Students will ask the fieldwork educator if there are existing site-specific objectives (SSO) or weekly expectations to guide the Level II fieldwork placement. If there are SSOs for the site already developed, the student uploads an electronic copy to the online fieldwork course. If there are not established site-specific objectives or weekly expectations, the student will draft SSOs using the templates provided and drawing from the AOTA Fieldwork sample SSOs. The student and fieldwork educator collaborate on the development of objectives within the first two weeks of starting.

What is the difference between SLO and SSOs? The student learning objectives (SLO) are objectives tailored for each individual student building upon their unique background, learning style and strengths. The site-specific objectives are standard for all students based on the role of OT at the fieldwork site and outcome expectations for evaluation of the student. Both sets of objectives are shaped by collaboration between the fieldwork educator and the student, and serve as a guide for the learning experiences and pace for progression toward entry-level OT practice.

6. OT Level II Fieldwork Value-Added Project Plan

Note: Two reports are required of all OT students during Level II Fieldwork, there is a Value-added Project Plan and Value-added Project Outcome Report.

Note: If more than one CSU OT student is at a fieldwork site, this can be a group project. Each student needs to be listed specifically as authors on the project plan and outcome report. It is expected that a group project is more involved and ambitious than individual projects.

a. What is the organizational or community need that can be met through this project?
b. What are my strengths and interests that can contribute to the development of a value-added project?
c. Within my field placement, what am I particularly passionate about that I can do as a service project?

7. OT Level II Fieldwork Value-Added Project Outcome Report

Note: This is the second of two Value-Added reports required of all OT students during Level II Fieldwork.

a. How does the proposed project meet the organizational/community needs and mission of my field placement?
b. How is the project enhanced by my unique skills and knowledge as an OT fieldwork student?
c. How will I ensure the project is sustainable and can continue to be implemented after my fieldwork placement ends?
d. The report can be submitted in a variety of formats including but not limited to a Power Point presentation which demonstrates the value and outcome of your project, it can be a resource packet, bi-fold flyer, essay, etc. It should include photographs with a short description of the project. The report should include a written summary
of goals addressed, implementation process, outcomes of your project with clients, staff, caregivers, and lessons learned.

8. **Fieldwork Performance Evaluation (FWPE) (completed on E*Value, achieving criterion score, 122 at final or higher required for satisfactory grade)**

All student evaluations (midterm and final) are completed on the internet using E*Value. The process begins by students submitting fieldwork educator’s name and email to E*Value within first week of the placement. The student completes a self-evaluation FWPE form through their own E*Value account, and the fieldwork educator completes the student evaluation through their personal account. See Evaluation section below for more details.

9. **Fieldwork Experience Assessment Tool (FEAT) (completed on E*Value)**

Students complete the Fieldwork Experience Assessment Tool (FEAT) on E*Value at the midterm of the Level II fieldwork with input provided by the fieldwork educator.

10. **Student Evaluation of the Fieldwork Experience (SEFWE) (completed on E*Value)**

Students complete the SEFWE on E*Value for the Level II fieldwork several days prior to the final and reviews at the final meeting with the fieldwork educator.

11. **Fieldwork Discussion Board Assignments**

The purpose of the student discussion board is to enhance the Level II fieldwork experience by providing the opportunity to reflect with peers. Additionally, the discussion board supports critical self-reflection about occupation-based practice, professional roles, professional reasoning, exploring curricular threads, fieldwork dilemmas and transition from student to OT practitioner roles. Fieldwork students will need regular access to an internet connection outside of the typical hours for fieldwork. It is anticipated that students will spend approximately 2 hours per month during Level II fieldwork completing the discussion board.

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**Level II Fieldwork Evaluation Process**

**Fieldwork Evaluation Forms**

1. **Weekly Feedback Form (recommended)**

The Weekly Feedback Form is a recommended form providing feedback on student performance during the fieldwork. The Weekly Feedback Form is a one page feedback form for constructive feedback from the fieldwork educator. It can be sent to the CSU AFWC for additional discussion and guidance. This form can be used frequently, if needed to provide more structure and guidance. The OT student can complete it for self-reflection, and review with the fieldwork educator for discussion, or the fieldwork educator can complete the form and share with the student. Either person can initiate use of the weekly feedback form. The student can provide a copy of the Weekly Feedback Form to the fieldwork educator.

2. **Midterm Fieldwork Evaluation Process: E*Value FWPE and the Midterm FEAT (required)**

Forms used: E*Value AOTA Fieldwork Performance Evaluation (FWPE) and midterm Fieldwork Experience Assessment Tool (FEAT)

a. **Midterm FWPE (completed on E*Value)**

1) The AOTA FWPE is an evaluation of student performance for measuring entry-level competency in each Level II practice setting.

2) Students submit the fieldwork educator’s name and email through E*Value to initiate the evaluation process. Fieldwork educators are sent an email from E*Value requesting sign-on to set up an account and complete the evaluation.
3) The fieldwork educator(s) will complete the E*Value AOTA Fieldwork Performance Evaluation (FWPE), using the criterion cutoff appropriate for the midterm (90), and discuss feedback during the midterm meeting with the student.

4) A sample FWPE will be sent by the student to the fieldwork educator when starting the placement.

5) The student completes the E*Value FWPE for a self-assessment, and to share with the fieldwork educator at the midterm meeting.

6) Midterm should occur during week 6 of the 12-week fieldwork.

7) The purpose of the midterm is to provide constructive feedback to support the student reaching entry-level competence, enhance student performance in the practice setting and jointly plan learning experiences to facilitate the student achieving expectations by the end of the fieldwork.

8) Refer to the site specific objectives (SSO) and the student learning objectives (SLO) to compare the student’s progress with expectations.

9) Each fieldwork placement is considered to be an independent entity; performance in one fieldwork practice setting is not dependent upon performance in another.

10) More frequent fieldwork evaluations can be completed if it is logical or convenient to evaluate your performance in shorter unit rotations.

11) If supervised by more than one fieldwork educator, the feedback and scores can be combined into one evaluation. If not possible, contact the AFWC to work out a plan.

b. Midterm FEAT (completed on E*Value)

1) The midterm Fieldwork Experience Assessment Tool (FEAT) is a required midterm component of the Level II fieldwork, it is completed jointly by the student and fieldwork educator on E*Value within 2 weeks of midterm.

2) The fieldwork educator and the student complete the form together at midterm on E*Value unless there are gaps in communication when it is useful to compare separate viewpoints. The student and fieldwork educator reflect upon perceptions of the fieldwork experience including the environment, fieldwork educator’s supervision, and OT student performance.

3) The fieldwork educator and student discuss the midterm FEAT at the midterm meeting using the E*Value website. At the end of the form there is a page to develop a plan for the remaining weeks of the placement.

4) The FEAT may be used early in fieldwork as a tool to guide feedback processing, or at any time throughout fieldwork as the need for problem solving arises.

5) A MS Word sample template for the midterm FEAT is available from the student.

6) Another purpose of the FEAT is to explore “best practice” in fieldwork education. That can occur through self-reflection about the experience with particular focus on the aspect(s) of the fieldwork which have influenced the learning and supervisory experience, i.e. fieldwork environment, fieldwork educator or the student. Look at the section items to reflect upon the experience and consider strategies for how you could change what is happening to be more meaningful. Discuss your ideas with the student to problem solve together to make the most from the short time of mentorship. The FEAT can remove the emotional tension associated with talking about what is going on for constructive problem solving.

3. Final Fieldwork Evaluation Process: FWPE, SEFWE and the CSU OT Curriculum Feedback Form (completed on E*Value)

Forms used: E*Value AOTA FWPE updated from midterm and Student Evaluation of Fieldwork Experience (SEFWE) and CSU OT Curriculum Feedback Form.

a) The final evaluation occurs using the E*Value website on the last day of fieldwork or near the end.
b) Set aside time to do the final evaluation process prior to the student leaving the fieldwork site. It is not appropriate to sign the evaluations prior to completing and reviewing the form. If this occurs, please contact the AFWC.

c) The student is responsible for making sure the all fieldwork final evaluations are completed on E*Value appropriately so the course grade can be submitted.

a. The Electronic Final FWPE (completed on E*Value)

1) The fieldwork educator will review and discuss the completed FWPE with the student using the E*Value website. The final serves as a comparison with the entry-level performance as outlined in the SSOs and SLOs.

2) The fieldwork educator provides their state OT license number and the student inputs a CSU ID#, for the “signature” to indicate having read it, whether or not there is agreement with the content.

3) The AFWC will compare final evaluation scores with AOTA criterion scores and submit the appropriate grade: Satisfactory or Unsatisfactory.

4) The FWPE criterion for passing is 122 points with a maximum score of 168 points.

5) Save and/or print copies of the E*Value FWPE for both the fieldwork educator and student records, prior to submitting.

b. Student Evaluation of the Fieldwork Experience (SEFWE) (completed on E*Value)

1) The student completes the SEFWE online several days prior to the final meeting with the fieldwork educator.

2) The student provides diplomatic and constructive feedback about the placement with regard to the educational value and supervisory experience. The student’s ability to be honest about the learning experience will make a difference for future students and professional growth in the fieldwork educator role

3) The fieldwork educator provides their state OT license number and the student inputs a CSU ID#, for the “signature” to indicate having read it, whether or not there is agreement with the content.

c. CSU OT Curricular Feedback Form (completed on E*Value)

1) Students access the E*Value link on Canvas for the CSU OT Curriculum Feedback, which is completed by the student to provide your perspective of the CSU OT.

Grading Level II Fieldwork

The student will receive a satisfactory/unsatisfactory grade from the CSU-OT AFWC for each Level II fieldwork based on the following:

1. Passing the FWPE with the fieldwork educator recommendation
2. Successful completion of required hours, equivalent of 12 weeks full-time
3. Submission of all fieldwork evaluations, documents and assignments within two weeks of completing the placement
4. The CSU-OT AFWC is responsible for assigning the grade for fieldwork.

Note: If at any point in time there is concern with the student’s performance contact the AFWC immediately. At the end of the placement, if the fieldwork educator does not recommend that a student pass, the student will meet with the AFWC and fieldwork educator to discuss the concerns identified. The AFWC, the student and university faculty advisor will follow-up with the student to identify a plan of action.
Accommodations for ADA

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008 require Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with Resources for Disabled Students (RDS), an office on CSU’s campus. Students may email Rose Kreston, the director, for consultation at: rose.kreston@colostate.edu, call for an appointment at: 970-491-6385, stop in at 100 General Services Building on-campus. A student may contact a fieldwork educator to discuss the need for reasonable accommodations. If a fieldwork student requests accommodation from the fieldwork site, and you have questions determining the reasonableness of the request, please contact Alison Herman by phone: 970-491-5593, or by email: Alison.herman@colostate.edu
The student’s request for accommodation should be made in a timely manner for each fieldwork placement.

Department of OT Professional Behavior Expectations

Behaviors demonstrated by students during all aspects of the occupational therapy program reflect students’ ongoing professional development and expanding professionalism. Professional behavior expectations refer to time management, organization, engagement, reasoning and problem-solving, written communication, verbal and non-verbal communication, supervision, professional-personal boundaries, and diversity awareness including sensitivity and understanding. They are described in more depth in the student handbook. Student familiarity with these expectations is essential and can enable students to actively and consciously expand skills, confidence, and competence. As needed, these expectations are to be used by students, their instructors and their advisors to evaluate student progress, areas for growth, and needed supports. Occasionally, these expectations may be used by faculty members to identify and document needed changes in student behavior (e.g. in the case of Departmental or Academic Probation). While professional behavior is an expectation at all times, it becomes critical as students are involved in community and fieldwork experiences. Students must meet professional behavior expectations as a condition for placement on community and level I and level II fieldwork. When professional behavior concerns exist and have been documented, OT faculty with agreement from the Department Head, may cancel or postpone student community and fieldwork experiences.

Fieldwork Electronic Resources

Our university has committed to electronic access for all alumni and fieldwork educators. You can look at resources through the CSU library. Our goal is to support access to research evidence for professional practice for everyone linked to CSU. Access is provided for 3 searchable database collections, ERIC, PubMed, and PubMed Central, as well as a couple of individual journals.

Level II Fieldwork Supervision Strategies

1. ACOTE Requirements: The ACOTE (Accreditation Council for Occupational Therapy Education) Standards state that fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The Standards require a student be “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”. There are emerging practice settings where OTR’s with at least 3 years experience provide 8 hours/week supervision for students as described in ACOTE Standard C.1.17. A non-OT fieldwork educator supports student learning during the remaining 32 hours/week.
2. **CSU OT Department Requirements:** Other than in emerging practice contexts described above, the Colorado State University Occupational Therapy Department policy requires Level II fieldwork with an on-site OTR who provides 50% or more of the supervision. This occupational therapist must be currently licensed or credentialed as an OTR and have practiced for at least one year since completing the initial certification. Sometimes 2-3 fieldwork educators share supervision of students. We do not recommend more than 3 supervisors to ensure consistency of expectations and building positive mentorship relationships.

3. **Planning for student learning experiences:**
   a. Fieldwork is often perceived by students as the most important part of becoming a professional. Be planful and intentional as you develop student learning activities.
   b. Planning for students to do fieldwork starts before they arrive at the workplace and continues throughout the learning experience (Cooper et al., 2010). Let your colleagues know the student is coming and invite them to participate in the student’s learning experience by notifying you of potential opportunities and activities.
   c. Students may have mixed emotions about fieldwork, excitement for learning as well as anxiety about the unknowns. Creating structured learning expectations can ease the student’s anxiety by providing predictability.
   d. Plan an orientation to the fieldwork environment and learning opportunities that sets the stage for the fieldwork to unfold. Suggested orientation activities includes:
      1) Set a climate for learning by building a trusting collaborative supervisory relationship. Acknowledge the student’s background and strengths, share your own background and supervisory style with warmth, respect and purposeful interactions. Be a sounding board for the student’s new ideas and making sense of experiences.
      2) Explain the fieldwork site mission, philosophy, values and culture, be explicit.
      3) Review site specific objectives, and collaboratively develop student learning objectives to set a framework for entry-level practice expectations.
      4) Provide an overview of client safety and precautions.
      5) Introduce the student to staff, therapists and key people in the environment.
      6) Create an opportunity to explore learning resources: equipment, policy & procedure manuals, facility library, etc.
      7) Provide an overview on documentation procedures the first week, with opportunities to practice using good examples.

4. **Thinking aloud strategy for teaching:**
   a. Role model your thought process for solving clinical decision-making by saying it out loud.
   b. Share your work process and how you undertake being an occupational therapist. Reflect on how your perspectives have changed over time and what has influenced you.
   c. Describe the conceptual and practical framework underpinning your practice. Be open to the student developing their own professional identity and practice models using an evidence-based approach.
   d. Share how you work through practice dilemmas and ethical problems, students learn from the struggles.
   e. Outline your problem-solving process, role model your thinking and doing to provide a complete picture for the student.

5. **Learning contexts for the student:**
   a. Consider the strengths of your human and non-human practice environment. Who are people who have a passion about their professional expertise who can share that with the student? What are unique interventions and learning opportunities the student can learn from? Seek out these resources to ensure the student has exposure.
   b. Scaffold expectations of students and your supervision so students gradually assume greater responsibility and you step slowly back as the student gains competence.
c. Seek opportunities for students to have “hands-on” learning to apply and interact equally with thinking and performing aspects of learning.
d. Invite the student to contribute to your site and client services by developing a value-added project which is important to you and the student’s learning experience.
e. Be flexible with your teaching approaches to reflect the student’s learning styles, culture, and interests.

6. Interpersonal Process Recall (IPR) strategy (p.137, Cooper et al., 2010):
   a. Student anxiety can overshadow their learning experience at the expense of tuning into their interactions with others, thus missing important cues informing how to respond therapeutically.
   b. Norman Kagan (1977) developed the IPR approach to stimulate student memory of the interaction and reflect more deeply upon the situation and learn from it.
   c. IPR learning occurs in a private trusting setting.
   d. Use an audio or video tape to record and review the interactions in more depth. Written reflections could also support the deeper understanding of what transpired.
   e. The fieldwork educator uses open-ended questions to trigger student recall of a difficult interaction or dilemma. For example:
      1) What thoughts were going through your mind at the time?
      2) What would you have liked to have said?
      3) What could you have done differently?
      4) How do you want to move forward from here?
   f. Focus on discovery rather than telling the student how it should be done.

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CSU OT Policy on Fieldwork Sites Charging Fees for Student Placements

Since the inception of the profession, The American Occupational Therapy Association has required fieldwork internships as part of the comprehensive educational preparation for occupational therapy/occupational therapy assistant students. Fieldwork is provided through contracted partnerships between OT/OTA academic programs and fieldwork sites in medical and community practice settings serving clients across the life span. These educational partnerships are based on a shared commitment to the next generation of entry-level practitioners to support the values and beliefs of the profession and create a diverse workforce to meet the health needs of society. The benefits of fieldwork partnerships extend to students, practitioners, employers and clients. Fieldwork bridges academic and professional practice by developing students’ clinical skills, professional reasoning, professional behavior, theory and evidence-based practice. And, by being continually engaged with student questions, practitioners engage in active clinical reasoning, which might otherwise become habitual. Fieldwork also strengthens the professional competence and continuing education of the fieldwork educator through academic faculty partnerships in practice and scholarship. Fieldwork increases therapist recruitment and clinical productivity for many sites. Therefore, fieldwork is perceived as a professional responsibility and service whereby experienced practitioners contribute to the ongoing development of their profession.

Charging fees for fieldwork threaten the historical values and beliefs of the educational partnership between academic programs and fieldwork sites, including the professional responsibility to promote continuation of the profession through educating upcoming practitioners. Further, charging fees introduces a risk of students expecting favorable outcomes with the exchange of money for fieldwork, an educational service. There are equity issues for students whose economic status presents barriers for the means to fund the fieldwork fee. Fieldwork fees create an elitist exception for those students who cannot afford fees, creating an environment of education at a price. Thus, not all students enrolled in the same program are eligible for a particular site, and not because of a perceived mismatch between the skills of a student and the needs of a facility. Rather, some students are able to access sites charging fees only because of personal economic resources. Fees are
not value added, but only add burden to the student. There should be a level playing ground to give access to all students for fieldwork opportunities, not just for a few students who can “afford” the experience. Students should not have to fundraise or take out more loans to pay for foundational educational, clinical experiences and requirements for the degree. Most of all, it negates the educational partnerships supporting the mutual benefit of the student, fieldwork educators, and academic faculty who thrive with a lively professional discourse about evidence-based practice, clinical reasoning, and scholarly endeavors.

There is the possibility that sites expect academic programs to assume the financial responsibility to pay for students to do fieldwork, which is unrealistic and impossible given the sheer numbers of students in academic programs and financial hardship it entails.

Recipients of service, vested stakeholders in the fieldwork education process, also lose opportunities to influence and guide future OT practitioners. Many clients value the opportunity to work with energetic students who bring fresh ideas and new ways of doing into the traditional practice environment. Students motivate and invigorate clients in the therapeutic context with mutually valuable learning and service provision.

The CSU OT Department renounces and discourages fieldwork sites from charging fees for placements by not paying fees charged for fieldwork placements. The CSU OT Department neither supports nor endorses fieldwork sites charging fees for student placements. We stand united, alongside other fieldwork education consortiums (e.g., California OT Fieldwork Council, New England OT Education Consortium), against this threat to the fieldwork education partnerships in occupational therapy. Asking for payment from OT students, whose earning power will never even approach that of other professionals who have traditionally paid for internships is a travesty.

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**Colorado State University Occupational Therapy Department Curriculum Design**

**Vision:** CSU-OT is a magnet that attracts and grows future leaders of occupational therapy in the state, nation and world through exemplary integrated programs of education, research and community outreach and service that meet real world occupational needs.

**Mission:** The Occupational Therapy Department exists to optimize human performance and participation in every day occupations and contexts across the lifespan.
Core Values: Collaboration, Excellence, Honesty, Innovation, Respect, Service, and Visio

Conceptual Core:

The study of human performance and participation in everyday occupations and contexts across the lifespan.

Master’s Overall Outcomes Organized by Curricular Threads

Prepare practitioners who use contextual thinking to meet the ever-changing occupational needs of individuals, groups and populations in diverse service contexts, as evidenced by:

1. Reflection, flexibility, and curiosity in learning and practice.
2. Empathy, compassion, and the ability to discern clients’ priorities for service.
3. The ability to integrate knowledge, evidence and situational factors to make, justify and modify decisions.
4. The ability to create and influence dynamic practices that reflect up-to-date research, theory and approaches.
5. A sincere appreciation for research.

Rigorous Culture of Inquiry

Masters students are able to:

1. Express and justify one’s reasoning orally and in writing.
2. Actively participate in a community of scholars consisting of faculty, interdisciplinary scholars, practitioners, clients.
3. Explain the historical and philosophical development of different areas practice and forms of inquiry.
4. Explain the relationship of different forms of inquiry to practice.
5. Understand that professional knowledge is fluid and dynamic by demonstrating the ability to:
a. Locate, synthesize, critically evaluate, and apply scholarship that supports practice and its underlying foundations.
b. Select, justify, and advocate for practice approaches considered "best practice".
c. Allow research to modify and change one’s practice.
d. Translate research to practice and understand when research does not translate to particular clients or settings.

6. Demonstrate preliminary skills and habits to support further developments as scholars.
7. Conduct components of research under the guidance of faculty.
8. Discern ethical issues concerning the conduct and translation of research.
9. Generate questions about individuals’ and groups’ performance and participation that range from basic to applied, from body functions & structures to social, economic and political systems.

**Foundations of Human Performance and Participation in Everyday Occupations and Contexts**

Masters students are able to:

1. Articulate the contributions of Occupation and Rehabilitation Science to understanding human performance and participation in occupation.
2. Explain the transactions between: the quality of performance and participation in occupation, the distinctiveness of the person/group, and the characteristics of environments.
3. Explain how performance and participation in occupation influences and is influenced by the following:
   a. Body structures and function
   b. Mental health & well-being
   c. Lifespan development
   d. Culture and diversity
   e. Social participation
   f. Public policy
   g. Physical environments
4. Synthesize knowledge of the multiple levels that influence occupational performance to guide practice perspectives and decisions.

**Optimizing Human Performance and Participation in Everyday Occupations and Contexts**

Masters students are able to:

1. Use occupation therapeutically with individuals, groups, populations across the life span.
2. Engage clients (individuals, groups, systems, populations) in creating a course of action for improving and/or maintaining human performance and participation.
3. Assess the impact of each of the following on occupational performance:
   a. Body structures and function
   b. Mental health & well-being
   c. Lifespan development
   d. Culture and diversity
   e. Social participation
   f. Public policy
   g. Physical environments
   h. Service context
4. Design and implement interventions that address multiple levels (see above) of human performance and participation for individuals, groups, systems and populations.
5. Provide strong rationales and evidence to justify interventions at each level (above) of human performance and participation.
7. Utilize ethical reasoning throughout the OT process.
8. Identify needs where occupational therapy could provide a vital service.
9. Create new services and determine how services will be delivered.

**Effective Teaching and Learning**

Masters students are able to:

1. Analyze, evaluate and construct knowledge.
2. Create learning opportunities for a broad continuum of clients (individuals, groups, populations, systems), using scholarship of how people learn
   a. Engage clients (individuals, groups, populations, systems) in problem-solving that will improve human performance and participation.
   b. Use strategies that are universal for all types of learners.

**Professional Identity and Career Development**

Masters students are able to:

1. Embrace and integrate the philosophy, history and values of occupational therapy.
   a. Analyze and evaluate origins, evolutions and future direction of present day interventions.
   b. Articulate how one will move the occupational therapy profession forward.
2. Articulate and advocate with confidence, for what occupational therapy can offer society.
3. Act ethically and with integrity during all interactions as an occupational therapy student/practitioner/professional.
4. Demonstrate continuous reflection, flexibility and curiosity in learning to keep practice dynamic.
5. Craft a professional development plan for continued competence after the academic program.

### CSU OT Program of Study for MOT/ MS Degree

<table>
<thead>
<tr>
<th>Year 1 - Fall Semester</th>
<th>Course</th>
<th>Cr</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 601</td>
<td>3</td>
<td>Occupation and Rehabilitation Science I</td>
<td>Multidisciplinary perspectives on human performance and participation in everyday occupations.</td>
<td></td>
</tr>
<tr>
<td>OT 610</td>
<td>3</td>
<td>Professional Decision Making</td>
<td>Exploration of the thought processes occupational therapists use when determining how best to address clients’ needs.</td>
<td></td>
</tr>
<tr>
<td>OT 620</td>
<td>3</td>
<td>*Research to Practice I</td>
<td>Critically evaluate qualitative and quantitative research processes pertaining to individuals.</td>
<td></td>
</tr>
<tr>
<td>OT 686A</td>
<td>1</td>
<td>***Fieldwork I: OT Process</td>
<td>40 hour Level I fieldwork placement, exploring decision-making for clients across the life span.</td>
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</table>
## Year 1 – Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr</th>
<th>Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>OT 630</td>
<td>3</td>
<td>Occupational Performance: Adult to Old Age I</td>
<td>Optimizing performance for adults and older adults with attention to roles, satisfaction, competence and activities.</td>
</tr>
<tr>
<td>OT 636</td>
<td>2</td>
<td>Occupational Performance: Adult to Old Age I Lab</td>
<td>Optimizing performance for adults and older adults with attention to roles, satisfaction, competence and activities lab.</td>
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<tr>
<td>OT 660</td>
<td>3</td>
<td>Occupational Performance: Adult to Old Age II</td>
<td>Optimizing occupational performance for adults and older adults with attention to activities and skills.</td>
</tr>
<tr>
<td>OT 665</td>
<td>2</td>
<td>Occupational Performance: Adult to Old Age II Lab</td>
<td>Optimizing occupational performance for adults and older adults with attention to activities and skills lab.</td>
</tr>
<tr>
<td>OT 686C</td>
<td>1</td>
<td>***Fieldwork I: Adult to Old Age</td>
<td>40 hour Level I fieldwork placement, exploring OT practice with adults and older adults.</td>
</tr>
<tr>
<td>OT 640</td>
<td>3</td>
<td>*Research to Practice II</td>
<td>Critically evaluate qualitative and quantitative research processes pertaining to groups and systems.</td>
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## Year 1 – Summer

<table>
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<tr>
<th>Course</th>
<th>Cr</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>OT 687</td>
<td>12</td>
<td>***Fieldwork IIA</td>
<td>12 week full time Level II fieldwork with adults and/or older adults in medical or community settings.</td>
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</tbody>
</table>

## Year 2 – Fall Semester

<table>
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<tr>
<th>Course</th>
<th>Cr</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>OT 611</td>
<td>3</td>
<td>Reflective and Evidence-Based Practice</td>
<td>Development of reflective and evidence-based practice skills through integrating and synthesizing fieldwork experiences in OT practice.</td>
</tr>
<tr>
<td>OT 621</td>
<td>4</td>
<td>Occupational Performance: Infancy-Childhood</td>
<td>Optimizing occupational performance and participation for infants and children within a contextual framework.</td>
</tr>
<tr>
<td>OT 631</td>
<td>3</td>
<td>Program Assessment and Development</td>
<td>Assessment of program strengths and needs, followed by development of proposals to support occupational performance and participation.</td>
</tr>
<tr>
<td><strong>OT 686D</strong></td>
<td>1</td>
<td>***Fieldwork I: Infancy-Young Adult</td>
<td>40 hour Level I fieldwork placement exploring OT practice for infancy through young adulthood.</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>3</td>
<td></td>
<td>Approved elective (MOT students only)</td>
</tr>
<tr>
<td>OT 699</td>
<td>3</td>
<td>Thesis</td>
<td>Individualized Research (MS students only)</td>
</tr>
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</table>

## Year 2 – Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
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<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 641</td>
<td>3</td>
<td>Occupation and Rehabilitation Science II</td>
<td>Explore historical evolution of topics and the link to future implications for and growth of occupation and rehabilitation science.</td>
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</table>
CSU Level IIA OT Fieldwork Educator Handbook 2019

Year 2 – Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 661</td>
<td>3</td>
<td>Occupational Performance: Adolescent-Young Adult</td>
<td>Optimizing occupational performance and participation for youth and young adults within a contextual framework.</td>
</tr>
<tr>
<td><strong>OT 686D</strong></td>
<td>1</td>
<td>***Fieldwork I: Infancy-Young Adult</td>
<td>40 hour Level I fieldwork placement exploring OT practice for infancy through young adulthood.</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>3</td>
<td>Approved elective (MOT students only)</td>
<td></td>
</tr>
<tr>
<td>OT 699</td>
<td>3</td>
<td>Thesis</td>
<td>Individualized Research (MS students only)</td>
</tr>
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</table>

Year 2 – Summer or Fall

<table>
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<tr>
<th>Course</th>
<th>Cr</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 688</td>
<td>12</td>
<td>****Fieldwork IIB</td>
<td>Fieldwork II B is a 12 week full time (equivalent) fieldwork experience in settings not previously seen during OT687.</td>
</tr>
</tbody>
</table>

Appendix A - 2011 ACOTE Standards for Level II OT Fieldwork

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will

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.

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.

Supervision must be initially direct and then may be decreased to less direct supervision as is appropriate for the setting, the client’s needs, and the ability of the student. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An onsite 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 Fieldwork Performance Evaluation for the Occupational Therapy Student 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.


National Board for Certification in Occupational Therapy. (2013). Validated domain, task, knowledge statements OTR.