



**Tufts University
Graduate School Of Arts & Sciences
Department Of Occupational Therapy
Fieldwork Policies & Procedures**

FIELDWORK OFFICE CONTACT INFORMATION

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Please visit our web site:
<http://ase.tufts.edu/bsot/about.htm>

INTRODUCTION TO FIELDWORK: ACOTE REQUIREMENTS

Fieldwork education is a collaborative process between the academic program and fieldwork setting, extending what is learned into the practice setting. The Accreditation Council for Occupational Therapy Education (ACOTE, 2008; <http://www.aota.org/Educate/Accredit/StandardsReview/guide/42369.aspx>; retrieved 11/08) outlines the following as required components of an accredited fieldwork program

- planning learning objectives,
- ensuring proper supervision, and
- evaluating student progress and the fieldwork experience.

LEVEL I FIELDWORK

The ACOTE Standards outline the goal of Level I fieldwork as to:

- introduce students to the fieldwork experience
- develop a basic comfort with and understanding of the needs of clients
- “enrich didactic course work through directed observation and participation in selected aspects of the occupational therapy process” (p. 12)

Client Populations

Level I fieldwork experiences may occur with "incapacitated or well populations; age-specific or diagnosis-specific clients" (COE, 1999, p. 1, <http://www.aota.org/Educate/EdRes/Fieldwork/Level1/38248.aspx>, retrieved 11/08).

Supervisors

Level I supervision may be provided by:

- Academicians
- Practicing occupational therapy personnel
- Other professionals, such as; psychologists, physician assistants, teachers, nurses, social workers, physical therapists, etc.

LEVEL II FIELDWORK

The ACOTE Standards outline the goal of Level II fieldwork as “to develop competent, entry-level, generalist occupational therapists” (p. 43). Level II Fieldwork is designed to include in-depth experiences in delivering occupational therapy services to clients while focusing on:

- application of purposeful and meaningful occupation
- research
- administration, and
- management of occupational therapy services.

The goal of Level II fieldwork is to offer the practical experiences and professional interactions designed to:

- promote clinical reasoning and reflective practice
- transmit the values and beliefs that enable ethical practice, and
- develop professionalism and competence as career responsibilities.

ACOTE requires occupational therapy students to complete a minimum of the equivalent of 24 weeks full-time supervised Level II fieldwork. This may be completed on a full-time or part-time basis. Supervision must be provided by “an occupational therapist who meets state regulations and has a minimum of one year of experience, subsequent to the requisite certification” (p. 43). Supervision should also be provided to ensure consumer protection as well as a role model of occupational therapy practice.

Note: Tufts offers 2 Level II fieldwork placements in fulfillment of the entry-level masters degree requirements. Specialty, 3rd or International fieldwork is not available.

ADMINISTRATIVE PROCESSES: STEPS TO ESTABLISH & MAINTAIN AN ACTIVE FIELDWORK PROGRAM WITH TUFTS UNIVERSITY

FIELDWORK SITE PROGRAM INFORMATION

Information about each fieldwork site is to be submitted to Tufts as part of the collaborative process of establishing a fieldwork program. This information is documented via:

- AOTA Fieldwork Data Form
- Occupational therapy fieldwork education program materials such as;
 - site specific learning objectives, and
 - student manual outlining student expectations (if available)
- Brochures and general descriptive materials about the setting
- Extended Campus Agreements (ECA) and/or Memorandums of Understanding (MOU) or site contracts that identify the general terms educational collaborative

Site information is kept on file at Tufts Department of Occupational Therapy along with AOTA Student Evaluations of the Fieldwork Site completed by students who complete fieldwork placements at the facility. Students have access to this information to complete their applications for Level II placements (with the exception of the contracts that are maintained in the Fieldwork office administrative files). Therefore, fieldwork settings should submit whatever materials they feel will give students an accurate picture of the facility's characteristics, various settings, and occupational therapy student program requirements and expectations.

It is the policy of Tufts Department of Occupational Therapy that "Active" Site status is determined by possession of administrative paperwork consisting of:

- ECA/Site contract (established or reviewed within 5 years)
- Fieldwork Data Form (updated as needed)
- Site Specific Objectives

This information must be on file by the start date of student placement. Sites not meeting the above criteria will be categorized as either "Developing" (in process of negotiation for pending student placement) or "Inactive" (due to inability to complete administrative process of paperwork requirements).

INSURANCE COVERAGE

All Tufts students are covered by liability insurance under Tufts University that is renewed annually. The standard amount of coverage is \$2,000,000 per occurrence. (Specific amounts may vary and such coverage is stated in individual contracts with sites). Each student is required to have his or her own personal health insurance.

LETTER OF AGREEMENT (CONTRACTS)

Extended Campus Agreement

It is expected that a letter of agreement which states the University's and the Clinical Associate's [Training Site's] responsibilities will be signed between the parties. Tufts University has a standard Extended Campus Agreement (ECA). Execution of the contract covers all fieldwork experience in the area of client care and related instructions for Tufts students. Per ACOTE, these agreements are to be reviewed every 5 years.

Contractual agreements serve to delineate the roles of the respective parties (University and fieldwork settings) to provide experiences appropriate to the learning needs of the student and the objectives of fieldwork as defined by Tufts University's Department of Occupational Therapy and AOTA.

Site Agreement/Tufts Addendum

For sites that put forward their own agreement, it is Tufts policy to pose to the site an addendum for their consideration and contract negotiation. The addendum serves to outline specific Tufts policies deemed important to establishing an agreement.

Memorandum of Understanding

For site's doing Level I fieldwork only, a Memorandum of Understanding (MOU) can be used to more clearly outline the basic expectations for the Level I experience.

NONDISCRIMINATION POLICY

Tufts University is committed to the fundamental principle of equal opportunity and equal treatment for every prospective and current employee and student. It is the policy of the University not to discriminate on the basis of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, or status as a veteran, in the administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, and athletic or other university-sponsored programs. (<http://www.tufts.edu/oeo/non-discrpolicy.html>, retrieved 11/08)

CONFIDENTIALITY

Federal legislation, known as the Family Educational Rights and Privacy Act (FERPA) of 1974 documents students' rights to privacy. The Act grants students access to their education records and the right to limit or prevent their disclosure to third parties. Therefore, the Fieldwork Coordinators will discuss academic performance and relevant work experience (including test results, performance evaluations, letters of recommendation and disciplinary information), health status, and other information, such as Level I fieldwork performance, that is pertinent to performance at the fieldwork site only after students have provided written approval to release such information via the *Tufts Department of Occupational Therapy Information Release and Acknowledgement*. Information is drawn predominantly from that provided by the student (i.e. Personal Data Sheet) and shall be used to maximize the fieldwork education experience. Student written approval to release information to other parties, such as potential employers, is necessary. Students are asked to sign the Information Release and Acknowledgement form upon entry into the program acknowledging that the student's information will be shared with the fieldwork site supervisor(s) at any field experience site to which the student has been approved for placement. Tufts University agrees to comply with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

PROGRAM PHILOSOPHY

The goal of occupational therapy is to develop an individual's ability to handle life tasks and activities in a way that enhances the quality of life. To prepare students for this career, Tufts uses clinical reasoning as the organizing framework for its curriculum. Clinical reasoning is a dynamic process of inquiry in action that takes place in the context of occupational therapy evaluation and intervention. Through clinical reasoning, the occupational therapist thinks about what to do and why; how to proceed; what works; and what to change when working with a client. In clinical reasoning seminars, faculty and students examine this process in the context of occupational therapy practice. For additional information about degree offerings, core curriculum, and faculty profiles, please visit our website:

<http://ase.tufts.edu/bsot>.

In the entry-level masters program of occupational therapy at Tufts, the course selections are designed to provide students with a strong theoretical base from which to practice, as well as inquiry skills that address theory development and research. In keeping with Tufts University's Tisch College's Education for Active Citizenship, the Department of Occupational Therapy strives to give students the tools and experiences they need as well as opportunities to engage in active citizenship. Courses that address active citizenship to support the transition from study at Tufts into the field of occupational therapy would contain at least three of the following elements:

- Knowledge of Self
- Knowledge of the Other
- Knowledge about Communities
- Knowledge about Democratic Principles and Practices
- Problem Analysis
- Intervention Skills
- Opportunities for Action

(<http://activecitizen.tufts.edu/?pid=2>, retrieved 11/08)

Mission Statement

The Mission of the Department of Occupational Therapy at Tufts University is to develop, disseminate, and apply knowledge that promotes meaningful and healthy societal participation of individuals, families, and communities.

Vision Statement:

We are a diverse and transformative learning environment, unified by our commitment to excellence in education, scholarship, and practice that inspires life-long professional growth.

Our Values:

- Being respectful of and knowledgeable about diversity in people, ideas, and perspectives
- Excellence in clinical reasoning related to judgment, professional integrity, client-centeredness, and the use of best practices and current evidence.
- Effective collaboration with each other, other disciplines, and our communities
- Compassionate service to local and global communities based on humanistic understanding and knowledge
- Rigorous scholarship and empirical research driven by a spirit of inquiry and teaching, the desire to understand processes and outcomes of occupation and societal participation, and the development of practical applications.

**Tufts Fieldwork
Program Structure**

FIELDWORK PROGRAM STRUCTURE

Fieldwork is a crucial part of occupational therapy education. These experiences provide role modeling and opportunities to carry out professional responsibilities under supervision. Fieldwork takes place in a variety of settings and emerging areas of practice. Two types of fieldwork experiences are included within the curriculum, Level I and Level II fieldwork. The Tufts University Fieldwork Coordinators in collaboration with faculty, students, and sites, arrange these fieldwork placements.

Fieldwork Program Mission Statement

- Support students in meeting fieldwork requirements of the curriculum and degree, utilizing resources available to Tufts for Level I and Level II fieldwork
- Guide students in the process of professional development via:
- Facilitating students self assessing their needs and developing action plans to address areas for growth and improvement
- Supporting students' self reflection and transition from their student role to that of practitioner
- Providing guidance and assistance with credentialing processes required for NBCOT certification examination and state licensure applications

BENEFITS OF FIELDWORK EDUCATION

Fieldwork supervisory relationships can provide opportunities for exchange of academic and practical knowledge. Fieldwork educators and students both benefit from the collaborative learning of the fieldwork context in developing skills to support their professional growth. Students can share the latest on theoretical and research developments with practitioners while learning to assume professional roles and responsibilities. Practitioners can explore and expand their skills in supervision and continue to enhance their practice expertise.

Professional Development Units

The National Board for Certification in Occupational Therapy (NBCOT) identifies that fieldwork supervision is a professional development activity for which they will grant 1 Professional Development Unit (PDU) per Level I student and 1 unit per 1 week of Level II fieldwork supervision (up to a maximum of 18 units each over a period of 3 years). Please see: www.nbcot.org for more information.

Tuition Credit Voucher

Tufts awards a Tuition Credit Voucher to the training site upon completion of a student's Level II fieldwork. A Tufts University voucher is valid for full tuition for one eligible course at the University. To obtain a voucher, the fieldwork supervisor should contact Mary Alicia Barnes, Fieldwork Coordinator, to initiate the process.

Annual Workshops

Tufts Fieldwork office will notify settings that offer standing reservations of continuing education opportunities in the form of open lectures or workshops held at Tufts University, to support practitioners who are interested in serving as fieldwork educators. Additionally, Tufts co-hosts continuing education workshops in collaboration with Boston University, offered free of charge to practitioners who have supervised fieldwork students from these academic occupational therapy programs during the past year. The New England Occupational Therapy Education Council, Inc. (NEOTEC, Inc.) also offers a workshop annually, free to fieldwork educators who have trained students from NEOTEC member occupational therapy schools.

LEVEL I FIELDWORK PROGRAM

Level I fieldwork is completed concurrently with designated coursework. Approximately 100 hours of course-related Level I fieldwork are completed as part of BSOT course requirements.

Level I Fieldwork is a component of the following five (5) courses:
OTS 106 Occupation & Adaptation: Child & Adolescent-Weekly lab format
OTS 219 Group Theory & Community Based Practice-6-8 week group
OTS 224 OT Practice in Physical Dysfunction-16-24 hour condensed week
OTS 226 OT Practice in Pediatrics-16-24 hour condensed week
OTS 227 OT Practice in Psychiatry-16-24 hour condensed week

Students participate in five Level I experiences, either alone, in pairs, or in small groups for a maximum of 16-24 hours per each course listed above. The models used are a combination of observation of aspects of occupational therapy and occupational therapy services (with limited participation) and student run groups. A study done by Johnson et. al, (2006) suggested the most commonly practiced skills on Level I Fieldwork are communication and observation. Additional skill emphasis noted by practice area was:

- Pediatrics - gross and fine motor activities
- Physical Disabilities – Range of Motion (ROM)
- Emerging Practice - Interviewing
- Mental Health - Behavioral Management

SERVICE LEARNING

During their Level I fieldwork for OTS 106 Occupation and Adaptation course, students are guided through the process of doing an assessment of classroom, curricular or individual client needs to create an adaptive or assistive device, or media to support client or curricular goal/outcomes for elementary and high school students at the Lexington, Arlington, Belmont, Bedford, Burlington (LABBB) School Collaborative

The Level I fieldwork for OTS 219: Group theory and Community Based Practice provides group leadership opportunities as well as services to community agencies. Students co-lead groups in settings such as: after-school programs; Boys and Girls Clubs; Neighborhood Houses; Senior Centers, etc. Students learn to incorporate community agency/member needs and perspectives while beginning to apply knowledge in occupational therapy and group theory to real-life, practical situations. Tufts students follow the Functional Group Model (Schwartzberg, Howe, & Barnes, 2008) for group planning/protocols and session evaluation. Weekly group mentoring is provided at Tufts with the Fieldwork Coordinator to facilitate reflection and processing of the experience.

LEVEL I FIELDWORK: GENERAL PURPOSE

Level I fieldwork experiences provide an opportunity for students to:

- apply theory to practice
- develop confidence in abilities and knowledge base
- identify strengths and learning/growth needs
- define occupational therapy practice and professional roles
- exercise judgment through analysis of situations or tasks
- participate in the supervisory process
- practice professional behaviors

Characteristics of professionalism

Professionalism requires :	Demonstrating ability to:
<ul style="list-style-type: none">• self-awareness• effective communication skills• being flexible/adaptive• developing cultural competence• active listening• professional demeanor• ethical behavior	<ul style="list-style-type: none">• make pertinent observations• problem solve• be self directed• take initiative• use organizational skills• demonstrate time management• collaborate• interact competently with others

Level I Fieldwork Learning Objectives

Level I fieldwork is an opportunity for students to:

- acquire practice-related experiences integrated with academic program
- gain exposure to the values and traditions of occupational therapy practice through observations of and interactions with a variety of populations and personnel
- conduct environmental, system's, or occupational analysis in community or occupational therapy practice settings
- examine reactions to clients, systems, related personnel, and potential role(s) within the profession
- build skills in observation, analysis, and clinical reasoning
- enhance "understanding of the developmental stages, tasks, and roles of individuals throughout the life span" (COE, 1999, p. 1)

LEVEL II FIELDWORK PROGRAM

At Tufts University, students are required to complete the **equivalent of six months or 960 total hours of Level II Fieldwork (two 480 hour or equivalent placements within the United States)**. If equivalent time is used, it may be completed on a “part-time basis, but may not be less than half time as defined by the fieldwork site” (ACOTE, 2008, p. 43). The student's schedule should align with that of the on-site supervisor, depending upon the state's licensing law regarding direct supervision.

Tufts fieldwork program design aims to provide students opportunities to work with various persons throughout the life span and/or “in traditional settings and/or emerging areas of practice” (p.43). Examples of emerging practice areas include youth violence, psychosocial needs of youth in schools, low vision, and driver rehabilitation (www.aota.org, retrieved 11/08).

Within the six-month period (or equivalent), there should be opportunities for practice of entry-level roles with supervision by an occupational therapist. It is expected that the student will get exposure to evaluation, intervention planning, intervention implementation and review and discontinuation/discharge planning (if applicable). Additionally, “in all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client centered, meaningful, occupation-based outcomes” (p. 43).

At Tufts, Level II fieldwork is a degree requirement and must be completed within the United States within 24 months following completion of academic preparation. The National Board for Certification in Occupational Therapy (NBCOT) requires that all degree requirements be successfully completed as a pre-requisite to taking the certification examination. For more information on NBCOT, please visit their website at: www.NBCOT.org.

SAME SITE MODEL [SSM] OF FIELDWORK

A unique approach to structuring learning and managing fieldwork education resources called the Same Site Model [SSM] of Fieldwork has been designed and piloted at Tufts. The SSM involves a student completing a Level I and Level II fieldwork experience at the same training site. Students and fieldwork educators have identified the perceived benefits of this model to include:

- becoming familiar with the setting
- increasing comfort by lessening anxiety
- gaining preparation for Level II fieldwork

Pilot survey results suggested that the SSM may help to decrease stress for a majority of fieldwork students and educators (Evenson, Barnes & Cohn, AJOT 2002). Please note: Level I fieldwork is not to be substituted for any part of Level II fieldwork per ACOTE standard B.10.3 (p.42).

FIELDWORK COORDINATION

The Fieldwork Coordinators negotiate the logistics of recruiting, assigning, confirming, and monitoring Level I and Level II fieldwork. The Fieldwork Coordinators serve as a resource for students, fieldwork sites and supervisors, faculty and advisors, as needed, in regards to planning and processing outcomes of fieldwork experiences.

Additionally, the Fieldwork Coordinators provide Tufts students an orientation to the fieldwork program and process upon admission and at key intervals throughout their participation in the occupational therapy program. Tufts entry-level masters students are also required to attend Fieldwork Seminar, held during the second year of the program. Fieldwork Seminar is designed to support students' self-assessment and preparation for fieldwork experiences.

Close communication with the fieldwork sites is vital to the process of fieldwork coordination. Email is used extensively, along with other methods such as phone, fax and U.S. mail. Consultation with the fieldwork coordinator(s) is available before, during, or after a student fieldwork experience as part of the collaborative process of providing fieldwork education. The fieldwork coordinators will contact fieldwork sites and Tufts students via email at the midterm of a Level II fieldwork to touch base regarding the learning experience. If learning needs or issues arise, telephone (or face-to-face meetings if needed), may be the main method of communication. Maintaining and respecting student and client confidentiality is an extremely important part of the process of monitoring student performance on fieldwork.

STUDENT TRAINING FOR FIELDWORK

Orientation at Tufts University

Upon admission to the entry-level masters program, Tufts students are required to attend a series of mandatory department orientation meetings which include:

- Overview of Level I and Level II fieldwork
- Diversity workshop
- HIPAA
- OSHA
- Library/internet search skills
- Tufts University policies regarding: malpractice insurance, non-discrimination, health forms/immunizations, Information Release & Acknowledgement

Fieldwork Seminar

Fieldwork Seminar meets during the second year of the program prior to the student's first Level II fieldwork experience. The focus of fieldwork seminar is professional development. It is designed to help students to prepare for the transition from the academic setting to the practice setting. Attendance is mandatory. Topics include:

- Transition from Classroom to Practice context
- Goals of Level I & Level II fieldwork
- Structuring Learning
- Review of AOTA Core Values, SOPs, & Code of Ethics
- Learning & Communication Styles
- Supervision & Leadership
- Professional Behaviors
- Coping/Student Role Stress
- Giving & Receiving Feedback
- Fieldwork Evaluation tools: Tufts Professional Development Monitor (PDM), AOTA Fieldwork Performance Evaluation (FWPE), Student Evaluation of Fieldwork Experience forms, Fieldwork Experience Assessment Tool (FEAT)
- Credentialing/Licensure

LEARNING STYLES (Adapted from Barnes & Evenson, 2003)

Learning styles are defined as individual differences learners display as to where strengths/learning challenges lie. There are a variety of inventories-broadly categorized into three areas of preference:

- Instructional and Environmental
- Information Processing
- Personality Related (Curry, 1987, as cited in Sims & Sims, 1995)

The chart on the following page illustrates four types of learning styles. Identifying similarities and differences in how fieldwork supervisors versus student(s) perceive and process information may be an important aspect of an effective supervisory relationship. Understanding individual fieldwork student(s)' best ways of learning may help fieldwork educators to adapt how the fieldwork or specific learning tasks are structured to facilitate successful learning outcomes.

Four Learning Style Preferences

Learning Style	Best Phases of Learning Cycle	Qualities	Favorite Question	May Need Help With
Type One Imaginative (Diverger)	Concrete experience Reflective Observation	Seeks personal meaning People person Looks at whole rather than parts Emotional Likes humanities & liberal arts Influenced by peers	Why?	Decision making Setting concrete goals Identifying specific problems & interventions
Type Two Analytic (Assimilator)	Abstract Conceptualization Reflective observation	Seeks intellectual comprehension Goal setter Likes theoretical & abstract Systematic planner Not necessarily interested in practical use of theory	What?	Setting & implementing short-term goals Time Management
Type Three Common Sense (Converger)	Abstract conceptualization Active experimentation	Seeks solutions to problems Likes things more than people Deductive Narrow interests Likes practical application of ideas Likes physical sciences Likes single correct answer Goal setter & systematic planner	How does it work?	Self-critique Reflecting on performance Considering more information
Type Four Accommodator (Dynamic)	Concrete experience Active experimentation	Adaptive At ease with people Intuitive At times seems impatient & pushy Likes to use trial & error Likes technical & practical fields Relies on others for information Influenced by peers	What if?	Reflection & review

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COMMUNICATION STYLES

As with learning styles, we all use a combination of these communication approaches, but usually have one or two that are more prominent and therefore used most often. It is the synergy that comes from a combination of all these styles that can make a working group most productive. Knowing your preferred communication style, having an ability to be flexible, and adapting your behavior as best you can to better correspond with others' communication styles can lead to more efficient and effective interactions.

TYPES OF COMMUNICATION STYLES (Adapted from Martin & Martin, 2006)

Thinker: A thinker is logical and likes just the facts. They are analytical and prefer an orderly process. Thinkers are interested in the purpose, standards, or significance applied to what is being discussed. Thinkers prefer a quiet, neat and organized workspace.

Feelers: Feelers deduce information via their emotions. They value relationships and may make decisions based upon "what 'feels' right" (Martin & Martin, 1989, p. 8). Feelers like to use humor and try to establish a work climate that is friendly and harmonious.

Sensors: Sensors gather and filter information through the five senses. They respond quickly to what is happening around them, and are very active, often multi-tasking. Their work environment is likely to be lively and cluttered.

Intuitors: Intuitors like to think about information from a big picture perspective. They often seem able to see possibilities that do not seem evident to others. They are imaginative, innovative, and like to take risks. Intuitors may seem preoccupied with their own thoughts, and projects or work yet to be finished, may be all around their workspace.

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

Communication styles exercise: Review the descriptions of communication styles listed. Chose which one(s) seems to best describes you. Think about a situation where you felt that you were experiencing difficulty in communicating with someone about something that was important to you. Try to identify the communication style you feel best suits the person with whom you were trying to communicate. Rework the situation and try to communicate your point using an approach that is more compatible with the other person's communication style.

If communicating with a Thinker, try:

- The purpose behind...
 - I think the following...
 - The fact of the matter is...
 - The significance would be...
-

If communicating with a Feeler, try:

- What I'm feeling about the situation is that we should...
 - My gut reaction would be to...
 - What seems best for all involved is to...
-

If communicating with a Sensor, try:

- What I'm hearing/seeing/sensing is...
 - What I'd like to do is...
 - The steps of my action plan would be to...
-

If communicating with an Intuitor, try:

- In general...
 - I imagine that...
 - I'd like to try...
 - What I'm wondering is...
-

Examine how fieldwork supervisor(s)' style(s) coincides with fieldwork student(s)' style(s). Doing this may help assess if and when one will need to adapt their style to enhance the quality of communication.

**Level I Fieldwork Program
Procedures & Sample Forms**

LEVEL I FIELDWORK PLACEMENT PROCESS

The Fieldwork office utilizes the Same Site Model (Evenson, Barnes, & Cohn, 2002), in which students do their Level I fieldwork in their upcoming Level II site, whenever logistically possible. Additionally, Tufts looks to partner with fieldwork sites willing to offer standing reservations of a minimum of 4 placements per year as part of the *Tufts plus* continuing education series. Remaining requests for Level I fieldwork reservations are sent approximately five months prior to the placement.

The Level I fieldwork(s) for the occupational therapy practice courses typically occur at the mid point of each semester and consist of 16-24 hours condensed during a one-week span. A study by Meyers & Swinehart (1995) showed that students and supervisors generally prefer a single week model as it offers exposure to the diverse roles of occupational therapy in the practice environment and fosters increased student/supervisor exchange.

Level I reservations are requested for the group theory coursework based on a weekly format that attempts to identify weekday times that are logistically feasible for Tufts students and community agency staff and clients. For Occupation and Adaptation: Child and Adolescent coursework, the Level I experience is arranged annually with the LABBB school program teachers by the LABBB occupational therapy staff in coordination with the Tufts course instructor and occurs during designated course lab times. Students complete a semester total of 16-24 hours of Level I fieldwork for each of these courses done via scheduled time commitment of 2-3 hours/week.

The *Tufts-BSOT Level I Professional Development Monitor*, used to evaluate student performance on Level I Fieldwork, and *Tufts Student Evaluation of Level I fieldwork* forms are distributed to the fieldwork supervisors by the student. Students or Supervisors should contact the Fieldwork Coordinator with problems, concerns, or difficulties regarding the placement or in contacting or communicating with each other.

Facility supervisors are ultimately responsible for what happens during the Level I experience and therefore must use their judgment, as per the demands of the situation, in accordance with the established educational agreement.

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

SAMPLE

OCCUPATIONAL THERAPY PRACTICE LEVEL I RESERVATION REQUEST

March 17, 2004

Dear Fieldwork Educator, **RE: FALL LEVEL I FIELDWORK**

I'm writing today to request reservations for Level I Fieldwork for the fall semester. As in past semesters, the experience will be a 16-24 hour observational experience that is integrated with our masters' students' coursework. Our program requests that the experience also provide an opportunity for supervision and processing with a licensed OTR.

We are requesting reservations for **Level I fieldwork** for the weeks of **October 18th-22nd and October 25th-29th, 2004**. Students are released from classroom obligations during their appointed week of fieldwork in order to meet their Level I fieldwork requirements. I have enclosed a Level I Fieldwork Reservation Form and ask that you please **return it in the enclosed self-addressed stamped envelope, or by fax to 617-627-3808, by May 3rd, 2004**. You should receive written confirmations of Level I student placements by early September, 2004.

Please feel free to leave a message any time via phone (617) 627-5960 or email at: mary.barnes@tufts.edu, if you have any questions, concerns, or feedback. Thank you for you continued dedication to your fieldwork educator role and for your outstanding work with our students. Your time and efforts in providing this valuable educational experience are greatly appreciated.

Sincerely,

Mary Alicia Barnes, OTR/L
Fieldwork Coordinator

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

SAMPLE

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY
LEVEL I FIELDWORK RESERVATION FOR FALL 2004

Practice Area(s): ___Physical Medicine___Pediatrics
___Psychiatry

Facility: _____

Address: _____

Contact person: _____

Phone: _____ Email: _____

The best days/times to reach me to confirm: _____

___Yes, we would like to participate in the Level I Fieldwork program at Tufts this FALL. We can take the student(s) during: (please indicate practice area(s) and # of students/dates that apply)

Practice Area:	_____	_____
	# students/dates	# students/dates
	_____ Oct 18 th -22 nd	_____ Oct 18 th -22 nd
	_____ Oct 25 th -29 th	_____ Oct 25 th -29 th

We are not able to participate in the Level I Fieldwork Program at Tufts this fall.
(If possible, give reason why and let me know if we should try you again for next semester.)

Please return by **JUNE 14th** in enclosed self-addressed stamped envelope **or fax to:**

Mary Alicia Barnes, OTR/L,
Fieldwork Coordinator, Department of Occupational Therapy
Tufts University, Medford MA 02155
email: mary.barnes@tufts.edu
Fax #: 617-627-3808
Phone #: 617-627-5960

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

You should receive written confirmation
regarding FALL Level I placements by September 7th, 2004.

Thank you!

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

SAMPLE
LEVEL I CONFIRMATION LETTER

OCCUPATIONAL THERAPY PRACTICE LEVEL I CONFIRMATION

To: Date: January 20, 2004

I am writing to confirm the placement of Level I Fieldwork students at your facility for the Spring Semester, 2004. The student(s) will be calling you to review the days/times of their fieldwork with you. The Level I fieldwork placement(s) are 16-20 hours of observation with limited participation and are as follows:

<u>Name(s):</u>	<u>Date(s) of Level I Fieldwork</u>	<u>Practice Area</u>

To facilitate communication regarding the Level I expectations, we have enclosed a **Tufts Level I Fieldwork Guide for Supervisors**. We hope that this structure can support supervisors and students in achieving the most efficient and effective use of the experience. Students are expected to share information about their related course assignment with their supervisors. In addition to processing the feedback received on the ***Professional Development Monitor***, students are expected to complete and process the enclosed **Evaluation of the Fieldwork Site Form** with their supervisor. Feel free to make a copy of the completed forms for your files if needed.

Thank you again for your willingness to provide this valuable educational experience for our students. Please do not hesitate to email (mary.barnes@tufts.edu) or call (617-627-5960) if you have any questions/concerns or if I can provide you with further information.

Sincerely,

Mary Alicia Barnes, OTR/L
Fieldwork Coordinator

Enc; Sup Guide

LEVEL I FIELDWORK SUPERVISOR'S GUIDE: LEARNING ACTIVITIES/OUTCOMES

Student Orientation:

- Staff introductions
- Physical facilities: SAFETY Protocols/Emergency procedure
- Facility/Agency philosophy
- Documentation
- Site Specific Fieldwork objectives/requirements

Recommended options for learning activities (observation with limited participation)

- Client/patient screening
- Occupational Therapy Evaluations
- Occupational Therapy Interventions
- Intervention Plans (Treatment/Care/IEP/IFSP)
- Discharge Summary
- Meetings (Team, IEP, Rounds, Staff, etc.,)
- Inservices
- Consultations
- Client & Family/Caregiver Education
- Activity Analysis/Gradation/Adaptive Equipment
- Non OT Exposure (e.g., PT, SLP, Groups led by other disciplines)
- Chart/Article Reviews
- Discussion re: OT/OTA Roles
- Observations of clients in program contexts (e.g., children in classrooms, playground (recess), lunchroom, gym; clients in dayroom, cafeteria)

FEEDBACK AND PROCESSING OF THE LEARNING EXPERIENCE:

In preparation for the conclusion of the Level I Fieldwork, we ask that time be set aside with an OTR/L for a formal meeting to discuss and exchange feedback. Please allow at least **15-20 minutes** for this discussion.

Feedback Forms (provided by student):

- **Professional Development Monitor**
 - **Student Evaluation of the Fieldwork Site**

Students are asked to self assess their performance using the criteria outlined on Tufts **Professional Development Monitor (PDM)** to compare/contrast their perceptions with their supervisor's ratings on this form. Additionally, students should complete their **Student Evaluation of Fieldwork Site** form **prior to meeting for feedback exchange**. Please review/process feedback and co-sign both forms.

All completed forms should be returned to the student who is responsible to deliver them to Fay Martin, Fieldwork Office Assistant, Tufts University

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LEVEL I PROFESSIONAL DEVELOPMENT MONITOR

Tufts University Department of Occupational Therapy has developed a form called the **Level I Professional Development Monitor (PDM)** that is used to document student performance on Level I fieldwork experiences. Performance is rated as follows:

Tufts University-BSOT: Level I Professional Development Monitor		OTS:
Student:	Date:	106
Application of Knowledge	Able to make pertinent observations & interpret relevant cues	
	Able to identify theory/Frame Of Reference (FOR) guiding practice	
	Able to use professional terminology-verbal & written	
Dependability	Reliable	
	Prompt	
	Responsive; modifies behavior according to demands of situation	
Initiative	Recognizes professional boundaries, is respectful of others in facility	
	Generates relevant questions & potential solutions	
	Discusses related course assignments	
Communication With Staff	Self directed; seeks out necessary learning material(s) or opportunities	
	Engages with others in meetings/supervision	
	Shares concerns/feelings, feedback in timely manner with supervisor	
Communication With Clients	Polite, able to judge timing of when to add input	
	Interacts with client-centered focus, able to establish rapport	
	Non-judgmental, culturally sensitive, respects confidentiality	
Professional Appearance/Presentation	Considers impact of interaction(s) [verbal & nonverbal] on client	
	Utilizes active listening	
	Presents w/ professional demeanor; confident body posture & eye contact	
Organization	Suitably dressed for environment & related tasks/duties	
	Defines role/purpose of occupational therapy w/in context of setting	
	Abides by AOTA's Practice Guidelines & Code of Ethics	
Professional Growth	Flexible, maturely adjusts to changes	
	Manages time & materials safely & efficiently	
	Prepared w/ proper forms (i.e., feedback forms, etc.)	
	Open to feedback	
	Incorporates feedback to reflect change in reasoning or action as needed	
	Identifies areas in which additional information or learning is needed	
	Seeks resources to address growth needs	
RATING SCALE:		
NO - No opportunity 0-Poor 1-Fair 2-Good 3-Outstanding		
Definition of rating terms		
NO: No Opportunity due to circumstances or setting		
0: Poor, demonstrated behavior 0-50% of the time (far below expectations)		
1: Fair, demonstrated behavior 50-75% of the time (approaches expectations)		
2: Good, demonstrated behavior 75-95% of the time (meets expectations)		
3: Outstanding, demonstrated behavior more than 95% of the time (exceeds expectations)		
Comments:		
Course Description:		
References:		
Barnes, M. & Evenson, M. (April, 1995). From bookbag to briefcase: Engaging everyone in the acculturation process via Level I fieldwork, Paper presented at COE, AOTA National Conference.		
Fidler, G. & Gerney, A. (July, 1994). Development of professional behavior. Paper presented at COE, Can-Am Conference.		
Hughes, C. & Opaich, K. J. (April, 1990). Employer assessment of performance and professional development. Paper presented at COE, AOTA National Conference.		
Kasar, J. & Clark, N. (2000). <i>Developing professional behaviors</i> . Slack: Thorofare, NJ.		
Koenig, K. Johnson, C., Morano, C.K., & Ducette, J.P. (2003). Development and validation of a professional behavior assessment. <i>Journal of Allied Health</i> , 32, 86-91.		
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TUFTS UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY
STUDENT EVALUATION OF LEVEL I FIELDWORK

Please check:

- OTS 106 Occupation & Adaptation: Child & Adolescent
OTS 224 OT Practice in Physical Dysfunction
OTS 226 OT Practice in Pediatrics
OTS 227 OT Practice in Psychosocial Dysfunction

Semester: Fall Spring Year:

Name:

Site:

Address:

Supervisor's Name:

General Information:

Table with 2 columns: Setting, Description/Specialty. Rows include Hospital, School, Community Agency, Private Practice, Residential Program, Nursing Home, Other.

Ages Served: 0-5yrs 6-12yrs 13-21yrs Adult Older Adult

Primary Conditions for which Occupational Therapy is provided:

- Adjustment disorder, Affective disorder, Alzheimers disease, Amputees, Anxiety Disorder, Arthritis, Back Injury Disorders, Burns, Cardiac Dysfunction, Cerebral Palsy Injury, COPD, Chronic Pain, Population, Congenital Anomalies, Other:
CVA/Hemiplegia, Degenerative Neuro disorder, Developmental disorder, Dementia, Diabetes, Dysphagia, Eating/Feeding Disorders, Fractures/General Ortho, Hand/Wrist Disorders, Hearing Disability, HIV/AIDS, Learning Disorder, Mental Retardation
Neuromuscular Disorders, Neonatology, Oncology, Personality Disorder, PDD, Respiratory Disease, Schizophrenic, Spinal Cord Injury, Substance Abuse, Traumatic Brain, Well

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I. Student Orientation: Check "yes" if discussed; "no" if not discussed.

TOPIC	yes	no
Staff introductions		
Physical facilities		
Facility/Agency philosophy		
Facility policies & procedures		
Documentation		
Safety/emergency procedures		
Fieldwork objectives/requirements		

Suggestions/Comments:

II. Observations: Indicate whether you observed or had exposure to the following by checking "yes", "no", or "not applicable".

ASPECT OF CLIENT CARE/SERVICES	YES	NO	N/A
Client/patient screening			
OT Evaluations (list names/type)			
OT Intervention (list type)			
Treatment/Care Plans/IEP/IFSP			
Discharge Summary			
Team Meeting			
In-service			
OT Consult			
Rounds			
Activity Analysis			
Non OT Exposure:			
Other:			

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II. Description of Supervision: Please give feedback appropriate to the context of the 20-24 hour placement and the type of supervision provided by circling the corresponding rating below.

Rating Scale:

1= insufficient; 2=marginal; 3 = adequate; 4= substantial

Presented clear explanations & expectations	1	2	3	4
Provided supervision as needed	1	2	3	4
Used constructive feedback to address weaknesses/areas for growth	1	2	3	4
Provided positive reinforcement for strengths	1	2	3	4
Encouraged students to ask questions	1	2	3	4
Facilitated student's problem-solving skills	1	2	3	4
Encouraged self-directed learning (refers to other persons, books, references, etc.,)	1	2	3	4
Approachable & interested in students	1	2	3	4
Provided a positive role model	1	2	3	4
Projected a positive attitude toward other staff & students	1	2	3	4
Provided feedback	1	2	3	4

III. Professional Development:

Indicate the extent to which this experience helped you determine your level of professional development (from the **PDM**) by circling the corresponding rating below:

Rating Scale: 1-not at all; 2-uncertain; 3-helpful; 4-very helpful

Application of knowledge	1	2	3	4
Dependability	1	2	3	4
Initiative	1	2	3	4
Communication with Staff	1	2	3	4
Communication with Clients	1	2	3	4
Prof. Appearance/Presentation	1	2	3	4
Organization	1	2	3	4
Professional Growth	1	2	3	4

Comments:

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IV. Reflection:

a. How has this experience helped to prepare you for future fieldwork (Level II)?

b. How well do you think you were able to articulate your understanding of Occupational Therapy (definition, Practice Framework, theories/frames of reference)?

Check		Comments
	1 = unable	
	2 = uncertain	
	3 = adequately	
	4 = very successfully	

Student _____ Date: _____

Supervisor _____ Date: _____

Please return completed form to:

Mary Alicia Barnes, OTR/L, Fieldwork Coordinator
Tufts University-Department of Occupational Therapy
26 Winthrop St
Medford, Massachusetts 02155
FAX: 617-627-3808

SAMPLE

STUDENT NOTICE: LEVEL I FIELDWORK ASSIGNMENT

STUDENT NAME:

COURSE: ___OTS 224 ___OTS 226 ___OTS 227

TIME PERIOD: week of (negotiate specific days/times)

FACILITY:

SUPERVISOR/COORDINATOR:

PHONE#: **EMAIL:**

SPECIAL COMMENTS:

Contact your site as soon as possible to:

- confirm name and methods of reaching contact person (i.e., phone, email, pager)
- find out dress code, policies re: proof of immunizations, CORI etc.
- obtain directions
- schedule your Level I fieldwork (specific days/times).
Please discuss:
 1. opportunities for observation of (with limited participation in, per supervisor discretion and as client services permit):
 - evaluation
 - intervention planning and implementation
 - documentation
 - other occupational therapy related processes, and
 2. setting a time for:
 - discussion and reflection regarding professional level roles in the setting (i.e., OT-professional and OTA-technical)
 - review and exchange of feedback re: Level I experience.

GOAL OF LEVEL I FIELDWORK:

The goal of Level I fieldwork is to "introduce students to the fieldwork experience, apply knowledge to practice, and understand the needs of clients" (ACOTE, 2008, p. 42) Level I fieldwork is intended to "enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process" (p.42). ***Therefore, it is understood that it may not be feasible or practical for each student to complete all of these suggested observations or that time be spent exclusively with an occupational therapist.*** Also, the specific sequence of these observations is not a vital concern.

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If you have any questions, feel free to contact me. You can call me at 617-627-5960, email (mary.barnes@tufts.edu), or leave a note in my box.

Thank you. Mary Alicia Barnes, Fieldwork Coordinator

**Level II Fieldwork Program
Procedures & Sample Forms**

LEVEL II FIELDWORK

The goal of Level II fieldwork is to offer practical experiences and professional interactions that will enable students to become competent entry-level therapists. Level II fieldwork occurs at the end of all coursework for most students and is designed to include in-depth experiences in providing occupational therapy services to clients. Overall, participating in a Level II fieldwork frequently involves a commitment commensurate to a full-time job.

TIMELINE FOR LEVEL II FIELDWORK PLACEMENT PROCESS

24 to 12 months prior to student arrival	
Fieldwork Site	Academic Fieldwork Coordinator
Contact AFC to indicate interest in developing fieldwork program	Send preliminary information to site contact person
Secure necessary administrative approval for fieldwork program including signing of Extended Campus Agreement	Secure necessary administrative support to establish liaison with fieldwork facility, includes signing of: Extended Campus Agreement
Complete & return Fieldwork Data & Site Specific Objectives to Tufts	May visit fieldwork facility or assist with student program development as needed
Communicate with AFC to establish site's program philosophy, experiences offered, etc	Recruit reservations for specific dates
Inform colleagues of fieldwork program	
Develop outline of weekly performance expectations & specific learning experiences	
Respond to Request for Reservations	
15-8 months prior to student arrival	
	Academic Fieldwork Coordinator
	Notify FW Site with specific student name
	Student
	Contact facility to arrange interview to confirm placement
12-6 months prior to student arrival	
Fieldwork Site	Tufts Fieldwork Coordinators
Interview student Inform student regarding site administrative requirements: CORI, timeline for immunizations, etc.,	Conduct Fieldwork Seminar for students
Notify AFC of intention to accept student(s) via blue confirm slip (mail)	

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6-12 weeks prior to student arrival	
Fieldwork Site	Academic Fieldwork Coordinator
Finalize plans for student's arrival: <ul style="list-style-type: none"> • develop orientation plan, • draft student schedule • follow up with student regarding site administrative requirements: CORI, timeline for immunizations, etc., 	Send forms to the facility: <ul style="list-style-type: none"> • Personal Data Sheet • Information Release • Health Form • Proof of CPR, OSHA, HIPAA training • Statement of Level II Requirements • Fieldwork Performance Evaluation (FWPE) • Student Evaluation of fieldwork experience (SEFWE)

4 weeks prior to student arrival	
	Student
	Send letter or call Fieldwork facility to <ul style="list-style-type: none"> • confirm arrival date and time • finalize details, etc.

Midterm (at 6 weeks or midpoint of Level II fieldwork)	
Fieldwork Supervisor	Tufts Fieldwork Coordinators
Complete midterm evaluation	Call fieldwork facility to check on student progress/performance Email to students to check in
Fax FWPE summary sheet of scores to Tufts	
	Student
	RSVP to Tufts email

Upon Completion of Fieldwork	
Fieldwork Supervisor	Tufts Fieldwork Office
Return complete, co-signed FWPE (Fieldwork Performance Evaluation & SEFWE (Student Evaluation of Fieldwork Experience) to the Tufts for review by Academic Fieldwork Coordinator	Send thank you letter acknowledging hours of Level II fieldwork supervision provided for supervisor(s) professional development portfolio Aggregate data collection from student FWPE & SEFWE feedback for program evaluation Storage of FWPE & SEFWE in permanent files
	Issue voucher(s) to site as requested by staff (1 per each Level II student supervised)

FIELDWORK EDUCATOR RESPONSIBILITIES FOR LEVEL II FIELDWORK

For Level II Fieldwork, the two major areas of responsibility required in the fieldwork supervision are: (1) **administrative functions**, and (2) **direct day-to-day supervision**. Various arrangements can be made within settings for fulfillment of these responsibilities. The administrative responsibilities may be delegated to one individual who may be designated student training supervisor or student fieldwork program coordinator. The day-to-day supervision of students may be delegated to one or more staff members. It is also feasible, particularly in smaller centers, for one individual to assume all of the administrative and direct day-to-day supervisory functions.

Administrative responsibilities of the fieldwork supervisor include, but are not limited to the following:

1. collaborate with the Academic Fieldwork Coordinator (AFC) to develop a fieldwork program that provides the best opportunity to complement theoretical concepts learned in academic program with service delivery of setting; create an environment which facilitates learning, inquiry and reflection upon one's practice;
2. prepare, maintain, and send to AFC current information about fieldwork setting, including Fieldwork Data Form and Site Specific Objectives
3. establish philosophy of the fieldwork program and expectations of the fieldwork experience;
4. schedule students in collaboration with the fieldwork coordinators of the academic institution; complete pre-fieldwork interview if desired
5. provide regular and periodic supervision of students and/or student supervisors (if applicable)
6. contribute to the evaluation of each student at the midterm and end of the fieldwork experience. Ensure final FWPE and SEFWE forms are signed by both the fieldwork educator and student and sent to the Fieldwork Coordinator of the academic institution in which the student is enrolled (the student is also entitled to a copy);
7. be familiar with grading and withdrawal policies of each academic institution from which students are accepted;
8. notify the fieldwork coordinators of any emergent student issues or if fieldwork site or student is requesting withdrawal or early termination of placement;

9. establish and review (minimum every 5 years) the contractual agreement between the academic institution and the fieldwork site, ensuring that these agreements are signed;

Direct day-to-day supervisor responsibilities of the fieldwork supervisor include, but are not limited to the following:

1. provide adequate orientation to the fieldwork program/site and to specific departmental policies and procedures;
2. define expectations clearly to students, assess skill and knowledge level
3. supervise provision of occupational therapy services; documentation, and oral reporting by the student;
4. assign patients/clients to student caseload;
5. meet with student regularly to review performance and to provide guidance and feedback using behavioral language and observable data. As a result of feedback, goals for change should be developed collaboratively between student and supervisor;
6. evaluate student at the midterm and end of the fieldwork experience using the AOTA Fieldwork Performance Evaluation Form;
7. seek feedback re: supervisory skills from colleagues and student.

LEVEL II FIELDWORK PLACEMENT PROCESS

The process of making reservations generally occurs as follows:

1. The “**Reservation Request**” form is sent out by the Fieldwork Coordinator in order to secure a future reservation with a fieldwork education program. Requests are usually made 24 months in advance. Sites may opt to offer standing reservations during designated time frames (e.g. Fall, Spring; Spring/Summer, Summer/Fall) as part of Tufts plus continuing education program.
2. A list of Level II fieldwork reservations for time periods designated by the fieldwork program site is made available to students during their first year of their master’s program at Tufts. Additionally, information about fieldwork programs that have active relationships with Tufts is available for students in fieldwork files maintained by the Tufts fieldwork office.
3. Students are asked to consider their educational goals, personal preferences and constraints, and to review the files of reserved fieldwork sites. Students then complete an application for Level II fieldwork listing a minimum of 6 sites from the reservation list. Once student’s applications are submitted, the Fieldwork Coordinators match the requirements of the fieldwork site to the student’s qualifications and areas of interest. This matching process typically occurs in the spring semester of an entry-level master’s students first year of their (two year) academic program.

The Fieldwork Coordinators considerations for final placement decisions include: student choice (economic factors, personal preferences, educational goals), student’s abilities and strengths as perceived by the coordinators and faculty, program requirements (objectives, system for supervision, administrative structures and type of facility) and available training site resources.

4. “**Confirmation of Student Placement**” form is sent to finalize placement arrangements. For a local program, a Same Site Model Level I Reservation is also requested at this time. Once received, this form confirms that the student designated on the form will fill the reservation, unless otherwise indicated by fieldwork site program requirements (i.e., pending interview). The top portion of the form is for the fieldwork program site’s records, the lower portion should be returned to Tufts.

5. Students typically receive their fieldwork assignments at the end of their first year of the program. They are asked to contact the facility at that time to arrange an interview if a fieldwork site requirement (in person at those centers that are geographically accessible or during Same Site Model as arranged). If the placement is pending interview, the fieldwork site's student program coordinator should notify the fieldwork office within one week of the site's intention to accept or decline the student.

NOTE: Out of state fieldwork placements are handled on a first come, first serve basis, therefore, sites are contacted on a case-by-case basis to secure a reservation for a specific student.

Notification of Cancellation: The Fieldwork office will provide written notification of cancellations of any reservations that will not be filled by a Tufts student. Every attempt is made to notify fieldwork sites three to six months in advance of the reserved time period. Should fieldwork sites need to cancel, written notice is preferred whenever possible.

LEVEL II FIELDWORK INTERVIEWS

Most fieldwork facilities in the New England and mid-Atlantic regions require a pre-placement interview to insure that students understand the fieldwork expectations and the type of experience offered. The interview serves as a means to determine if the placement is an acceptable match for the student and fieldwork setting and to confirm fieldwork arrangements (start/end dates, administrative requirements such as CORI, immunizations, etc.,)

The interview *may or may not be competitive* and is designed for the student and fieldwork supervisor to clarify expectations. Sites, however, do have the right to not accept a student based on the interview. Typically, the fieldwork supervisors notify the Academic Fieldwork Coordinator of their intention to accept or deny the student via written correspondence and/or phone contact.

Likewise, students have the right to choose not to accept the fieldwork placement based on the interview. The fieldwork office will notify the fieldwork supervisors if students choose not to accept the affiliation placement as soon as possible. In either case, the Fieldwork Coordinator serves as a liaison and consultant/counselor.

Frequently asked Level II fieldwork interview questions are as follows:

- What are your expectations of this fieldwork?
- What do you hope to learn in this placement?
- How do you learn best?
- Why did you choose occupational therapy as a profession?
- What are your long-term career goals?
- Identify your professional interests.
- What has been your academic and/or fieldwork experience?
- Identify some theories or frames of reference that you are studying that might be relevant to occupational therapy practice in this setting.
- Identify your strengths and areas for growth.
- What are you looking for in regard to supervision?
- Identify past experiences that may be relevant to the fieldwork experience.
- How do you spend your leisure time?
- How do you handle stress?
- What motivates you?
- How do you best orient and familiarize yourself when entering a new system?
- Is there anything that might interfere with your ability to perform the tasks required on this fieldwork?

Recommended questions for students to pose to prospective site/supervisor:

- What are agency/site/patient/client needs in this setting?
- Describe a “typical day” on the job.
- How can students best prepare for this experience? (readings, theories/models, most common diagnostic conditions, etc.)
- What are the characteristics of successful students in this setting?
- What are the greatest rewards and challenges of being an occupational therapist/health care provider in this setting?
- Are there any administrative requirements i.e. CORI, immunizations, orientation that need to be completed prior to starting my placement? If so, how are these best addressed? With whom? By when?

Specific logistics to be discussed may include:

Population/Service Delivery:

Students are encouraged to discuss possibilities for learning experiences based on the occupational therapy services provided in the setting. However, it is understood that students will be assigned service delivery locations at the site’s discretion. Student are told to expect that fieldwork assignments may involve travel to various facilities as a part of the site’s programs for service delivery and network of facilities.

Schedule: *Students must adhere to the schedule determined by the site*, re: start/end dates, as well as, the daily/weekly work schedule. Students are responsible to confirm the specific arrangements **directly** with the site. Dates and schedule may be negotiable, if mutually agreed upon between the site and the student. Tufts policy is that students be allowed 3 sick days for illness. It is recommended that any other sick time, holidays, weekend or requests for additional time off be discussed in advance. Tufts policy is that any time off that is negotiated, be made up to meet our required 480-hour minimum total hours of Level II fieldwork required.

Tufts students must notify the Fieldwork Office Assistant in writing of finalized start and end dates as this information is becomes part of their official transcript.

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

SAMPLE

Tufts University
Department of Occupational Therapy
REQUEST FOR LEVEL II FIELDWORK RESERVATIONS

Date: March 5, 2005

To:

From: Michael Roberts, MS, OTR/L Academic Fieldwork Coordinator
Phone (617) 627-5923
Email: michael.roberts@tufts.edu

Please indicate below the dates and number of students you would be willing to take:
If you cannot accommodate these dates, please write in alternative dates convenient to you below.

2007 – DATES

SUMMER DATES

_____ (WTR) Jan. 3 – March 25

May 9 - Aug. 5_____

_____ (PART TIME) Jan-May/June

May 16 -Aug. 12_____

_____ (SPR) March 28 – June 17

June 27 - Sept. 16_____

_____ (FALL) Sept. 26 – Dec. 16

_____ I suggest these alternative dates: _____

_____ We are unable to take a student.

Comments:

Signature

Date

Contact Information:

Phone #:_____

Email:_____

Fax #:_____

RETURN THIS FORM TO TUFTS - BSOT BY May 5, 2005.
FAX REPLY TO: (617) 627-3808
PLEASE KEEP A COPY OF THIS INFORMATION FOR YOUR FILES

SAMPLE
**CONFIRMATION OF LEVEL II FIELDWORK
STUDENT PLACEMENT**

Date: April 18, 2006

From: Michael Roberts, MS, OTR/L
Academic Fieldwork Coordinator
Tufts University
Medford, MA 02155

This is to confirm the following affiliation placement

Name of Student
Sally Jones

Dates
May 16-August 5, 2007

Comments

MICHAEL ROBERTS, MS, OTR/L
Signature of Fieldwork Coordinator

PLEASE KEEP THE ABOVE INFORMATION AND RETURN LOWER PORTION TO TUFTS

Confirmation for: Sally Jones

May 16-August 5, 2007
Dates of Affiliation

Comments:
Pending interview

Signature of Supervisor

Date_____

STUDENT INFORMATION

Students are required to complete a Personal Data Sheet and obtain a completed Tufts Health Status Report For Affiliations form from their health provider, to be sent to the fieldwork education center prior to the Level II fieldwork experience. Should a student have special information regarding physical and/or emotional needs that may be relevant, s/he may voluntarily list that information on the Personal Data Sheet. The Health form provides a space for listing any medical limitations. In addition, when the student interviews, s/he has the opportunity to discuss with the fieldwork education supervisor any disability related challenges that may impact their ability to participate in certain tasks/duties while on fieldwork. If the facility has requirements for essential job functions, it is recommended that these be reviewed during the interview.

A student packet is forwarded to Level II fieldwork sites approximately two months prior to the placement. This packet includes:

- ❑ Cover letter
- ❑ Tufts University Information Release
- ❑ AOTA Personal Data Sheet
- ❑ Tufts University Health Status Report form
- ❑ Proof of CPR, OSHA, and HIPAA training completed during Tufts program
- ❑ Statement of Level II Requirements
- ❑ AOTA Fieldwork Performance Evaluation (FWPE) form
- ❑ AOTA Student Evaluation of Fieldwork Site form

**SAMPLE
COVER LETTER**

February 14, 2007

Re: Sally Jones

May 16-August 5, 2007

Dear Ms. Smith:

Enclosed is the necessary paper work for the above student to affiliate in your program:

- 1) Tufts Information Release
- 2) Personal Data Sheet
- 3) Tufts Health Status Report form
- 4) Proof of CPR, OSHA, HIPAA training done at Tufts
- 5) Tufts Statement of Level II Requirements
- 6) *AOTA Fieldwork Performance Evaluation*
- 7) *Student Evaluation of Fieldwork Experience.*

As the completed FWPE is necessary to give the student credit for fieldwork, it is **IMPERATIVE** that the FWPE and the student evaluation be returned on the **LAST DAY** of the student's affiliation. **PLEASE RETURN BOTH FORMS.**

Thank you for accommodating our students. If you have questions, please feel free to contact me. Your commitment to fieldwork education is greatly appreciated!

Sincerely,

Michael Roberts, MS, OTR/L
Academic Fieldwork Coordinator

**Tufts University-BSOT
Information Release and Acknowledgment**

I understand that my responsibilities as a student may include the following:

- conducting interviews/assessments with clients.
- providing verbal and/or physical assistance (during transfers, Activities of Daily Living [ADL], mobility activities, behavioral management/limit setting) in accordance with policies and procedures of the clinical placement site (the "fieldwork site").
- synthesizing information and observations to document service provision and develop and modify intervention plans/reports.
- providing documentation that is legibly handwritten or done as computer entry per the policies of the fieldwork site.
- collaborating with patients, clients, families and team members regarding intervention plan.
- articulating rationale (clinical reasoning/theory/evidence base) for services.
- performing service delivery, documentation, and billing (if applicable) in a timely manner and in accordance with site procedures.
- using judgment in adhering to fieldwork site policies and procedures to ensure client safety and confidentiality.
- communicating effectively and demonstrating cultural sensitivity (verbally and nonverbally) with others in practice environment (clients/families, staff, etc.)
- demonstrating professional work behaviors such as flexibility, emotional stability, dependability, and time management/organizational skills in work activities. These activities may include: planning schedule, attending meetings, adhering to deadlines, personal appearance and work site maintenance (general care of supplies, materials and treatment area related to service provision per fieldwork site policies).
- generally complying with the policies and procedures of the fieldwork site, including the IRB review process, if relevant.

I accept the responsibility to complete the AOTA Personal Data Sheet (if applicable), provide a Tufts-BSOT Health Status Report Form and any other background documentation (including, without limitation, Clinical Offender Record Information ("CORI")) required by the fieldwork site as a condition to my participation in its clinical program ("Documentation") and submit such Documentation to Tufts University-BSOT by the

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designated due date for release to my approved field
experience sites.

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

I hereby authorize the release of all Documentation to any field experience site to which I have been approved for placement. I understand that these documents contain information about my previous education and experiences at Tufts University-BSOT, my health status, and other information that is pertinent to my performance at the fieldwork site(s). I understand that the fieldwork site(s) will review such Documentation to determine my eligibility to participate in its clinical program in accordance with the fieldwork site's policies and procedures. I also agree to allow the Tufts University-BSOT fieldwork coordinators and/or faculty to discuss my academic performance and relevant work experience (including test results, performance evaluations, letters of recommendation and disciplinary information) with the field site supervisor(s) at any field experience site to which I have been approved for placement.

Should I have a disability that may require special accommodations or a condition that could affect either my performance or affect others with whom I come into contact, I accept the responsibility to review the specific responsibilities and/or expectations relating to any clinical placement to which I have been approved and to disclose to my field placement sites/supervisors the nature of my disability and the special accommodations which may be required. I understand that the fieldwork site may discuss this information with the Fieldwork Coordinators and/or Faculty at Tufts University-BSOT.

I agree, as a condition to my placement, to participate in orientation sessions required by Tufts University-BSOT. I understand that I must provide evidence of health insurance and Hepatitis B vaccination, along with any other required vaccinations, in order to participate in the Tufts University - BSOT program. I understand that placement in a field experience, per degree requirements, necessitates the signing of this release/agreement.

I agree to hold all employees, agents, and representatives of Tufts University-BSOT and the fieldwork site(s) harmless from liability in connection with the release of information contained in the Documentation or which I may otherwise make available. Tufts University agrees to comply with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

I have read this document and understand that it contains a waiver of certain rights which I may have under law, including, without limitation, the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") and under regulations ("HIPAA Regulations") issued by the Department of Health and Human Services to implement the Health Insurance Portability and Accountability Act of 1996.

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Student signature/ Date

Student name (print)

PERSONAL DATA SHEET

This form is completed by the student and is sent to the student's Level II fieldwork educator prior to the start of the fieldwork experience.

FOR STUDENT FIELDWORK EXPERIENCE

PERSONAL INFORMATION

Name _____

Permanent Home Address _____

Phone number and dates that you will be available at that number

Phone Number _____ Dates _____

Name, address, and phone number of person to be notified in case of accident or illness:

EDUCATION INFORMATION

1. Expected degree (circle one)

OTA:

Associate Baccalaureate Masters Doctorate Certificate

OT:

Baccalaureate Masters Doctorate Certificate

2. Anticipated year of graduation _____

3. Prior degrees obtained _____

4. Foreign languages read _____ spoken _____

5. Do you hold a current CPR certification card? Yes _____ No _____

Date of expiration _____

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HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes _____ No _____
 2. If yes, name of company _____
Group # _____ Subscriber # _____
 3. Date of last Tine Test or chest x-ray: _____
(If positive for TB, tine test is not given)
-

PREVIOUS WORK/VOLUNTEER EXPERIENCE

PERSONAL PROFILE

1. Strengths:

2. Areas of growth:

3. Special skills or interests:

4. Describe your preferred learning style:

5. Describe your preferred style of supervision:

6. Will you need housing during your affiliation? Yes _____ No _____

7. Will you have your own transportation during your affiliation? Yes _____ No _____

8. (*Optional*) Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork? Yes _____ No _____. If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, list them. To promote your successful accommodation, it should be discussed and documented before each fieldwork experience.

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FIELDWORK EXPERIENCE SCHEDULE

	FACILITY	TYPE OF FW SETTING	LENGTH OF FW EXPERIENCE
Level I			
Level II			

ACADEMIC PROGRAM RELATED SITE VISITS/FIELD TRIPS

ADDITIONAL COMMENTS

AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC)

Amended and Approved by FWIC 11/99 and COE 12/99

fieldwork\miscell\persdatasheet.1299

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

**TUFTS UNIVERSITY
BOSTON SCHOOL OF OCCUPATIONAL THERAPY
HEALTH STATUS REPORT FOR AFFILIATIONS**

This is to certify that _____ from the
(Last name) (First name)
Boston School of Occupational Therapy was examined* on (date) _____. He/she was
found to be in good general health, free from any communicable disease or disability, with
the following exceptions:

***NOTE:** PE should be performed within 12 months prior to start of affiliations.

Mantoux (Tuberculin) Skin Test: Date administered: _____ Read: _____ Results: _____

NOTE: Test should be administered within 6 months prior to affiliations.

Chest Ray Results (required, if Mantoux positive) _____

IMMUNIZATION STATUS

Measles: 1st Dose: _____ 2nd Dose: _____ or Titer result: _____
(given after 15 mo.)

Mumps: Date of vaccine: _____ or Titer result: _____

Rubella: Date of vaccine: _____ or Titer result: _____

Tetanus/Diphtheria: _____ (booster should be within past 10 years)

Hepatitis B vaccine: 1st Dose: _____ 2nd Dose: _____ 3rd Dose: _____

Or: Hepatitis B surface antibody: Date: _____ Result: _____

Clinician Signature

Name

Date:

STATEMENT OF LEVEL II FIELDWORK AFFILIATION REQUIREMENTS

Before students begin fieldwork, they sign the form below. Listed are points the University feels are important for students to understand.

TUFTS UNIVERSITY
BOSTON SCHOOL OF OCCUPATIONAL THERAPY
STATEMENT OF CLINICAL AFFILIATION REQUIREMENTS

I, _____, understand that I am obligated to meet the following requirements while on my occupational therapy affiliation at:

_____ during the period of: _____ :

1. I will attend the fieldwork program each day, on time, for the scheduled duration of the placement. Three excused sick days are allowed per Tufts policy. Any other time off (for graduation, job hunting, etc.) is discretionary and may be taken only with the approval of the fieldwork supervisor. If I miss more than 3 days of any scheduled 480-hour placement, the time must be made up in order to meet the required number of hours.
2. I understand that the site has the discretion to determine the fieldwork designation, re: populations served, locations, type of supervision model, etc. As a part of the fieldwork responsibilities, I may have to travel to multiple sites within the facility's system.
3. I will comply with the professional standards set up by the fieldwork program, the University, and Occupational Therapy Code of Ethics. I will comply with all applicable state, federal, and local laws and regulations. If I do not know or understand these standards, it will be my responsibility to learn about them to raise any items in question for discussion with the site.
4. If I am having difficulty in a fieldwork placement, I will contact the Fieldwork Coordinator(s) at the first sign of problems.
5. Successful completion of at least the equivalent of six months (960 total hours) of supervised fieldwork is a degree requirement and therefore must be completed to meet the eligibility requirement to take the Certification Examination for Occupational Therapists, Registered, administered on line on demand by the National Board for Certification in Occupational Therapy. A passing score leads to certification

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

as an occupational therapist. Certification does not automatically ensure licensure. I understand that students are to contact state licensure boards for individual state guidelines.

6. I will not practice Occupational Therapy until I am duly licensed as an occupational therapist in the state where I will be practicing.

7. I understand that it is strongly recommended that students **not** work during the affiliation periods.

8. I shall secure adequate medical coverage for the duration of my affiliations. I understand that Tufts University provides professional liability insurance coverage to all students enrolled in the program.

9. I will write to the fieldwork center at least one month prior to the affiliation to confirm dates, time and place to report.

10. Approximately two weeks after the affiliation is completed, I will write letters to the fieldwork supervisor and the director of the occupational therapy department or director of the facility to express appreciation for the learning experience. I understand that Tufts will also send letters to document the number of hours of Level II supervision provided to support the professional development units earned by the supervisor(s) and the contribution of the fieldwork educator(s) to the occupational therapy profession.

Student

Fieldwork Coordinator

Date

LEVEL II FIELDWORK EVALUATION/GRADING

The **AOTA Fieldwork Performance Evaluation (FWPE)** form is the tool used to document student performance on Level II fieldwork. The completed form must be sent to Tufts IMMEDIATELY upon completion of the student's placement. Deadline for submission of grades to the Registrar is within two weeks of student's completion date. FWPE's are kept in the individual student's academic folder, which is stored at Tufts University's Department of Occupational Therapy in the departments secured student files. They are not sent to AOTA. Students may request a copy of the FWPE for their personal records/professional portfolio.

Students receive a pass/fail, noted as "S" (satisfactory) or "U" (unsatisfactory) for graduate students to insure consistency in grading. Generally, students who elect to withdraw from the placement at any point after it has begun will receive a "U" grade. In addition, the transcript lists the dates and where the student affiliated, per the example below :

Transcript

Robin Smith

Tufts-BSOT

Course

OTS 238 Level II Fieldwork
Boston Hospital
Boston, MA
May 17th-August 6th 2004

Grade

S

The **Student Evaluation of Fieldwork Experience** is the instrument adopted by the Commission on Education for use by occupational therapy students to assess their fieldwork experience. Tufts includes a feedback page in this form for specific feedback on the academic curriculum. The SEFWE also serves as a form of documentation of the mechanism used to evaluate the effectiveness of supervision for Level II fieldwork (ACOTE, 2008). The effectiveness of the SEFWE as a feedback tool depends upon the student's willingness to give careful, objective and specific consideration to each item. This form is to be completed by the student and reviewed with the fieldwork supervisor after the FWPE has been reviewed and signed. The original copy of the SEFWE should accompany the completed FWPE paperwork sent back to Tufts. It is recommended that student and site retain copies as well.

Student removal from placement

As stated in the Tufts University Extended Campus Agreement:

In any situation in which, in the sole opinion of Clinical Associate, a patient's welfare may be adversely affected, the Clinical Associate may take immediate corrective measures including removing a student from a clinical assignment or requesting that a student leave a patient care area, without prior consultation with the University, but shall notify the University immediately thereafter of the action(s) taken and the reasons for the action(s) taken. In any situation not involving patient welfare, in which a student is not performing satisfactorily, in the Clinical Associate's opinion, resolution shall involve mutual agreement of the Parties.

Problems may arise at any time during the fieldwork. In all cases, the Tufts Fieldwork Coordinators should be contacted by the Fieldwork Supervisor and/or the student and apprised of the problem. The Fieldwork Supervisor is responsible for notifying the student and Academic Fieldwork Coordinator BEFORE failure becomes a high probability. If the center is geographically accessible, a visit can be made if deemed necessary, so the Fieldwork Coordinator can meet with the student and the Fieldwork Supervisor. After the problem-solving discussions, the Coordinator and Supervisor will determine whether the student should withdraw or continue. The best course of action is one that reaches a decision that is mutually understood and agreeable between the University (AFC/Student) and site. If a visit is not deemed necessary or feasible, the telephone is the primary mode of communication, to ensure confidentiality, and the same process is followed.

PERFORMANCE EVALUATION PREPARATION LIST FOR FIELDWORK EDUCATORS

Preparation for evaluation performance review:

- Familiarize self with Fieldwork Performance Evaluation (FWPE) Form
- Examine own attitude toward student
- Differentiate between issues related to student's knowledge, skills, and attitude
- Review supervisory records and data on student (isolated examples of performance are usually **not** highlighted in evaluation)
- Maximize student participation through self-evaluation
- Request input from colleagues
- Discuss evaluation procedures in advance

During Evaluation Conference:

- Review all evaluation procedures to reduce student's anxiety
- Present overview of student performance
- Encourage student self-evaluation
- Provide specific feedback to student
- Refer back to student's self evaluation
- Identify patterns of behavior
- Request Student Evaluation of Fieldwork (SEFW) form
- Recognize that student may require additional meeting time

For Written Evaluation:

- Be clear/factual
- Substantiate comments with examples
- Ensure congruence between comments/rating scores

**Adapted from: Gaipman, B. & Anthony, A. (1992)
Fundamentals of supervision: A practical course for those who supervise students. Toronto: University of Toronto.**

IDEAS FOR SITE SPECIFIC FWPE OBJECTIVES (please also see:
<http://www.aota.org/Educate/EdRes/Fieldwork/SiteObj.aspx>
)

I. FUNDAMENTALS OF PRACTICE:

1. Adheres to ethics: Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures including when relevant, those related to human subject research.

Autonomy - Demonstrating client centered approach

Beneficence - Considering clients best interest, efficacy

Non-maleficence - Do no harm

Justice - equity and fairness

Demonstrates beneficence-concern for well being, fair and equitable, recognize and appreciate cultural components of economics, geography, race, ethnicity, religious and political factors, marital status, sexual orientation and disability of all recipients of services

Respectful of recipient or surrogate and their rights (autonomy, privacy, confidentiality), collaborates in setting goals, protect all privileged forms of confidential communication (attending to confidentiality in written, verbal, electronic/email communication)

Justice-seeks to understand and abide by applicable AOTA policies, local, state, and federal laws, institutional rules

2. Adheres to safety regulations: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.

-Universal precautions (OSHA)

-CRP trained

-Site policies for safety

3. Use judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities

-Consistently demonstrates attending to safety/use of precautions (bedrails, gloves, w/c brakes, allergies, npo, swallowing, sharps, etc.,)

II. BASIC TENETS:

4. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.

Defines occupational therapy relative to the person one is speaking to and to the type of facility

-Give examples

-Use professional terminology with colleagues/service providers when indicated but more layman terms with the clients/families per OTPF

5. Clearly, confidentially, and accurately articulates the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.

-State rationale for what one is doing.

-Use outcome measures if possible.

6. Clearly, confidently, and accurately communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.

Relate that OT/OTA use a team approach-both are involved in client care but the occupational therapist assumes more responsibility for evaluation and intervention plan and the occupational therapy assistant often takes more active role in direct care with supervision from occupational therapist

Able to differentiate OT/OTA roles for service provision in setting according to state law regarding COTA (e.g. very limited role in evaluation in state of MA)

Able to articulate possible COTA roles in settings without COTA (e.g. performing specific interventions, documentation, providing assistive technology) based on literature search/AOTA official documents

7. Collaborates with client, family, and significant others throughout the occupational therapy process.

-Check in often for feedback

-Be available and approachable

-Try to have some sessions where the family/SO can be involved/present.

III. EVALUATION AND SCREENING:

8. Articulates a clear and logical rationale for the evaluation process.

Know procedures/criteria of specific site/facility (school-based vs. acute care)

9. Selects relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice.

10. Determines client's occupational profile and performance through appropriate assessment methods.

Develop broad knowledge of assessments; base choice of assessment on clinical reasoning, EBP, and frame of reference(s) that seem applicable.

Use client-centered in approach to interview to get individual's concerns/priorities

Utilize interactive reasoning

Demonstrate developing cultural diversity/competence

Determines specific assessments to be used (e.g., Sensory Profile, DTVP, ETCH, Ayers clinical observations, Piers Harris, etc.)

11. Assesses client factors and context(s) that support or hinder occupational performance.

Apply knowledge of Occupational Therapy Practice Framework

12. Obtains sufficient and necessary information from relevant resources, such as client, families, significant others, service providers, and records prior to and during the evaluation process.

Knows reason for referral, utilizes screening information such as classroom observation, discuss concerns of team members (teacher, parent, child, referring party) before selecting assessments

Conduct salient chart review; demonstrate effective interview skills/techniques identify cues gained from observations of client in meaningful activity/standardized assessment, obtain up-to-date verbal or written report of client status from relevant source (rounds, team, parent, teacher, other)

Identifies problem areas requiring formal or standardized assessment

Identifies and prioritizes environments/contexts within school in which to gather observations or perform assessment

13. Administers assessments in a uniform manner to ensure findings are valid and reliable.

Know assessments/manuals (READ AHEAD OF TIME) reliability/validity
Follow protocol of standardized assessments

14. Adjusts/modifies the assessment procedures based on client's needs, behaviors, and cultures.

Client-centered; ADAPT to client's needs in the process/moment

15. Interprets evaluation results to determine client's occupational performance strengths and challenges.

Extract important information about client/results to apply to intervention planning

16. Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories and evidence-based practice.

Use EBP approach (PICO) to look up current research and apply clinical reasoning skills to integrate information found in literature/research articles with client priorities to create centered goals

17. Documents the results of the evaluation process that demonstrates objective measurement of client's occupational performance.

Paperwork; measurable goals; follow department policies in terms of documentation

IV. INTERVENTION:

18. Articulates a clear and logical rationale for the intervention process.

19. Utilizes evidence from published research and relevant resources to make informed intervention decisions.

Before any intervention, review evidence found using EBP approach

20. Chooses occupations that motivate and challenge clients.

For example: if client loves gardening, try to incorporate gardening in treatment session in any way possible

21. Selects relevant occupations to facilitate clients meeting established goals.

Use cups, bottles, cans, for reaching (in kitchen) NOT cones

22. Implements intervention plans that are client-centered.

Incorporate client's stated interests, contexts, beliefs, roles, discharge/transition plans into intervention planning

23. Implements intervention plans that are occupation-based.

Identifies tasks/activities that support student role performance and social participation in school or classroom contexts such as:

- self help skills for toileting/hand washing/eating
- social skills for recess/circle/choice/group or teamwork,
- motor and process skills for deskwork, gym, play at recess
- link intervention activities with curriculum themes/classroom content

Provide intervention in small group setting with typically developing members when indicated/available

24. Modifies task approach, occupations, and the environment to maximize client performance.

Grade activities according to clients' level of functioning

25. Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client's status.

Frequently re-evaluate effectiveness of outcomes

26. Documents client's response to services in a manner that demonstrates the efficacy of interventions.

Create/produce written form (graph, goal attainment scaling, written documentation according to goals identified/achieved)

V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

27. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.

-Go over schedule, duties for the day

- Assign duties according to intervention plans using clear and concise instructions
- 28. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.
 - Work on intervention plan together
 - Describe allocation of duties/responsibilities in client care
- 29. Demonstrates understanding the costs and funding related to occupational therapy services at this site.
 - Come up with alternatives to assistive devices
 - Demonstrate aware of resources available (community, etc.)
 - Able to discuss political issues/policy decisions that are or may affect funding
 - Demonstrates understanding of services mandated and funds allocated pertaining to local and/or federal laws such as IDEA, ADA, Chapter 766, Medicare/Medicaid, etc.
- 30. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.
 - Be on time with treatment sessions and paper work
- 31. Produces the volume of work required in the expected time frame.
 - Use time management strategies (checklists, organizer, post-its)

VII. COMMUNICATION:

- 32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
 - Make effort to communicate with everyone involved
 - initiate communication
 - show sensitivity
 - use appropriate language geared to recipient
 - show application of non-verbal skills, i.e.; eye contact if indicated
 - respond to questions
- 33. Produces clear and accurate documentation according to site requirements.
 - Create drafts, ask for feedback
 - Follow standards of facility

-Study examples of OTHER therapist's documentation

Able to complete computerized IEP documentation systems for IEP planning and progress reporting periods

Able to write occupational therapy evaluations in a manner conducive to being read by parents and other disciplines while retaining professional language consistent with spirit of Occupational Therapy Practice Framework (client profile, analysis of occupational performance (areas, skills/patterns, influence of context(s))

34. All written communication is legible, using proper spelling, punctuation, and grammar.

-Take the time to write clearly

-Double check work

35. Uses language appropriate to the recipient of the information, including but not limited to funding agencies and regulatory agencies.

-Show sensitivity to the client

-Avoid using jargon with client

-Gauge use of terminology to level of understanding of person with whom you are communicating

36. Collaborates with supervisor(s) to maximize the learning experience.

-Ask supervisor for feedback

-Clarify expectations

-Share learning style with supervisor (Take into account demands of the setting-site protocols may not always be adjusted to be consistent with preferred method of learning.)

37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.

Come to supervision with a list of questions and a plan of how to find out those answers

Take initiative to meet with other members of team to understand their role/perspective on school based practice

Review testing materials/manuals on own prior to observing or administering

Seeks out, reviews and shares reading materials/articles on frames of reference, client conditions, public law/policy, EBP/best practices with supervisor/team members

Willing to pilot outcome measures such as School Function Assessment, Canadian Occupational Performance Measure, School Assessment of Motor and Process Skills, Miller Assessment of Preschoolers, etc., when feasible/available or to collaborate in research design or data collection with others

38. Responds constructively to feedback

Acknowledge the supervisor's correction/constructive criticism and explore way to take action in areas of growth, i.e., "How can I improve?"

39. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.

Get there on time, be prepared and organized

40. Demonstrates effective time management.

Keep schedule -Have all appropriate paperwork completed

41. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.

Work with supervisor. Be willing to compromise and stay late, etc.

42. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.

Maintain cultural awareness and remain open!

STUDENT EVALUATION OF FIELDWORK EXPERIENCE

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.

Purpose: This form is important feedback for your fieldwork educator, your faculty, and other students at your school.

Directions: Complete this Student Evaluation of Fieldwork Experience (SEFWE) form in ink prior to your final meeting with your fieldwork supervisor. Your supervisor, too, will have completed your student performance evaluation for review at this meeting. Share the completed SEFWE with your supervisor, and the form should be co-signed. One copy remains with the fieldwork site and one copy is returned to your educational program.

Part I: IDENTIFYING INFORMATION

Academic Program

Agency Name

Agency Address

Placement Dates: from _____
to _____

Order of Placement: 1 2 3 4 *out of* 1 2 3 4

Type of Fieldwork:

Specialty/Practice Area

Living Accommodations: *(include type, cost, location, condition)*

Part II: STRUCTURE OF FIELDWORK EDUCATION PROGRAM

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A. Student Orientation

1. Was a formal orientation provided? Yes ____ No ____

2. If yes, indicate your view of the orientation by *checking* "satisfactory" (S) or "Needs improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
a. Staff introductions							
b. Physical facilities							
c. Agency/Department mission							
d. Organizational structure							
e. Agency services							
f. Agency/Department policies and procedures							
g. Role of Occupational Therapy services							
h. Role of other team members							
i. Documentation procedures							
j. Safety and emergency procedures							
k. Confidentiality/HIPAA							
l. Student fieldwork objectives							
m. Student supervision							
n. Community resources for service recipients							
o. Department model of practice							
p. Quality management program							
q. Requirements/assignments for students							
r. OSHA - Standard precautions							
s. Other							

3. Comments or suggestions regarding your orientation to this fieldwork placement:

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B. Written and Oral Assignments

1. Indicate whether the following assignments were required by *checking* "Yes" or "No".

If required, indicate the approximate number you did; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

	REQUIRED		HOW MANY	EDUCATIONAL VALUE				
	Yes	No		1	2	3	4	5
a. Client/patient screening				1	2	3	4	5
b. Client/patient evaluations (Use specific names of evaluations)								
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
c. Written treatment/care plans				1	2	3	4	5
d. Discharge summary				1	2	3	4	5
e. Team meeting presentation				1	2	3	4	5
f. In-service presentation				1	2	3	4	5
g. Case study				1	2	3	4	5
h. Quality/Outcome/Efficacy study				1	2	3	4	5
i. Activity analysis				1	2	3	4	5
j. Supervision of: aides, OTAs, Level I students, and volunteers				1	2	3	4	5
k. Other				1	2	3	4	5

2. Comments or suggestions regarding assignments:

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C. Caseload Description

1. List approximate number of each age category in your caseload.

Age	Number
0-3 years old	
3-5 years old	
6-12 years old	
13-21 years old	
22-65 years old	
>65 years old	

2. List approximate number of each primary condition/problem/diagnosis in your caseload.

Condition/Problem	Number

3. List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Tx, or consultation. List other professionals involved.

Therapeutic Interventions	Group	Individual	Co-Tx	Consultation

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4. Suggestions for change that would improve your learning experience.

5. Ending student caseload expectation: _____ # of clients per week or day
Ending student productivity expectation: _____ % per day (direct care)

PART III: SUPERVISION

A. List fieldwork educators who participated in your learning experience.

Name	Title	Frequency	Years.Experience
A.			
B.			
C.			
D.			

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B. Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

FIELDWORK EDUCATOR:	1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly agree				
	1	2	3	4	5
Approachable and interested in students					
Made student feel comfortable and part of the department					
Provided a positive role model of professional behavior in practice					
Taught knowledge and skills to facilitate learning process					
Presented clear explanations and expectations					
Encouraged student self-directed learning					
Facilitated student's clinical reasoning					
Reviewed written work in a timely manner					
Provided feedback in a timely manner					
Provided positive feedback regarding student's strengths					
Used constructive feedback to promote student development					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Encouraged student to provide feedback to fieldwork educator					
Model occupation-centered practice					

C. General comments on supervision: _____

PART IV: PROFESSIONAL RELATIONSHIPS

A. Check categories that were available during your experience, referring to the code.

	1 = Rarely 2 = Occasionally 3 = Frequently 4 = Consistently			
	1	2	3	4
Collaboration between OT/OTA				
Networking with other professionals				
Networking with other OT students				
Networking with students from other disciplines				
Team approach to care				
Role modeling therapeutic relationships				
Additional educational opportunities (<i>specify</i>) _____ _____				
Expand knowledge of community resources				

B. Describe how any of the above professional relationships affected your learning experience.

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PART V: ACADEMIC PREPARATION Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number.

REQUIRED COURSES

COURSE (Credit value)	Adequacy for Placement					Relevance for Placement				
	Low			High		Low			High	
OTS 101 Human Physiology (1.0)	1	2	3	4	5	1	2	3	4	5
OTS 102 Gross Anatomy (1.0)	1	2	3	4	5	1	2	3	4	5
OTS 103 Neuroanatomy (1.0)	1	2	3	4	5	1	2	3	4	5
OTS 104 Kinesiology (1.0)	1	2	3	4	5	1	2	3	4	5
OTS 106 Occupation & Adaptation: Child (1.0)	1	2	3	4	5	1	2	3	4	5
OTS 107 Occupational & Adaptation Adult (1.0)	1	2	3	4	5	1	2	3	4	5
OTS 137 Fieldwork Seminar (0)	1	2	3	4	5	1	2	3	4	5
OTS 138 Fieldwork Seminar (0)	1	2	3	4	5	1	2	3	4	5
OTS 205 Clinical Reasoning Seminar: Observation & Interpretation (0.5)	1	2	3	4	5	1	2	3	4	5
OTS 206 Clinical Reasoning Seminar: Interactive Reasoning (0.5)	1	2	3	4	5	1	2	3	4	5
OTS 207 Clinical Reasoning Seminar: Procedural Reasoning (0.5)	1	2	3	4	5	1	2	3	4	5
OTS 209 Clinical Research (1.0) OR	1	2	3	4	5	1	2	3	4	5
OTS 210 Thesis Research (1.0)	1	2	3	4	5	1	2	3	4	5
OTS 219 Group Theory & Community Based Practice (1.0)	1	2	3	4	5	1	2	3	4	5
OTS 224 Occupational Therapy Practice in Physical Dysfunction (1.0)	1	2	3	4	5	1	2	3	4	5
OTS 226 Occupational Therapy Practice in Pediatrics (1.0)	1	2	3	4	5	1	2	3	4	5
OTS 227 Occupational Therapy Practice in Psychiatry (1.0)	1	2	3	4	5	1	2	3	4	5
OTS 229 Occupation Therapy Practice with Older Adults (1.0)	1	2	3	4	5	1	2	3	4	5
OTS 232 Health & Community Systems (0.5)	1	2	3	4	5	1	2	3	4	5
OTS 233 Occupational Therapy Management & Administration (0.5)	1	2	3	4	5	1	2	3	4	5
OTS 237 Fieldwork Experience (0)	1	2	3	4	5	1	2	3	4	5
OTS 238 Fieldwork Experience (0)	1	2	3	4	5	1	2	3	4	5
OTS 242 Health Conditions: Pathology & Prevention I (0.5)	1	2	3	4	5	1	2	3	4	5
OTS 243 Health Conditions: Pathology & Prevention II (0.5)	1	2	3	4	5	1	2	3	4	5
OTS 244 Health Conditions: Pathology & Prevention III (0.5)	1	2	3	4	5	1	2	3	4	5

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B. What are the strongest aspects of your academic program relative to the needs of **THIS** Level II Fieldwork Experience? Be specific and include course references as appropriate.

C. Please give examples of how you were able to apply academic knowledge, such as theories or concepts, and/or skills to the practical application in this fieldwork setting.

D. What changes would you recommend in your academic program relative to the needs of THIS Level II Fieldwork Experience?

PART VI: SUMMARY

A.

1 = Strongly disagree
 2 = Disagree
 3 = No Opinion
 4 = Agree
 5 = Strongly agree

	1	2	3	4	5
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					
Supervisor supported student's professional development					
Supervisor explained clinical applications of knowledge					

B. What particular qualities or personal performance skills do you feel a student should have to function successfully on this fieldwork placement?

C. Overall, what changes would you recommend in this Level II Fieldwork Experience?

PART VII: ADDITIONAL COMMENTS

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

We have mutually shared and clarified this Student Evaluation of Fieldwork Experience report.

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

FW Educator's Name *(Please Print)*

Name of the Educational Program

Date

**RESOURCES FOR
FIELDWORK SUPERVISORS**

SUPERVISION

Supervision is described as a dynamic and interactive relationship between supervisor and supervisee (Barnes & Evenson, 2003, Barnes & Thornton, 2002). It is an evolving process, intended to promote growth and development while evaluating performance and maintaining standards of the profession. Supervision is an active process of managing learning in relation to the expectations outlined in the Fieldwork Performance Evaluation Form (AOTA, 2003).

Occupational therapy supervisor's roles, responsibilities, and styles vary among facilities. However, roles consistent to all supervisors include:

- establishing expectations, perhaps in conjunction with the student,
- explicitly communicating the standards of performance,
- monitoring, providing feedback, and evaluating performance.

The goals and top priorities in the practice setting are directed toward providing quality care for the clients/patients. Within this framework, supervision will need to be structured to provide quality care for clients/patients while simultaneously facilitating learning for the occupational therapy student.

Ultimately, working toward mastery of skills required for competence as an entry level practitioner is a collaborative process between the supervisor and the supervisee. Both the supervisor and student are responsible for sharing in the process of on-going evaluation of student progress and modifying the learning experience within the existing environment accordingly.

SUPERVISOR'S ROLE AND FUNCTIONS

- resource or subject matter expert,
- advisor, guide or facilitator,
- role model
- instructor re: specific material/techniques
- collaborator,
- authority figure,
- one who evaluates/monitors performance, and,
- a 'sounding board' (Barnes & Thornton, 2002, Curtis, 1985).

Although supervisors may serve as a major source of support for students while learning, it is unrealistic for students to expect supervisors to tell them all the answers or direct all of their activities. It is important to acknowledge that the most valued characteristics in a role model are different than those of a friend. If there is confusion regarding these

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roles on either the part of the student or the supervisor, it can disrupt the balance in the relationship.

A more social relationship, although easing the stress of a new situation, may lead to autonomy/dependency issues. This will most likely interfere with the giving and receiving of feedback when a supervisor assumes his/her role as evaluator of student performance. It is important that a supervisor define the roles and responsibilities in the learning and supervisory process. The desired outcome of a Level II fieldwork is that the student meets the required minimum standards or expectations for skilled entry-level role performance (contextual to setting/continuum of care) for an occupational therapy practitioner as outlined on the AOTA Fieldwork Performance Evaluation.

It is fundamental that the supervisor creates a learning environment that is:

- safe,
- motivating, and
- developmentally appropriate to the learner.

Building trust in the supervisory relationship requires that one be:

- open,
- honest, and
- organized (with calendar/planner, student manual, and orientation activities).

For Level II Fieldwork, **it is recommended that time be set aside at least once a week for formal supervisory meetings.**

However, there are usually numerous opportunities for interaction on a more frequent basis both formally and informally. Occasionally, difficulties arise in the supervisory relationship. If this occurs, students should make every attempt to communicate with their immediate supervisor. If this is not successful, students should follow the identified channels of communication at the site for further assistance. The student and/or supervisor may always contact the Tufts Fieldwork Coordinators for support. If necessary, a Tufts Fieldwork Coordinator may act as a third party to mediate between student and supervisor.

STUDENT'S ROLE

The use of a reflective journal to structure learning and promote clinical reasoning in the practice environment may facilitate more efficient and productive use of supervision times (Barnes & Evenson, 2003). Active participation in the supervisory process can be demonstrated by:

- **preparing an agenda of questions/issues to discuss**
- **generating problem lists and potential solutions for review**

- submitting documentation/assignments for review in a timely manner
- identifying specific learning needs.

DEVELOPMENTAL MODEL OF SUPERVISION

For Level II fieldwork, it is expected that the nature of supervision will change, evolving over the course of fieldwork. This change is a gradual process that occurs according to the developmental needs of the learner. The developmental model of supervision is a four-stage model, best described by supervisor's actions and role (directing, coaching, supporting, and delegating). The nature of the process may be cyclical and is dependent upon what the learner encounters and masters in the learning situation. As students develop skills and a better understanding of what is required, supervisors may become less *directive* and adopt a *coaching* style. During these initial phases of supervision, the student is expected to actively participate by sharing ideas, opinions, and feelings, and by following through with designated plans.

Generally, **at the midpoint of Level II fieldwork**, as students take on more responsibility and demonstrate increased confidence, the supervisor may assume more of a *supportive* role. At this time, students should be actively engaging in problem identification, problem solving, and goal setting. Decision-making becomes a shared responsibility with the supervisor providing assurance and resources to facilitate learning. In the **final stages of fieldwork**, the supervisor *delegates* responsibility for decision making and carrying out activities commensurate with entry-level role performance which is monitored by the supervisor (Ebb, McCoy, & Pugh, 1993).

KEY ELEMENTS OF SUCCESSFUL SUPERVISION

- setting specific goals
- teaching students how to reinforce and take responsibility for own learning
- planned learning
- clarity in communication
- consistency in expectations
- variety, but time for repetition
- "thinking out loud" to share clinical reasoning

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(Crist, 1991, p.85; Sims & Sims, 1995, pp. 5-6)

CREATING A COACHING DIALOGUE

Ask simple questions to promote self-reflection

- What were you trying to accomplish?
- What do you think about how you handled the situation?
- What went well?
- What did not go so well?

Listen

Encourage other(s) to take ownership (Hunt & Weintraub, 2002)

PROBING QUESTIONS

The use of probing questions can be a supervisory technique that aims to facilitate problem solving and enhance clinical reasoning abilities. Probing questions can serve as an objective way to assess factual elements of scientific or procedural reasoning. They may also serve a more subjective purpose as a means of drawing out reasoning ability by asking open-ended questions.

Factual: (Objective) probing questions can:

- Assess knowledge
- Diagnose readiness

Open-ended (Subjective) probing questions:

- Lead to interpretation & extrapolation of ideas
- Facilitate discussion of rationale that guides intervention

Examples of probing questions:

Prompt: "Remember when...?" (provide cues, hints, reminders)

Justify: "Tell me why..."

Clarify: "Explain to me..."

Extend: "Tell me more..." ; "Can you give me an example?"

Redirect: "In what way is ...meaningful to {client}?" (aims to promote inquiry
and/or correct reasoning and resultant actions)

SUPERVISORY ACTIONS FOR STUDENTS “AT RISK”

- Provide clear feedback
- Contact Fieldwork Coordinators as soon as concerns arise
- If student is potentially at risk to fail Level II fieldwork, use specific language regarding their “at risk” status
- Document supervisory interactions
- Consider designing Learning Contract
- Evaluate whether withdrawal/early termination is indicated (if so, academic program **MUST** be notified)

LEARNING CONTRACT OUTLINE

- Opening Statement
- Goals & Objectives
- Context of Learning
- Methods of Evaluation
- Duties/Responsibilities of learner/overseer (supervisor, mentor, etc.)
- Closing statement & signatures

SUPPORTING STUDENTS

Facilitate health ways of coping such as:

- Seeking support
- Taking action in ways that are:
 - ⇒ Problem focused
 - ⇒ Solution oriented (Mitchell & Kampfe, 1990)

Research in the area of fieldwork education has shown that students may perceive the learning experience to be stressful but overall, feel that it is controllable and important (Mitchell & Kampfe, AJOT 1993).

MODELS OF SUPERVISION

The ratio of students to supervisor must be appropriate to the setting and the needs of the student(s) as learner(s). Models used may include the following:

1:1 supervision (individualistic)

- working with one or more students

2:1 supervision

- shared supervision for one student

1:2 or more students (collaborative)

- supervision with multiple students in pairs or group format

2:2+ "hybrid"

- two supervisors working with two or more students

COLLABORATIVE MODEL

The collaborative model consists of one supervisor to two or more students. Intrinsic to this model is a value of cooperation and teamwork among the learners as peers. This approach facilitates students working together as a cohesive unit for mutually responsible feedback and problem solving, prior to consulting the supervisor for direction/guidance. Various sites implementing this model of supervision provide students' orientation to the policies and procedures regarding the use of collaborative supervision specific to the setting.

SHARED SUPERVISOR MODEL

In this configuration, one (or more) student(s) may have two (or more) supervisors. In this model, it is vital that the student(s) take responsibility to clarify and communicate expectations and feedback when interacting with their supervisors. Carrying a communication book or log between supervisors can be helpful. A supervision model that represents a hybrid combination of any of the above-mentioned models may also be used.

STRUCTURING LEARNING: Level II typical timelines

Week	1	2	3	4	5	6	7	8	9	10	11	12
Orientation	Orient In-service		May orient/in-service to specific client/conditions as arise									
Observe Assist OTR	Begin Co-treatment and/or group co-leadership				May continue with co-treatment or co-leadership but student becomes primary therapist/leader							
Caseload	1/4				1/2		3/4		Full			
Supervision	Directive			Coaching		Supporting			Delegating			
Evaluations	per site: Acute=more frequent frequent Long term care=less frequent											
Paperwork	per site: per contact, daily, weekly, biweekly, monthly Other documentation											
	initial evaluations (ongoing)											
	re-evaluations						discharge summaries					
FWPE			May opt		X						X	
Time Management:	Learns Daily routine		Knows Weekly routine		Plans Week to week		Understands length of stay: Able to plan for tasks of caseload/entry level role (admission thru discharge)					

Evenson, M. E. (1995, 2004)

INDEPENDENT LEARNING ACTIVITIES

- Self-assessments of knowledge
- Field trips
- Case study of client
- Evidenced Based Literature Searches
- Observe/Interview practitioners/students (occupational therapy or other disciplines)
- Read Policy & Procedure Manual(s)
- Familiarize self with equipment, intervention materials, & media (with oversight as needed)
- Review documentation samples or examples
- Peruse student notebook; site specific fieldwork objectives, timelines for expectations
- Create resources for clients or department (brochures, bulletin boards, adaptive devices, group program/protocols, or products to support or supplement occupational therapy services provided in setting)

STRUCTURED OBSERVATION WORKSHEET

Describe:

Service provided

Client(s) response

Practitioner's response/actions

Identify other potential services to address client(s) needs/goals:

Record questions, reactions, & concerns for processing/future planning:

JOURNALING

Reflecting on certain practice situations can help students generate relevant questions and identify agendas for supervision. Journaling may facilitate students highlighting areas in which they need additional help or information. Processing reflections via journaling can be a useful tool to help students prepare for supervision as well as a way to organize and examine what they are experiencing. Some fieldwork settings have assignments involving the use of journaling to explore specific topics related to occupational therapy practice, group process, or other aspects of the fieldwork experience. Use of this method should be discussed and clarified within the context of the setting.

Journaling can be a valuable tool to address issues related to the art of practice including:

- Reflection
- Clinical reasoning
- Self & interpersonal understanding
- Awareness of therapeutic capacities

The format for the journal can be formal or informal:

Formal: prompts/key questions, chronological, interactive (reviewed &/or responded to by another)

Informal: narrative, focuses on self-awareness/understanding, tool for processing feelings & events, provides opportunity to gain perspective

Suggested formal journal templates:

Formal weekly log format to facilitate self-assessment & reflection:

1. What went well this week?
2. What was challenging?
3. What strategies did you use to address challenges?
4. What are my goals for next week?

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Formal journal format to facilitate processing of an experience and application of theory to practice:

Brief description of practice encounter:

Important observations/insights:

What you learned:

How this learning relates to theories or concepts you have learned or are learning?

What would you like to change?

How will you go about this change?

Adapted from: Barnes, M. A. & Evenson, M. E. (2003). Structuring learning experiences. In Cook-Merrill, S. & Crist, P. (Eds.). *Meeting the fieldwork challenge: Foundations, processes, and special considerations*. Bethesda, MD: The American Occupational Therapy Association, Inc.

IMPORTANT WEB SITES:

AOTA (American Occupational Therapy Association):

www.aota.org

ACOTE Accreditation

<http://www.aota.org/nonmembers/area13/>

Fieldwork Education

<http://www.aota.org/Educate/EdRes/Fieldwork.aspx>

Resources for Fieldwork Supervisors and AFWC

<http://www.aota.org/Educate/EdRes/Fieldwork/Supervisor.aspx>

NBCOT (National Board for Certification in Occupational Therapy): www.nbcot.org

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