

RECOMMENDATIONS FOR OCCUPATIONAL THERAPY FIELDWORK EXPERIENCES

Preamble and History

The American Occupational Therapy Association's (AOTA) Centennial Vision (2006) challenges all occupational therapy (OT) practitioners, including academic fieldwork coordinators (AFWCs), fieldwork educators (FWEs) and faculty to move beyond the present scope of OT practice. This represents in part a call to prepare students for an exciting future as together "We envision that occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with globally connected and diverse workforce meeting society's occupational needs."

The intent of this document is to describe a process for developing learning experiences in fieldwork for occupational therapy (OT) and occupational therapy assistant (OTA) students. It is not intended as a standard of performance or a requirement of a program. Rather, it is a reference for providing positive opportunities and learning experiences for students. This document is intended for use by OT/ OTA academic programs, fieldwork educators, and students.

A collaborative team should shape, develop and implement the fieldwork process. This team should include the student, fieldwork educator (FWE), academic fieldwork coordinator (AFWC), and program faculty. Each member of the team contributes toward the integration of fieldwork into the curriculum by ensuring the fieldwork process enables the student to reach the goal of entry-level practice by the conclusion of a program's fieldwork continuum.

In this document, the Accreditation Council of Occupational Therapy Education (ACOTE) Standards (which appear in **bold font** at the end of each section) are used to structure recommendations. The ACOTE Standards serve as the minimum expectation for OT/ OTA academic programs guiding curricula development including fieldwork education. Note that some standards differ between OT and OTA programs. Such differences are identified and the specific program indicated. The complete ACOTE Standards are available on the AOTA (<http://aota.org>) along with an Interpretive Guide which is updated regularly with the most current information.

Academic programs strive to meet and exceed the ACOTE Standards in ways that uniquely reflect their curriculum design. This document in no way diminishes nor replaces the ACOTE Standards and the Interpretive Guide. The purpose of this document is to enhance the unique fieldwork education features of each program as it develops a new curriculum or renovates an existing one. The recommended strategies serve as a starting point for building a fieldwork program of high quality.

An Appendix is included at the end of this document, which contains the *Excellence in Fieldwork Criteria for a Fieldwork Site*, and the *Excellence in Fieldwork Criteria for a Fieldwork Educator*. Both of these sets of criteria provide ideas for ways in which fieldwork educators can expand their role beyond its traditional scope.

Recommended Strategies for a Fieldwork Program

The 2006 Accreditation Council for Occupational Therapy Education (ACOTE) Accreditation Standards are utilized as a framework for describing a fieldwork experience of high quality. Strategies for implementation of each ACOTE Standard are identified as an enhancement. Relevant standards appear following the recommended strategies.

1. The person identified as the AFWC can be hired to either a faculty or professional staff position.

Doctoral and Masters-Degree Level Standard A.2.7: The program must identify an individual as academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section B.10.0. This individual must be a licensed or credentialed occupational therapist. Academic fieldwork coordinators who hold a faculty position must meet the requirements of Standard A.2.9.

OTA Level Standard A.2.9: The program must identify an individual as academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section B.10.0. This individual must be a licensed or credentialed occupational therapist or occupational therapy assistant. Academic fieldwork coordinators who hold a faculty position must meet the requirements of Standard A.2.11.

2. It is recommended that students complete the fieldwork portion within 18- 24 months of completion of the didactic portion of the curriculum to ensure retention and successful application of knowledge obtained in academic program during fieldwork.

Doctoral; Masters and OTA-Level Standard A.4.14: The program must have a documented and published policy to ensure students complete all graduation and fieldwork requirements in a timely manner. This must include a statement that all Level II fieldwork be completed within a time frame established by the program.

3. The following documents are resources available for purchase from AOTA or on the AOTA website (<http://aota.org>):

- AOTA Fieldwork Performance Evaluation (FWPE)
- Student Evaluation of Fieldwork Experience (SEFWE)
- Fieldwork Experience Assessment Tool (FEAT)

Doctoral; Masters and OTA-Level Standard A.5.3: Programs must routinely secure and document sufficient qualitative and quantitative information to allow for meaningful analysis about the extent to which the program is meeting its stated goals and objectives. This must include, but need not be limited to:

- Faculty effectiveness in their assigned teaching responsibilities.
- Student progression through the program.
- Fieldwork performance evaluation.

- **Student evaluation of fieldwork experience.**
 - **Student satisfaction with the program**
 - **Graduates performance on the NBCOT certification exam.**
 - **Graduates' job placement and performance based employer satisfaction.**
4. Academic program curricular content should explicitly lay the groundwork for graduates to become competent fieldwork educators' one year post graduation.

Doctoral; Masters and OTA-Level Standard B.7.10: Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.

Doctoral and Masters-Level Standard B.9.7: Discuss and justify the varied roles of the occupational therapist as a practitioner, educator, researcher, consultant, and entrepreneur.

OTA-Level Standard B.9.7: Identify and appreciate the varied roles of the occupational therapy assistant as a practitioner, educator, and research assistant.

Doctoral and Masters-Level Standard OT.B.9.8: Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.

OTA-Level B.9.8. Identify and explain the need for supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.

5. The fieldwork experience should meet requirements in accordance with the ACOTE Standards for an Accredited Educational Program for the Occupational Therapist and/ or the Occupational Therapy Assistant. Fieldwork experiences should be integrated into the curriculum so that the didactic and fieldwork portions together form a coherent whole. This includes the need to educate fieldwork educators about the academic program's curriculum design and to discuss with them potential coursework applications in fieldwork practice settings.

OTA-Level Standard B.10.0: Fieldwork education is a crucial part of the preparation of the occupational therapy assistant and is best integrated as a component of the curriculum design. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision and for role modeling. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements.

The academic fieldwork coordinator will:

Doctoral; Masters and OTA-Level Standard B.10.1: Document the criteria and process for selecting fieldwork sites. Ensure that the fieldwork program reflects the sequence, depth, focus, and scope of content in the curriculum design.

6. Academic Program faculty meetings should include frequent opportunities to discuss and brainstorm strategies to strengthen ties between the didactic and fieldwork portions of the educational program. Both formal and informal opportunities for collaboration between AFWC and faculty should be intentionally created to bridge any gap between coursework and application during fieldwork

Doctoral; Masters and OTA-Level Standard B.10.2: Ensure that the academic fieldwork coordinator and faculty collaborate to design fieldwork experiences that strengthen the ties between didactic and fieldwork education.

7. Fieldwork is an integral part of the academic program's curriculum and philosophy, and therefore explicit links between coursework and fieldwork should be articulated. Curricular content areas to be enhanced by the fieldwork experiences should continually be identified. Fieldwork education should be provided in settings that are equipped to meet curricular goals. As stated earlier, fieldwork settings should be educated about the academic program's curriculum design. Staff of the fieldwork site should be conversant about the didactic coursework and curriculum design of the academic program to ensure their site reflects its sequence, depth, focus and scope. The inverse is also needed: educational experiences during fieldwork should be if are applicable to and/or inform the didactic program preparation. This requires that fieldwork administrator and staff responsibilities be clearly defined to support the educational experiences offered at the fieldwork site.

Doctoral; Masters and OTA-Level Standard B.10.3: Provide fieldwork education in settings that are equipped to meet the curriculum goals, provide educational experiences applicable to the academic program, and have fieldwork educators who are able to effectively meet the learning needs of the students.

8. The AFWC should initiate collaboration between academic faculty and fieldwork educators to develop links for communication and reciprocal understanding of the academic curriculum and curriculum design and the fieldwork site. The AFWC should track fieldwork contracts and fieldwork data forms to ensure they are current. The AFWC should communicate current information about the fieldwork site to students.

Doctoral; Masters and OTA-Level Standard B.10.4: Ensure that the academic fieldwork coordinator (AFWC) is responsible for advocating the development of links between the fieldwork and didactic aspects of the curriculum, for communicating about the curriculum to fieldwork educators, and for maintaining contracts and site data related to fieldwork placements.

9. The AFWC should consult and educate fieldwork educators regarding development of fieldwork objectives, and support the supervisory process for student learning experiences that reflect the academic curricular design and the student's didactic preparation. The AFWC

should provide resources to fieldwork educators to support the development of supervisory skills, such as continuing education opportunities, articles on supervisory theory and practice, and so on. The fieldwork educator, the AFWC and the student should communicate and collaborate regarding student learning objectives, site prerequisites and/or requirements prior to the start and during the placement. The AFWC should communicate via telephone, electronically and/ or visit the potential fieldwork site to ensure that the site is able to comply with ACOTE Standards, and can offer supervision and learning experiences consistent with the curricular design. Likewise, the AFWC should communicate with fieldwork educators and students via telephone, electronically and/ or fieldwork site visit during a student's placement to ensure student objectives are being met and entry-level performance is being achieved. Further, the AFWC should ensure students conform to established fieldwork site prerequisites in compliance with regulatory boards for health immunization, universal precaution standards, criminal background checks, etc.

Doctoral; Masters and OTA-Level Standard B.10: Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives, identifying site requirements, and communicating with the student and fieldwork educator about progress and performance during fieldwork.

10. The academic program should develop policies and procedures for handling student confidential records, and ensure that records and data are stored in a secured location. Student confidential records should be archived &/or destroyed after graduation from the academic program in accordance with institutional policy.

Doctoral; Masters and OTA-Level Standard B.10.6: Document a policy and procedure for complying with fieldwork site health requirements and maintaining student health records in a secure setting.

11. The AFWC should educate and consult with fieldwork educators regarding options to ensure appropriate ratio of fieldwork educators to students. The fieldwork education site should articulate a clear supervisory process that enables an adequate ratio of supervision between fieldwork educators and students including but not limited to the following options: 1:1 supervisory model, multiple students supervised by one fieldwork educator, collaborative supervision model. Fieldwork student supervision should ensure the protection of recipients of OT services through adequate safeguards. There should be a supervisor on the premises at all times who is immediately available to provide the student with guidance in all contexts for service delivery. Student supervision should be reduced as the student demonstrates increased competence and performance in the role as an entry-level practitioner. Supervisors should provide students opportunities to demonstrate competence in the OT process before they permit them greater independence
12. The fieldwork educator should develop a system of record keeping of the student supervisory process including but not limited to: orientation procedures, weekly fieldwork meetings, midterm evaluation and final evaluation process. If the student's performance is not satisfactory at mid-term or at any point in the Level II fieldwork experience, both the student

and the AFWC should be notified immediately to develop a collaborative intervention process and document the student's plan of action, progress and outcomes of interventions.

Doctoral; Masters and OTA-Level Standard B.10.7L: Ensure that the ratio of fieldwork educators to student(s) enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.

13. The AFWC, in collaboration with the program director and faculty, should review opportunities for providing adequate scope and number of fieldwork agreements and fieldwork sites to allow timely completion of the academic curriculum.

Doctoral; Masters and OTA-Level Standard B.10.8: 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.

14. Any learning activity that takes place outside of the academic institution and is counted as part of the fieldwork requirement during the academic program, should be addressed in a current fieldwork agreement. Responsibilities of each sponsoring institution and fieldwork site should be clearly delineated through a memorandum of understanding or fieldwork agreement. A process to review and obtain necessary signatures to develop memoranda of understanding or fieldwork agreements should be designed and documented. A system, such as a database, for tracking active fieldwork sites should be established to ensure fieldwork agreements or memoranda of understanding are current.

Doctoral; Masters and OTA-Level Standard B.10.9: For programs in which the academic and fieldwork components of the curriculum are provided by two or more institutions, responsibilities of each sponsoring institution and fieldwork site must be clearly documented in a memorandum of understanding. For active Level I and Level II fieldwork sites, programs must have current fieldwork agreements or memoranda of understanding that are signed by both parties.(Electronic contracts and signatures are acceptable.)

Doctoral; Masters and OTA-Level Standard B.10.10: Documentation must be provided that each memorandum of understanding between institutions and active fieldwork sites is reviewed at least every 5 years by both parties. Programs must provide documentation that both parties have reviewed the contract.

Level I Fieldwork

The 2006 ACOTE Standards note that “The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice and to develop understanding of the needs of clients” Therefore:

1. The Academic program should provide fieldwork educators with information regarding the specific didactic coursework and curriculum design, and information on expectations and learning objectives for the Level I fieldwork experience. The program should ensure that the fieldwork site is equipped to meet the curriculum goals and provide educational experiences applicable to the academic program. The AFWC should evaluate the fieldwork site's program to confirm the feasibility of providing high quality educational experiences that maintain the effectiveness of the site's services. In this evaluation, the AFWC should assess staff attitudes and supervisory capability for educating students at the fieldwork site. The AFWC should collaborate to develop site-specific fieldwork objectives and identify the site requirements.

Level I fieldwork objectives should reflect the role delineation between OT and OTA level students as specified in the Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services (AOTA, 2004). In the event a fieldwork site provides Level I fieldwork experiences to both OT and OTA level students, objectives and learning experiences should reflect the academic preparation and capabilities of each type of student. Level I fieldwork objectives should advance along a developmental learning continuum from concrete to conceptual and from simple to more complex learning activities as the student progresses through the academic curriculum and prepares for the expectations of Level II fieldwork. The AFWC and fieldwork educator should collaborate to develop general and site-specific objectives that clearly reflect the purpose of the fieldwork experience and professional behaviors to be achieved by the student. The fieldwork educator should create learning experiences for students to observe and participate in selected aspects of the occupational therapy process.

The AFWC and fieldwork educator should collaborate to schedule fieldwork placements. The scheduling design of Level I fieldwork will depend on the type of practice setting and the curriculum of the academic institution. Options include, but are not limited to, full days for one-half a semester, half-days for one semester, or one full week during the semester.

Doctoral; Masters and OTA-Level Standard B.10.11: 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.

2. The academic program should ensure that the fieldwork program has qualified personnel to serve as fieldwork educators who are able to effectively meet the learning needs of students.

Doctoral; Masters and OTA-Level Standard B.10.12: Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or credentialed occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

3. The AFWC and fieldwork educator should communicate with the student about progress and performance during the placement. The AFWC should coordinate fieldwork administration

Doctoral; Masters and OTA-Level Standard B.10.13: 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 Fieldwork

According to the 2006 ACOTE Standards, “**The goal of Level II fieldwork [for the OT student] 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 life span and to a variety of settings.**” The 2006 ACOTE Standards also state that, “**The goal of Level II fieldwork [for the OTA student] is to develop competent, entry-level, generalist occupational therapy assistants. 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. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings.**”

1. In order for fieldwork educators to remain abreast of advances in the profession, it is recommended that they be a members of professional associations including but not limited to AOTA, state OT association, and specialty professional organizations. It is important to document that AFWC, fieldwork educators and students are all aware of and adhere to the AOTA Code of Ethics.

The academic program should ensure that fieldwork educators and students have current professional resources to promote clinical reasoning and reflective practice, including but not limited to AOTA Commission on Practice information, Special Interest Section newsletters, and internet access to expand the professional dialogue about the OT process.

During the fieldwork experience, the fieldwork educator should structure opportunities for informal and formal reflection with the student regarding the OT process in action with the client population.

Doctoral; Masters-Level Standard.B.10.14: 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.

OTA-Level .B.10.14: Ensure that the fieldwork experience is designed to promote clinical reasoning appropriate to the occupational therapy assistant role, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.

2. The faculty and AFWC should conduct continuous program evaluation to determine sufficiency of scope and variety of fieldwork opportunities. In addition, the AFWC should conduct a review with fieldwork educators and students to ensure student exposure to psychosocial factors, occupation-based outcomes, and evidence-based practice during their fieldwork experience. The fieldwork educator should structure opportunities for reflection and application of psychosocial factors in psychosocial and non-psychosocial settings during the OT Process. Further, the AFCW and student should monitor the fieldwork practice experiences to ensure exposure to traditional and/ or emerging settings reflecting the curriculum design as well as to ensure a range of exposure to multiple practice areas to a maximum of 4 (OT) / 3 (OTA).

Doctoral; Masters and OTA-Level Standard B.10.15: 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 (OT)/ three (OTA) different settings.

3. The AFWC and academic faculty should advise students to explore options available to fulfill the expectation for Level II fieldwork as well as to support the interests and career aspirations of each student. The AFWC, fieldwork educator and student should collaborate to schedule sufficient time for successful completion of the minimum expectations for Level II fieldwork objectives. As appropriate, hours and days of student attendance should be tracked to ensure accomplishment of the minimum requirement for fieldwork while supporting the institutional personnel policies. Beforehand, the AFWC should develop a student fieldwork attendance and absence policy reflecting expectations of the academic program, compliance with ACOTE Standards and institutional personnel policies. Further, the AFWC and fieldwork educator should provide students, who need accommodation and accessibility as ensured through the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, are able to take advantage of all learning opportunities and fulfill all fieldwork expectations.

Doctoral; Masters and OTA-Level Standard B.10.16: Require a minimum of 24 weeks (OT)/ 16 weeks (OTA) 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 a fulltime equivalent at that site.

4. AFWC should recruit fieldwork educators who have adequate professional qualifications to meet ACOTE Standards. The AFWC should continually monitor compliance with standards, and communicate with the fieldwork educator to ensure the supervisory background of the fieldwork educator is sufficient for the level of responsibility.

Doctoral; Masters and OTA-Level Standard B.10.17: Ensure that the student is supervised by a currently licensed or credentialed occupational therapist (for OT); or occupational therapist assistant (for OTA only) who has a minimum of 1 year of practice experience subsequent to initial certification, and is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.

5. The AFWC should provide materials for fieldwork educators to support their development of supervisory skills. This may include, for example, providing resources for continuing education opportunities, and recommending articles on supervision theory and best practice, among others. The AFWC should be available to consult and educate fieldwork educators to support the supervisory process of student learning experiences. Further, the AFWC should provide students and fieldwork educators with an evaluation tool that offers opportunities for discussion and feedback regarding effectiveness of supervision and learning during the placement.

Doctoral; Masters and OTA-Level Standard B.10.18: 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).

6. The fieldwork site should provide documentation of the most recent review conducted by the appropriate governing entity, such as the Joint Commission, the Commission on Accreditation of Rehabilitation Facilities and/ or a state regulatory board. In addition, it is important that both students and fieldwork educators be conversant about and in compliance with the AOTA Code of Ethics, applicable practice guidelines articulated by AOTA Commission on Practice, reimbursement standards for federal agencies (Centers for Medicare Medicaid Services), state and local agencies, and third party reimbursement as it relates to the fieldwork education program.

The fieldwork educator should develop student fieldwork objectives in collaboration with the student. These objectives should clearly reflect the purpose of the fieldwork experience, expected professional behaviors, and the technical expertise and capabilities to be achieved in order to be evaluated at entry-level competence by the conclusion of the placement. In this process, it is important to ensure that student fieldwork objectives appropriately reflect the roles of an OT or OTA student. Objectives and expectations should be sequenced from concrete to conceptual and from simple to increasing complexity.

The fieldwork institution should not expand services offered by the site through the placement of fieldwork students, whose primary purpose for being at the site is engaging in

learning opportunities to acquire entry-level competence. The fieldwork site should provide adequate physical space for client-related services including direct intervention and indirect consultation. In addition, the fieldwork site should maintain complete client and administrative documentation, provide in-service education for its staff and, whenever possible, support research activities on the part of occupational therapy staff and students. Further, the fieldwork site should provide adequate professional resources to support the OT process and fieldwork placement, including but not limited to: current professional publications, texts, and internet resources.

A collaborative system for communication between the AFWC, the fieldwork educator and student should be established before any placement. Such system should include, but not be limited to initial communication to establish a fieldwork program, weekly progress review, ongoing communication, consultation and education to support learning opportunities for the student. The academic program and the fieldwork site should work collaboratively to develop clearly defined fieldwork objectives that are compatible with those of the academic program. The objectives should be reviewed regularly to maximize the effectiveness of the fieldwork experience and create new opportunities.

The student should have the opportunity to develop increased clinical reasoning and reflective practice through involvement in research projects and attendance to administrative/ staff/ team meetings. The student should also have experience in the collaboration between the occupational therapist and occupational therapy assistant, other staff and students, clients, family members, and/or significant others. Whenever possible, the student should also have the opportunity to experience the role of supervisor to support staff, volunteers, or Level I Fieldwork students in appropriate tasks or work assignments. In settings where there are no opportunities for the student to observe collaboration between the OT and OTA, the fieldwork educator should include learning experiences designed to expose the student to this area of practice in order to measure the student's level of competency.

Client records in the fieldwork site should be available to the OT staff and students for intervention planning and implementation and educational and research purposes. The fieldwork site should be in full compliance with HIPAA regulations, and students should be trained to comply with all HIPAA regulations to guarantee the confidentiality of client's records.

The academic program should ensure that students are advised regarding prerequisites for fieldwork site compliance with Joint Commission, Centers for Medicare and Medicaid Services, state and local health standards. In addition, the academic program should ensure that there will be no language barrier (either verbal or written) between the student, client population, fieldwork educator and AFWC.

Doctoral; Masters and OTA-Level Standard B.10.19: 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 is appropriate for the setting, the severity of the client's condition, and the ability of the student.

7. The AFWC should ensure compliance with ACOTE Standards through careful review and ongoing communication with fieldwork site program and fieldwork educators in employment settings where there is no occupational therapist. In such cases, the AFWC should collaborate with fieldwork educator and fieldwork site staff to create a plan for the provision of OT services. In addition, the AFWC, fieldwork educator and fieldwork site staff should ensure that adequate supervision of the student by non-OT staff will take place on a daily basis and by an occupational therapists for a minimum of 8 hours/ week to support student development and acquisition of entry-level competence in this practice setting.

Doctoral; Masters-Level Standard.B.10.20: 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 credentialed occupational therapist with at least 3 years of professional experience. Supervision must include a minimum of 8 hours per week. 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.

OTA-Level Standard B.10.20: Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or credentialed occupational therapist or an occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years of professional experience. Supervision must include a minimum of 8 hours per week. 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 on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

8. The AFWC should ensure that both student and fieldwork educator are conversant about the formal student performance evaluation form, the items it contains, and the procedures for review in order to provide timely and constructive feedback of entry-level performance at midterm and at the conclusion of the placement. If the student’s performance is not satisfactory at mid-term or at any point during the Level II fieldwork experience, both the student and the AFWC should be notified immediately. A plan should be developed to support entry-level performance. Such plan should include, but not be limited to the development of a student’s plan of action, monitoring student progress and ensuring the student meets the expected outcomes for successful completion.

Doctoral; Masters and OTA-Level Standard B.10.21: Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the American Occupational Therapy Association *Fieldwork Performance Evaluation for the Occupational Therapy/ Occupational Therapy Assistant Student* or equivalent).

If a student is to participate in an international fieldwork experience, the AFWC should ensure that the fieldwork educator and fieldwork site staff are conversant with and in compliance with current ACOTE Standards. It is critical that the AFWC, fieldwork educator and student maintain regular formal and informal communication during fieldwork experience. In addition, the academic program should ensure that there will be no language barrier (either verbal or written) between the student, client population, fieldwork educator and AFWC.

Doctoral; Masters and OTA-Level Standard B.10.22: 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. Such fieldwork must not exceed 12 weeks (OT)/ 8 weeks (OTA).

References:

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by

The Commission on Education

René Padilla, PhD, OTR/L, FAOTA, Chairperson
Andrea Bilics, PhD, OTR/L
Judith C. Blum, MS, OTR/L
Paula C. Bohr, PhD, OTR/L, FAOTA
Jennifer C. Coyne, COTA/L
Jyothi Gupta, PhD, OTR/L
Linda Musselman, PhD, OTR, FAOTA
Linda Orr, MPA, OTR/L
Abbey Sipp (ASD)
Patricia Stutz-Tanenbaum, MS, OTR
Neil Harvison, PhD, OTR/L (Staff Liaison)

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Appendix

Excellence in Fieldwork Criteria

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The AOTA Commission on Education (COE) developed and approved the attached lists of recommended criteria for fieldwork educators and fieldwork sites of excellence. In April 2007 the Representative Assembly charged COE to develop and disseminate criteria as a resource for affiliated state associations. The criteria were developed through the work of an AOTA ad hoc committee with the goal to highlight exemplars of fieldwork that could be emulated by other sites.

COE acknowledges that many states have already established awards for fieldwork. These lists were developed for use at your discretion in your state. They may assist you in developing new ideas for recognitions, identifying and recognizing exemplary fieldwork, or starting a discussion within your state about fieldwork.

The criteria are designed to fit the ideal type in current practice as well as prepare fieldwork for the future as the profession moves towards realizing the Centennial Vision. COE is engaged in a number of actions to advance fieldwork as a critical portion of our professional education. The rationale for the development of these criteria lists include:

- These awards will motivate fieldwork educators and fieldwork sites to model exemplary practices and demonstrate support of our core professional values related to fieldwork.
- Fieldwork is acknowledged as the bridge between education and practice.
- Fieldwork has the greatest potential to change practice.
- Recognizing outstanding fieldwork educators and sites will raise awareness and respect for this area of professional responsibility.

If you use any additional criteria to recognize excellence in fieldwork educators or fieldwork sites in your state, COE is very interested in adding the criteria to this recommended list. Please send your recommended criteria to me via e-mail at your convenience.

Thank you for your time and please feel free to contact me if I can be of any assistance.

René Padilla, PhD, OTR/L, FAOTA
Chairperson, AOTA Commission on Education
E-mail: rpadilla@creighton.edu

Excellence in Fieldwork Criteria Fieldwork Site

The following criteria are designed for recognition of current practice as well as preparing fieldwork for the future as the profession moves to realize the Centennial Vision. An exemplar of a fieldwork site of excellence demonstrates:

- 100% occupational therapy staff has AOTA membership
- 100% occupational therapy staff has state occupational therapy association membership
- inclusion of the clinical educator role as a job expectation and performance standards for advancement include effective functioning as fieldwork clinical educator
- an exemplary fieldwork manual for occupational therapists and occupational therapy assistants with an ongoing review process
- quality assurance monitoring on some aspect of providing fieldwork education
- a reputation for exceptional occupational therapy practice in their practice area
- the delivery of ethical, evidence-based, and occupation-centered practice
- staff with working knowledge and use of the *Occupational Therapy Practice Framework (OTPF)*
- a 5-year history of providing consistent fieldwork education to occupational therapy and occupational therapy assistant students
- good collaboration with academic institutions (e.g., site visits, participation in fieldwork-related educational activities at the academic institution, and so on.)
- staff development in the areas of teaching, assessment of learning, and supervisory skills
- commitment to manage and adapt to challenging student placements (i.e., find alternative supervisor, assignments, and so on)
- acceptance of both occupational therapy and occupational therapy assistant students in Level I and Level II placements
- consistent positive evaluations from Level I and Level II students
- institutional commitment to the occupational therapy fieldwork program and meeting students' needs for accommodations under the Americans with Disabilities Act
- creative and innovative supervision models

Excellence in Fieldwork Criteria Fieldwork Educator

The following criteria are designed for recognition of current practice as well as preparing fieldwork for the future as the profession moves to realize the Centennial Vision. An exemplar of an excellent clinical educator demonstrates:

- AOTA and occupational therapy state association membership
- participation in continuing education related to supervision, teaching, and evaluation of learning or mentoring
- active engagement in ethical, evidence-based, and occupation-centered practice
- positive evaluations from students who completed their fieldwork experiences with this clinical educator
- a 5-year history of providing consistent fieldwork education to students
- proactive collaboration with other professionals, serving as a team member role model
- skills at the master clinician level and serves as a role model for students
- awareness of where his or her practice fits within the profession
- recognition of the uniqueness of each student and adapts his or her supervisory style accordingly
- active engagement in evaluation of his or her own effectiveness as a supervisor in addition to evaluation of the fieldwork program
- contributions to occupational therapy education beyond the fieldwork site (i.e., provides in-services, is a guest lecturer at a college, speaks at a community center, assists with admission interviews at local occupational therapy or occupational therapy assistant education program, serves on committees at local OT/OTA education program, and so on)
- leadership within a professional association that promotes the values of the profession.