

Occupational Therapy Assistant Program



Student Fieldwork Manual

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This and additional resources can be found on our Fieldwork website here:

<https://sites.google.com/pmi.edu/pmi-denver-ota/fieldwork>

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Welcome to Fieldwork!

*“The goal of fieldwork education is to develop competent, entry-level generalists.”
- Representative Assembly, AOTA*

Congratulations! You have reached a milestone in your occupational therapy career! Fieldwork marks the beginning of your transition from student to practitioner. In occupational therapy education, fieldwork is valued as an experience in which to develop your skills, practice high standards of professionalism, and build your self-confidence.

The purpose of this manual is to acquaint you with the philosophy of fieldwork, explain its relationship to your classroom preparation, and inform you of policies and procedures pertaining to the fieldwork experience. To this end, the manual is divided into three sections: *General Information*, *Fieldwork I*, and *Fieldwork II*.

General Information provides an overview of both levels of Fieldwork as well as a description of the OTA Program Foundations including the program mission, philosophy, curriculum threads, and curriculum design. The *Applied Curriculum Design* explains how the curriculum design applies to fieldwork and how it is used to determine what you are expected to do at each level of fieldwork. Policies pertaining to fieldwork provide the “rules” that govern fieldwork. Please be familiar with these and use good judgment in following the requirements set forth by these policies and procedures. Lastly, in the event that issues requiring attention arise during the fieldwork experience, the *Corrective Action and Appeals Process* explains the protocol that will be followed.

The *Fieldwork II* section outlines the expectations for Level II. Much of the information regarding Level II that you receive, such as learning objectives, will come directly from the site. Evaluation of Level II performance is completed using the AOTA *Fieldwork Performance Evaluation (FWPE)* which is now located on the Formstack platform. You can find copies of the questions and scoring information in your Blackboard course and on our program website. Your FWE will receive a link to the assessment. Level II objectives are based on and reflect the AOTA FWPE and are specific to each Level II site. A copy of the *Student Evaluation of the Fieldwork Experience (SEFWE)* is included and is the tool you will use to provide feedback on the

fieldwork experience. The information you provide will be used in program evaluation and development.

If you have any questions about the contents of this manual, please contact the Academic Fieldwork Coordinator on the Denver campus. Again, congratulations on achieving this milestone in your professional development!

OTA Fieldwork Overview and Schedule

Fieldwork provides students with the opportunity to observe practice in action and apply the concepts they have learned in class. Fieldwork experiences have been developed and intentionally placed at a point in the learning process to support and reinforce the curriculum design and content. Pima OTA students participate in two levels of fieldwork. Level I Fieldwork occurs for 80 hours (two experiences of 40 hours each) in the third semester. Level II Fieldwork (two full-time rotations combining for a total of at least 16 weeks) occurs in the fifth semester and is the capstone of educational preparation. Fieldwork is generally completed on a full-time basis. In exceptional circumstances, fieldwork may be completed on a part-time basis if agreed upon by the FW site and OTA program. (C.1.12) Level I and the Level II fieldworks are distinct courses provided to students and cannot be combined or substituted. (C.1.11)

Level I Fieldwork

Level I Fieldwork, which occurs in the third semester of classes, is intended to be primarily observation in order for the student to begin to apply classroom concepts to a practice setting. Hands-on involvement is minimal (if any) and will depend on the practice setting, ability of the student, and other factors. Students at this level are provided with objectives and assignments from the Pima OTA faculty. These objectives and assignments, related to OT process, clinical reasoning, professionalism, and occupational performance interventions, are designed to support the student in applying concepts to action as well as to provide a basis for future learning. The assignments that students complete in Level I will be used as a reference throughout the remainder of their classes. One of the Level I Fieldwork experiences has a primary focus on the role of OT practitioners addressing mental health, behavioral health, or

psychosocial aspects of client performance to support their engagement in occupations (C.1.6).

Level I fieldwork may be met through one or more of the following instructional methods:

- Virtual environments
- Simulated environments
- Standardized patients
- Faculty practice
- Faculty-led site visits
- Supervision by a fieldwork educator in a practice environment (C.1.11)

Level II Fieldwork

Level II Fieldwork is a final step that students take before being eligible for the National Board for Certification in Occupational Therapy (NBCOT) examination. Students participate in two Level II rotations, each in a different setting and each lasting at least eight weeks. By the end of each rotation, a student is expected to demonstrate entry-level competency in that practice setting. Level II learning objectives and assignments are specific to the practice setting; therefore, the setting identifies appropriate learning objectives, assignments, and student evaluation. The Pima OTA Academic Fieldwork Coordinator is available to assist in this process. While generally completed on a full-time basis, in exceptional circumstances, Level II FW may be completed in a part-time manner. The length of the part-time program must be equivalent in length to a minimum of 16 weeks full-time. Level II fieldwork may be completed in a minimum of one setting if it is reflective of more than one practice area or in a maximum of three different settings. (C.1.12)

Foundations of the Pima-Denver OTA Program

Philosophy of the Program

Humans are complex, diverse, valued, and adaptable. They find meaning in the occupations in which they choose to engage. Participation in meaningful occupations and chosen roles allows them to live their values, influences their growth, leads to adaptation, and is essential to well-being. The contexts in which this engagement occurs impacts occupational performance and can be influenced to maximize the quality of such performance. Likewise, individuals and

groups have an impact upon and shape their environments. Through the use of occupations, occupational therapy practitioners have the opportunity to assist individuals, groups, and populations to improve their lives and surroundings.

The occupation of education is best accomplished through active engagement and interaction between students, the program, and the community. We teach adults new concepts by building on past experience. Over time, understanding of this new knowledge is clarified, deepened, and built upon. In addition to clinical skills, OTA education should facilitate the development of critical thinking and ethics, advocacy, self-reflection and self-directed lifelong learning. This higher order thinking is stimulated by helping students find personal meaning in the learning. Mindful of our environment, the program should be reflective of and in service to our communities.

With the skills, knowledge, and professional identity they develop through being in the program students improve the quality of life for themselves, those around them, and their communities – thereby fulfilling the PMI Mission.

Mission of the Program

The mission of Pima Medical Institute is to improve the quality of people's lives by providing the best value in medical career education. The mission of the OTA Program at Pima Medical Institute is to “develop qualified students to become caring, competent, ethical, team-oriented, client-centered, generalist, entry level Occupational Therapy Practitioners who embody the spirit of authentic occupational therapy in the 21st century.”

Curriculum Design

The purpose of a curriculum design is to provide a structure for the development of content that supports the program mission, goals, and objectives. The curriculum design provides a framework for making decisions regarding course content & course sequencing. When revisions are made to the curriculum based on changes in the profession or feedback from program evaluation, the curriculum design guides the decisions made regarding those revisions. The Pima-Denver curriculum design is as follows:

The curriculum design of the OTA Program on the Pima Denver campus has 6 threads or content areas:

- Foundation

- Occupational Therapy Tenets, Theory, Process, and Language
 - Occupational Therapy Beliefs, Code of Ethics, Standards of Practice
 - Occupational Therapy models of practice and complementary theories and frames of reference
 - *Occupational Therapy Intervention Process Model (OTIPM)*; activity and performance analysis
 - *Occupational Therapy Practice Framework: Domain and Process, 4th Edition (Framework-II)*
- Clinical Reasoning
- Occupational Performance
- Therapeutic Use of Self
- Professionalism

The curriculum threads are connected to the OTA Program guidelines as follows:

- 1) An educational foundation in the liberal arts and sciences, including a focus on issues related to diversity;
 - Foundation
 - Occupational Therapy Tenets, Theory, Process, and Language
 - Therapeutic Use of Self
- 2) An education as a generalist with a broad exposure to the delivery models and systems used in settings where Occupational Therapy is currently practiced and where it is emerging as a service;
 - Occupational Therapy Tenets, Theory, Process, and Language
 - Clinical Reasoning
 - Occupational Performance Strategies and Treatment
 - Therapeutic Use of Self
 - Professionalism
- 3) The opportunity to achieve entry-level competence through a combination of academic and fieldwork education;
 - Foundation
 - Occupational Therapy Tenets, Theory, Process, and Language
 - Clinical Reasoning
 - Occupational Performance Strategies and Treatment
 - Therapeutic Use of Self

- Professionalism
- 4) The opportunity to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation;
 - Occupational Therapy Tenets, Theory, Process, and Language
 - Clinical Reasoning
 - Occupational Performance Strategies and Treatment
 - 5) The preparation to be a lifelong learner and stay current with the best practice;
 - Occupational Therapy Tenets, Theory, Process, and Language
 - Professionalism
 - 6) The understanding of the need to uphold the ethical standards, values, and attitudes of the occupational therapy profession;
 - Occupational Therapy Tenets, Theory, Process, and Language
 - Professionalism
 - 7) The understanding of the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process;
 - Occupational Therapy Tenets, Theory, Process, and Language
 - Professionalism
 - 8) The preparation to advocate as a professional for the occupational therapy services offered and for the recipients of those services.
 - Occupational Therapy Tenets, Theory, Process, and Language
 - Clinical Reasoning
 - Occupational Performance Strategies and Treatment
 - Therapeutic Use of Self
 - Professionalism

The curriculum utilizes 3 domains of learning and is based in the educational taxonomy of Benjamin Bloom. Each domain has levels as follows:

Cognitive Domain (knowing and thinking)

- Knowledge: recognize and recall facts
- Comprehension: interpret, translate, summarize given information
- Application: use information in a situation different from original learning context
- Analysis: separate the whole into its part until relationships among elements is clear
- Synthesis: combine elements to form new entity from original one

- Evaluation: involve judgment, decision making or selecting based on criteria

Psychomotor Domain (doing or skill performance)

- Imitation: observe skills and attempt to repeat it
- Manipulation: perform skill according to instruction
- Precision: reproduce a skill with accuracy
- Articulation: combine more than one skill in sequence with harmony and consistency
- Naturalization: complete one or more skills with ease

Affective Domain (feeling, behavior and attitudes)

- Receiving: is aware of or passively attending to certain stimuli
- Responding: comply to given expectations by attending or reacting to stimuli
- Valuing: display behavior consistent with single belief or attitude without being forced
- Organizing: commit to a set of values as displayed by behavior
- Characterizing: total behavior is consistent with values internalized

The following provides an overview of the Pima-Denver curriculum design. You may wish to refer to the Program Outline and Course Descriptions to see the relationship between the curriculum design and program content. The overview is intended to illustrate where students are expected to be at each point in their academic preparation. Fieldwork I occurs in Semester 3; students are expected to use the skills outlined in semester 3 on Fieldwork Level I.

The first semester introduces Foundational material within the general education courses and Occupational Therapy Tenets, Theory, Process, and Language including the *Occupational Therapy Practice Framework: Domain and Process, 4th Edition*. Professionalism is a curriculum thread that is pervasive in the first semester. The course OTA 102, Introduction to Occupational Therapy utilizes lecture, group discussion, and activities as methods to present the student with an introductory, but comprehensive description of the profession and practice of occupational therapy from its early development to the present day. The OT Process and the *Occupational Therapy Practice Framework: Domain and Process* are introduced. The emphasis is on the role of the Occupational Therapy Assistant, scope of practice, standards of practice, ethics, values, principles, and attitudes of the profession, and professional organizations. The course provides the Occupational Therapy Assistant student with an introduction to the various types of

occupational therapy practice areas and settings. Lifelong professional growth and development is stressed. Knowledge and comprehension, imitation and receiving, and responding are evidenced using tests and group projects.

The second semester delves deeper into Professionalism, Occupational Therapy Tenets, Theory, Process, and Language, and begins a formal study of Clinical Reasoning, Occupational Performance Strategies and Interventions, and Therapeutic Use of Self. The Occupational Therapy Process is re-introduced and intertwined with the *Occupational Therapy Practice Framework: Domain and Process*, as students are beginning to develop critical analysis and problem solving based on comprehension obtained through the foundation content. A focus in the second semester will be on gathering information using the occupational profile, defining areas of occupation, and analyzing occupations. Activity demands will be assessed and students will explore how context affects performance and vice versa as introduced in the OTA Program Philosophy. Psychosocial issues need to be addressed with all clients who are recipients of OT services, regardless of practice setting, and presenting education in mental health early in the students' educational journey will provide a foundation for continuous resource referral and integration with other intervention strategies. The application of knowledge and comprehension around professional identity will be strengthened as students will have opportunities to apply concepts learned in both real and simulated situations. This aligns with the program philosophy of knowledge being built upon and expanded over time as well as how the Affective Domain evolves. Intervention approaches and outcomes will be integrated into courses in Semester Two.

Several courses in Semester Two will coincide with each other. While an attempt will be made to compartmentalize the teaching of theory and treatment, language and process, an intentional coinciding of concepts will provide time for self-reflection and the use of ideas, reasoning, and interventions in multiple courses/perspectives. This mirrors practice – the linking of theories and interventions with clinical reasoning, therapeutic use of self, and professionalism to deliver OT services focused on client-centered needs. Professionalism will be addressed at the application and analysis levels of learning related to standards of practice, ethics, and role delineation. BIO 106, Anatomy & Physiology II will build upon the knowledge built from BIO 105 last semester. These classes build the basis for understanding client factors and introductory connections to performance skills (body structures, required body functions, motor skills, etc.) It also lays the foundation for deeper exploration of this in Kinesiology the following semester.

Course OTA 130, Occupational Analysis, discusses activities in relation to occupation. Through discussions, group projects, and written assignments, students analyze activities and apply principles of Occupational Therapy Practice Foundation and Occupational Therapy Process. Application of the *Occupational Therapy Practice Framework: Domain and Process* will be a focus in course OTA 115, Principles of Occupational Therapy and Mental Health, as will learning and relating assessments and interventions to Occupational Therapy Tenets, Theory, Process, and Language, Occupational Performance Strategies and Interventions, and Therapeutic Use of Self. Application to a traditional and emerging mental health populations is appropriate in Semester 2; students will have completed course PSY 130, Psychology and Course OTA 108, Human Growth & Development. In OTA 201, Documentation for the OTA, students will learn to effectively translate observations into written formats. Students will have a solid understanding and working knowledge of the Occupational Therapy Practice Framework model and will be able to integrate components into documentation. This class was moved up in the curriculum to lay an early foundation for this skill that can then be built upon and the skill generalized to multiple situations in various classes.

The application of knowledge and comprehension around professional identity will be strengthened as students will have opportunities to apply concepts learned in simulated situations. Knowledge and application will be evaluated with tests, individual projects, simulated activities and demonstrations, role playing, and group projects. Students will be in the responding phase of the Affective Domain. Students will increase psychomotor learning by imitating and manipulating objects in the lab setting. Knowledge and comprehension, imitation and receiving, and responding are evidenced using tests and individual and group projects.

In Semester 3, students should begin to apply information as they look more closely at performance skills, performance patterns, and client factors. The Program Outline is sequenced in this manner as students will have completed their foundational courses and will have experience with the occupational profile. Students should have a solid understanding of the Occupational Therapy Practice Framework model as they will have reached the application phase in several areas. Semester 3 includes Course OTA 206, Human Occupations I, and OTA 215, Principles of OT in Physical Health, allowing for further practice of application and analysis. Students will examine and analyze client factors that affect performance and introduce and utilize evaluation tools that assess these components. The course OTA 110, Fundamentals of

Occupational Therapy, will continue to explore Occupational Therapy Tenets, Theory, Process, and Language within various frames of reference. Classes within Semester 3 continue to apply the occupational profile and begin examining occupational performance issues. Additionally, professional behaviors and professional issues will be applied in a “clinic like setting”. Semester 3 includes Course OTA 125, Kinesiology, so that application and analysis of body functions in assessment and intervention can be competently integrated into the student’s repertoire of skills.

Finally, students will have their first fieldwork experience in Semester 3 and will be given specific fieldwork assignments to reinforce what they have learned in the classroom through the fieldwork setting. Students will be given fieldwork (FW) assignments that reinforce learning in documentation skills as they will gather information, observe evaluations and sessions, and use SOAP format to document their observations. Students will be given the opportunity to observe teamwork, review records and look for content items that have been covered in the classroom. Working from observation to manipulation should be practiced during FW I.

Semester 4 is designed to integrate all that has been learned into practice. The focal course in Semester 4 is Course OTA 208, Human Occupations II. This class will be primarily case scenario driven to bring case material to class. Students will be required to apply the Occupational Therapy Practice Framework model to the above mentioned cases using role playing, demonstrations, group projects, written assignments, and tests. Course OTA. 216, Specific Populations is sequenced so that students can apply the Occupational Therapy Practice Framework to specific populations that may not have been covered in depth. This includes topics such as aging in home and specialized rehabilitation such as burns and hand therapy. This course utilizes guests from the community (therapists, clients) to make knowledge more tangible. OTA 245 Pediatric Practice for the OTA explores pediatrics including handwriting, school based practice, and sensory integration. Course OTA 230, Administrative Procedures contains concepts around professional identity in further preparation for Fieldwork II A and Fieldwork II B. OTA 226, Professional Development Strategies focuses on professional development, advocacy, and OTA career related matters. Semester 4 is focused on analysis and synthesis, precision and articulation, and valuing and organizing. Evaluations will focus on the above areas using tests, projects, simulation demonstration, and discussions.

Semester 5 is the final integration piece of the classroom experience. Following coursework in Semesters 1 through 4, students will be ready to apply didactic information. Fieldwork II A and B in Semester 5 are focused on synthesis, articulation, organizing, and professionalism. Students will complete both Fieldwork IIA and Fieldwork IIB during Semester 5.

Professional behaviors will be assessed and feedback provided to students as part of every class, lab, and fieldwork experience.

The following section provides an applied perspective of Bloom's Taxonomy and the Pima-Denver curriculum design. The figures provided offer an explanation of each of Bloom's domains of learning; the tables illustrate and exemplify how these domains relate to students' thinking, performance, and professional skills in Level I and Level II Fieldworks.

Applied Curriculum Design

The OTA curriculum follows Bloom's Taxonomy, a hierarchical progression of skills in three domains that outline skill development from simple to complex. The Cognitive Domain addresses the way in which people think about and use information, the Psychomotor Domain defines how one puts information to use, and the Affective Domain, describes the development of one's values and attitudes. The domains comprise the structure with which a student's progress in developing the areas defined by the curriculum threads is evaluated. Although the domains are presented separately here for the sake of clarity, remember that there is overlap between them.

Student Technical Expectations

Pima OTA students have progressed in their learning of practice skills based on the cognitive and psychomotor domains, which are illustrated in Figures 1 and 2, respectively. As one of the curriculum threads, professionalism is incorporated into all practice skills. Likewise, the additional threads of foundational knowledge, OT tenets and process, clinical reasoning, occupational performance, and therapeutic use of self are also incorporated and have been reinforced to students at progressively more complex levels.

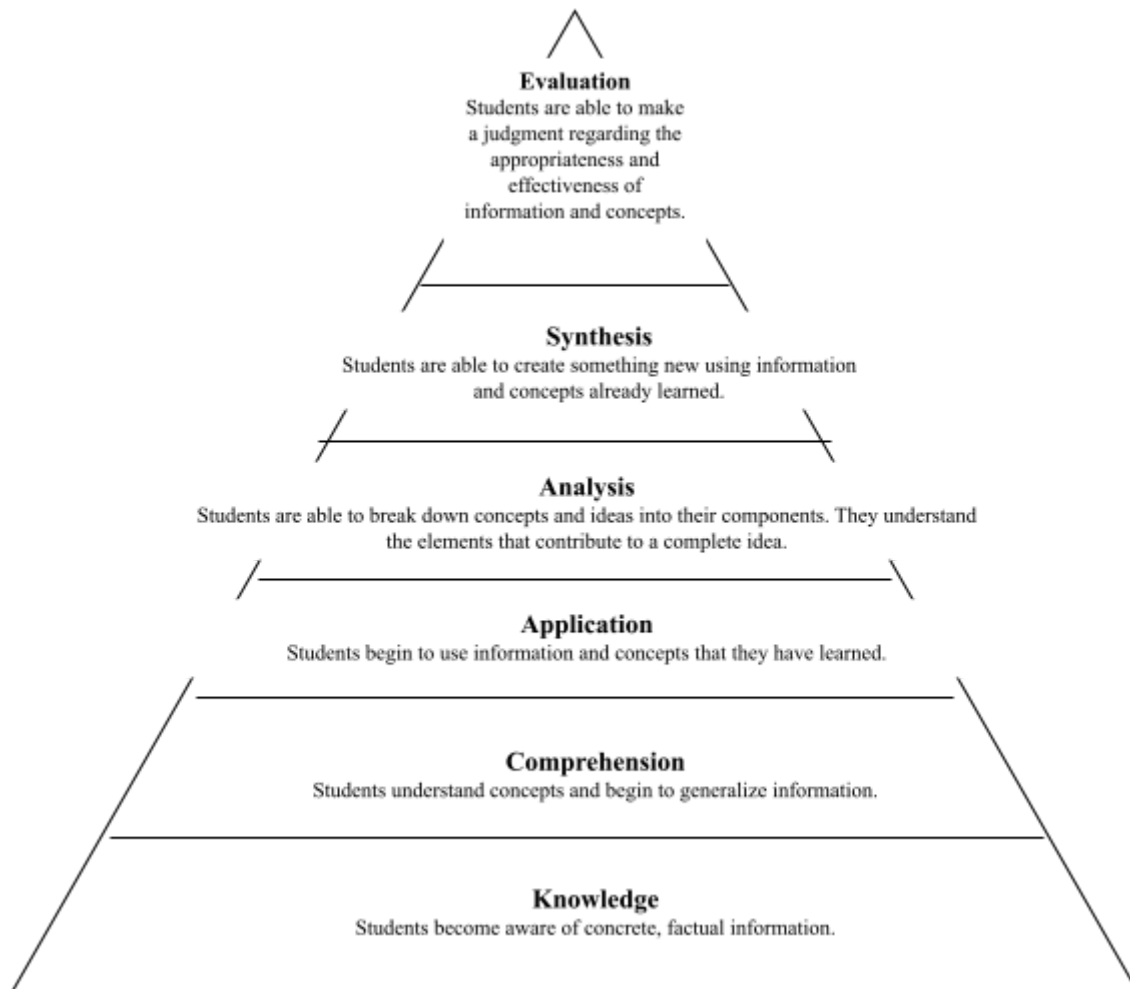


Figure 1. Bloom's Cognitive Domain applied to the use of information and concepts. By Fieldwork I, students should be at the Comprehension to Application levels, with some students demonstrating beginning analytical skills. Fieldwork II students should be at the analysis to synthesis levels; some may be able to engage in evaluation at times. Evaluative skills are typically developed as one gains experience in the field.

Depending on the task and student's ability (which is likely to vary with the task depending on the student's strengths), students can be expected to perform at the levels of knowledge and application on their Level I placement. By the time they are on their Level II rotation, students should be functioning at the analysis and synthesis levels, with some students reaching evaluation for certain tasks. Some students may not be at the higher levels (application for Level I and evaluation for level II) indicated for their level of fieldwork. Students should, however, demonstrate that they are beginning to move to each of these higher levels. The Fieldwork Educator's appraisal of the student from this perspective should be included in the Fieldwork Performance Evaluation (FWPE).

Table 1 provides a partial list of verbs that describe and examples that illustrate what students can be expected to do at each level of fieldwork.

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Fieldwork I Verbs	Define, name, recognize, list, memorize	Explain, describe, summarize, give examples	Demonstrate, show, illustrate, practice, utilize, apply			
FW I Examples	Recognize low muscle tone in a patient s/p CVA.	Explain the neurological impairments that contribute to low muscle tone.	Practice effective handling techniques with a patient s/p CVA.			
Fieldwork II Verbs	During Level II, students should be able to continue using skills expected on Level I Fieldwork.			Compare and contrast, differentiate, analyze	Formulate, create, develop, design, prescribe, prepare, synthesize	Appraise, evaluate, judge, defend or refute, resolve
FW II Examples				Analyze the UE dressing skills of a patient s/p CVA.	Formulate activities to increase UE tone to facilitate UE dressing tasks.	Evaluate the effectiveness of activities used to increase UE tone to facilitate UE dressing skills.

Table 1: Examples of how a student thinks about and participates at each of the levels of Bloom's Cognitive Domain. Examples can be adapted to different practice settings.

The Psychomotor Domain

The Psychomotor Domain describes the physical performance of tasks and parallels the skills of the Cognitive Domain. To gain a better understanding of the psychomotor domain, think about a skill, such as a sport, that you have learned and mastered. Review your learning in terms of Figure 2. Students' learning experiences have been structured in this manner, with respective expectations..

The Psychomotor Domain addresses the internalization of learning expressed in motor performance. It is the visible skill observed and at more advanced levels of practice, the natural ease with which a therapist performs treatment activities. Ease and seemingly effortless actions

characterize the Naturalization stage, which is more typical of advanced level practitioners. Level I fieldwork students should be at the Imitation to Manipulation level and Level II students at the Precision to Articulation stage. As with the Cognitive Domain, students should demonstrate movement toward the higher levels of performance if they are not currently at that stage. Achieving Naturalization in this Domain allows students the mastery and adaptability to allow them to provide competent, team-oriented, client-centered, generalist care. Understanding these skills in the context of the OTPF-4 then enables them to utilize these skills in authentic 21st century OT as described in our program mission.

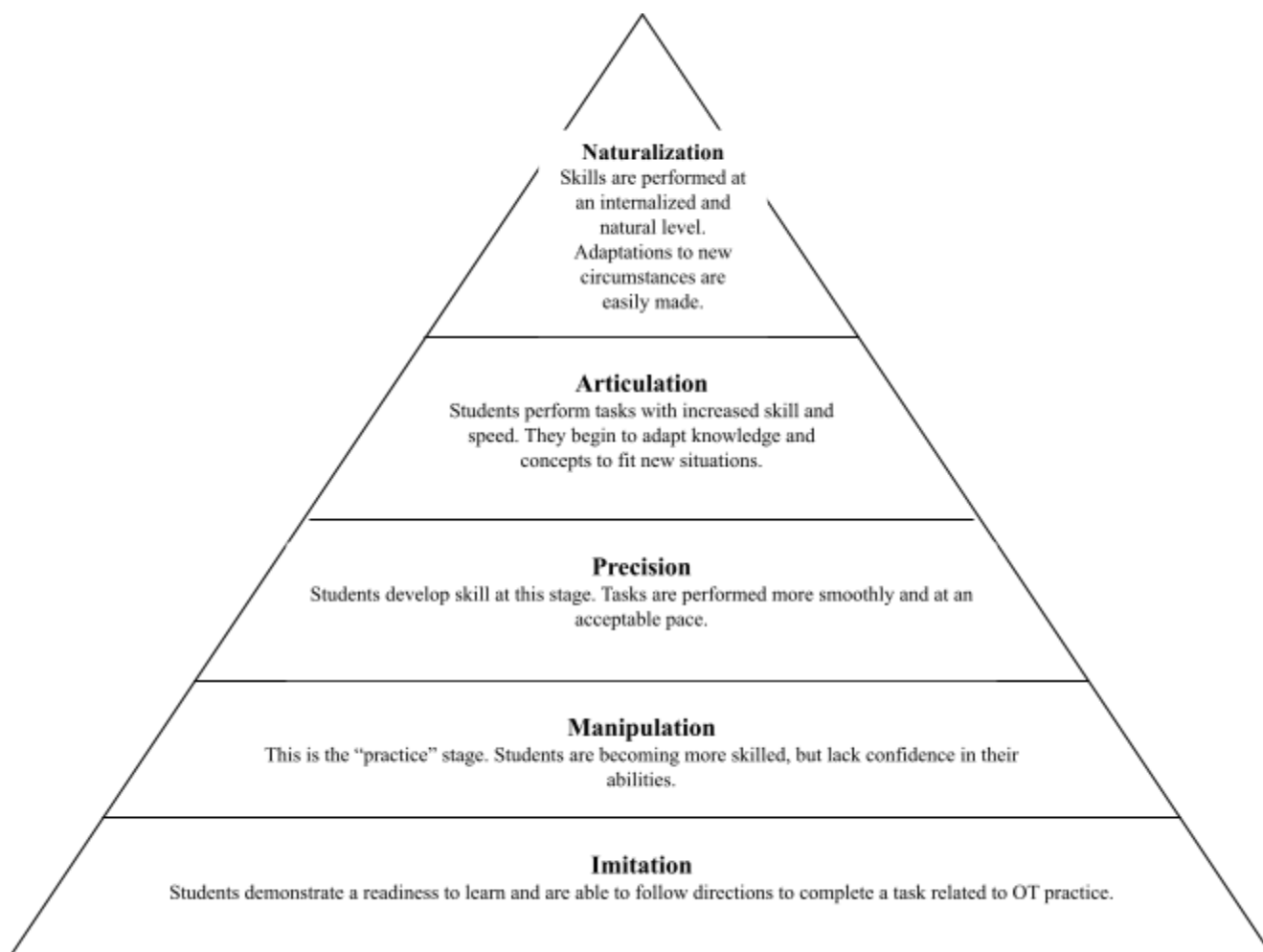


Figure 2: Bloom's Psychomotor Domain applied to the performance of practice skills. Level I fieldwork students should be at the Imitation to Manipulation level and Level II students at the Precision to Articulation stage. Most typically, Naturalization occurs as one becomes more experienced in an area of practice

Table 2 provides a partial list of verbs that describe psychomotor function and examples of how students might perform at each level.

	Imitation	Manipulation	Precision	Articulation	Naturalization*
Fieldwork I	Imitate, try, rehearse, reproduce, begin	Use, carry out, do, generate			
FW I Examples	Imitate the FWE measuring ROM and attempt the process	Carry out a ROM measurement under supervision.			
Fieldwork II	During Level II, students should be able to continue using skills expected on Level I Fieldwork.		Accomplish, master, attain, progress	Adapt, reorganize, revise, improve, change	Create, design, develop, construct, produce
FW II Examples			Attain competency in ROM measurement within a recommended timeframe.	Adapt ROM techniques to meet the client's needs	Create a method for ROM evaluation encompassing cognitive limitations of the patient. Mastered skills at this level are performed consistently accurately and on an "automatic" level.

Table 2: Examples of how a student performs skills according to the levels of the Psychomotor Domain. Examples can be adapted to different practice settings.

*Students may not reach the Naturalization stage, which tends to develop with experience in a practice setting.

OTA Program Student Professional Performance Standards

The following areas of professionalism are assessed in each OTA course. Students devise a tracking form on which they record their self observations of their professional behaviors and development/

Self Responsibility

- Takes responsibility for gaining knowledge (e.g.; asks questions, obtains course handouts); pursues more in-depth understanding of program content
- Self directive, takes initiative (e.g.; instigates additional learning opportunities, seeks out course-related interactions with instructor and / or classmates)
- Is accountable for actions by accepting consequences of behaviors

- Uses sound judgment in areas of safety, boundaries, ethics, confidentiality
- Volunteers engagement in professional activities
- Cooperative, volunteering to help out without being asked
- Uses sound judgment to react logically and sensibly to stressful and / or unusual circumstances

Responsive to Feedback

- Receptive to feedback, is open-minded
- Modifies behavior appropriately in response to feedback
- Gives clear, concise feedback to instructor, classmates
- Demonstrates effective communication, verbally and in writing

Work Behaviors

- Prepared for class / lab, arrives on time, honors due dates
- Confident and realistic in level of KSAs (knowledge, skills, abilities)
- Follows dress code
- Appearance is respectful, neat, groomed
- Maintains a safe, organized class / lab (work) space
- Deliverables are dependable (e.g.; completes the quantity of work within expected timeframes, with quality outcomes)
- Anticipates / responds / accommodates to difficult and changing situations

Time Management

- Uses time constructively
- Prioritizes tasks logically
- Follows established schedule, creates own when presented with opportunity
- Exhibits sense of calmness and in control / managing amidst multiple expectations
- Balances variety of aspects (e.g.; needs and wants, moods, activity)
- Prepares for college learning opportunities (e.g.; class, lab, in-services, fieldtrips) including those offered outside of scheduled class time by being able to take full advantage of experience (e.g.; on time, (pre)assignments completed, articulates thoughtful questions)

Interpersonal Skills

- Collaborates with classmate(s)
- Demonstrates positive interpersonal skills (e.g.; flexibility, tact, empathy, politeness)
- Projects a positive, non-judgmental attitude
- Uses self awareness, insight, and reflection to modify behaviors
- Demonstrates confident ability to learn from mistakes
- Demonstrates respect for diversity
- Exhibits appropriate level of enthusiasm for new learning
- Modulates sense of humor according to situation

Occupational Therapy Assistant • Course Descriptions

Courses may be offered on-ground, online, and/or blended (Las Vegas campus only):

CCM 150 Communications for the Health Professions, CMT

105 Medical Terminology, HST 205 Nevada History and US Constitution, and PSY 130 Psychology.



PIMA MEDICAL INSTITUTE Program Outline Occupational Therapy Assistant

Semester I (16 Weeks)

Course #	Course	Theory	Lab	Extern	Credits
CMT 105	Medical Terminology	16			1.0
BIO 105	Anatomy & Physiology I	48	32		4.0
OTA 102	Introduction to Occupational Therapy	48			3.0
MTH 125	Math and Statistics	16			1.0
CCM 150	Communications for the Health Professions	48			3.0
PSY 130	Psychology	48			3.0
Semester I Total		224	32		15.0

Semester II (16 Weeks)

Course #	Course	Theory	Lab	Extern	Credits
BIO 106	Anatomy & Physiology II	48	32		4.0
OTA 130	Occupational Analysis	32			2.0
OTA 201	Documentation for the OTA	32			2.0
OTA 108	Growth & Development	48			3.0
OTA 115	Principles of OT in Mental Health	48	16		3.5
Semester II Total		208	48		14.5

Semester III (16 Weeks)

Course #	Course	Theory	Lab	Extern	Credits
OTA 125	Kinesiology	32	16		2.5
OTA 110	Fundamentals of Occupational Therapy	32			2.0
OTA 206	Human Occupations I	48	32		4.0
OTA 215	Principles of OT in Physical Health	48	16		3.5
OTA 220	Fieldwork I			80	1.5
Semester III Total		160	64	80	13.5

Semester IV (16 Weeks)

Course #	Course	Theory	Lab	Extern	Credits
OTA 209	Human Occupations II	40	32		3.5
OTA 230	Administrative Procedures	32			2.0
OTA 245	Pediatric Practice for the OTA	40	32		3.5
OTA 250	Specific Populations for the OTA	32	16		2.5
OTA 226	Professional Development Strategies	32			2.0
Semester IV Total		176	80		13.5

Semester V (16 Weeks)

Course #	Course	Theory	Lab	Extern	Credits
OTA 221	Fieldwork II A			320	7.0
OTA 222	Fieldwork II B			320	7.0
Semester V Total				640	14.0
PROGRAM TOTALS		768	224	720	70.5

Total Hours: 1712 768 Theory 224 Lab 720 Extern

Total Weeks: 80

Definition of Credit: 1 Credit = 15 Lecture Hours/30 Lab Hours/45 Extern Hours

CMT 105 Medical Terminology

Total Course Hours: 16 (16 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

The course focuses on the development of a basic framework for the language of medicine. Through memorization and practice in spelling and pronunciation of medical roots, suffixes, and prefixes, students learn to create, analyze, and apply medical terms.

Prerequisites: None

BIO 105 Anatomy and Physiology I

Total Course Hours: 80 (48 Theory, 32 Lab, 0 Extern) Semester Credits: 4.0

As the first part of a two-part anatomy and physiology introductory sequence, this course covers basic biological principles that are foundational to the study of anatomy and physiology including basic biochemistry, cellular structure and function, and organization of the human body. Students will learn the anatomy and physiology of the skeletal, muscular, nervous, and integumentary systems in this course. Pathology of these systems and the relationship of disease and disability to occupational therapy practice will be introduced.

Prerequisites: None

OTA 102 Introduction to Occupational Therapy

Total Course Hours: 48 (48 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

The course provides the student with an introduction to occupational therapy, including the various types of practice settings, client populations, roles, and the occupational therapy process. The foundation of occupational therapy will be explored—the profession's history, ethics standards, and occupational therapy values. A variety of resources will be introduced, including the standards of practice and the Occupational Therapy Practice Framework: Domain and Process.

Prerequisites: None

MTH 125 Math and Statistics

Total Course Hours 16 (16 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course is an introduction to college-level math and statistics. Students will learn how statistical data are compiled and interpreted. Knowledge gained in this course will prepare the student for more complex theoretical and practical applications in subsequent technical courses.

Prerequisites: None

CCM 150 Communications for the Health Professions

Total Course Hours: 48 (48 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides instruction on the wide range of communication skills necessary for success in health professions. Students will learn effective communication skills to enable appropriate and professional collaboration with client, family, and other professionals. Course content provides opportunities for students to communicate through a variety of media, to give and receive feedback, and to appreciate and consider the context of the variety of communication needs and styles of patients/clients, coworkers, other professionals, the general public and other contextual factors. Ethical and legal concerns related to documentation, effective use of written and oral communications, and those related to certain technologies are identified and explored.

Prerequisites: None

PSY 130 Psychology

Total Course Hours: 48 (48 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course begins to explore the psychological nature of humans and their interactions. Students will gain an understanding of basic psychological concepts as well as an awareness of

self and how these elements provide a foundation for interfacing with the social environment. Topics include but are not limited to adaptation, psychological diagnoses and dysfunction, communication, group processes, and the impact of health on behavior.

Prerequisites: None

HST 205 Nevada History and US Constitution (Las Vegas Campus Only)

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

A survey of the history of the state of Nevada with focus on mining, gaming, government and recent developments in population expansion. The course will review the Nevada State Constitution and legal ramifications. The essentials of the US Constitution will also be examined. The course is designed to meet Nevada History/US Constitution associate degree requirements.

Prerequisites: None

BIO 106 Anatomy and Physiology II

Total Course Hours: 80 (48 Theory, 32 Lab, 0 Extern) Semester Credits: 4.0

This course is a continuation of BIO 105. Subjects covered include central and peripheral nervous system, lymphatic system, immune system, anatomy and physiology of the respiratory system, anatomy and physiology of the digestive system, urinary system, acid-base balance, and male and female reproductive systems. Knowledge gained in this course will prepare the student for more complex theoretical and conceptual discussions of structures and functions of the human body in future technical courses. The student will examine the body as a totally integrated and dynamic structure. Laboratory time will be available for specific anatomical structure identification.

Prerequisites: BIO 105 Anatomy & Physiology I and Semester I OTA-designated courses

OTA 130 Occupational Analysis

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course introduces the concepts of task, activity, and performance analysis. Students will learn the basics of grading and adapting tools, materials, and the environment, which will be applied in subsequent OTA courses in order to develop the occupational performance of various populations. Students will learn to consider the domains of Occupational Therapy Practice Framework: Domain and Process in the process of activity analysis.

Prerequisites: BIO 105 Anatomy & Physiology I, PSY 130 Psychology, and Semester I OTA-designated courses

OTA 201 Documentation for the OTA

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course will discuss the relationship of practice models, frames of reference, pragmatic reasoning, and appropriate terminology to documentation to support performance, participation, health and well-being. The student will document according to pertinent reimbursement issues, practice setting guidelines, and steps within the occupational therapy process. The legal implications of documentation will be discussed. Students will demonstrate entry level use of various forms of documentation in print and electronic formats.

Prerequisites: BIO 105 Anatomy & Physiology I, CMT 105 Medical Terminology, and Semester I OTA-designated courses

OTA 108 Growth and Development

Total Course Hours: 48 (48 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course covers typical human growth and development as it occurs across the life span in physical, psychological, and cognitive domains. Emphasis will be placed on the relationship of development, health, and wellness to occupational performance in all stages of life. Multicultural

perspectives as well as the impact of environmental, sociological, socioeconomic, and other diversity factors on human development will be considered.

Prerequisites: BIO 105 Anatomy & Physiology I, PSY 130 Psychology, and Semester I OTA-designated courses

OTA 115 Principles of OT in Mental Health

Total Course Hours: 64 (48 Theory, 16 Lab, 0 Extern) Semester Credits: 3.5.

This course focuses on the biological/psychological/social models of mental health practice, common diagnoses, and traditional and emerging practice settings. Students will be introduced to approaches and modalities commonly used in mental health settings and their integration with occupational therapy practice. The course will cover the use of groups, selected assessments, and other occupational performance-based interventions. A focus will be on performance skills, which include emotion regulation and cognition.

Prerequisites: BIO 105 Anatomy & Physiology I, PSY 130 Psychology, and Semester I OTA-designated courses

OTA 125 Kinesiology

Total Course Hours: 48 (32 Theory, 16 Lab, 0 Extern) Semester Credits: 2.5

This combined lecture and lab course acquaints students with principles of movement as it supports occupation. Students will review key concepts of anatomy and physiology and apply these to biomechanical function. Students will gain an appreciation for the structures of the body and basic physics concepts that allow functional mobility and activity. Students will apply kinesiology concepts to manual muscle testing, range of motion assessment, and analysis of movement. *Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I and II OTA-designated courses*

OTA 110 Fundamentals of Occupational Therapy

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course provides an integration of the theoretical foundations of the profession with practice. Concepts that guide clinical reasoning in practice will be interwoven with the domain and process of occupational therapy. Students will begin to relate frames of reference to client populations and practice settings, and to use clinical reasoning effectively within the guidelines of roles, ethics, and scope of practice.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, PSY 130 Psychology, and Semesters I and II OTA designated Courses

OTA 206 Human Occupations I

Total Course Hours: 80 (48 Theory, 32 Lab, 0 Extern) Semester Credits: 4.0

This lecture/lab course presents a “toolbox” for commonly used intervention strategies. Students will learn treatment interventions commonly used in occupational therapy practice with an emphasis on occupation as an intervention technique as well as an outcome of treatment. Activities preparatory to participation in occupation are also included. This “toolbox” includes techniques for client (re)training in ADLs, IADLs, transfers and mobility, use of adaptive equipment, neuromuscular function, and sensory perception as needed to address occupational needs. *Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, PSY 130 Psychology, and Semesters I and II OTA designated Courses*

OTA 215 Principles of OT in Physical Health

Total Course Hours: 64 (48 Theory, 16 Lab, 0 Extern) Semester Credits: 3.5

This course examines the biological/psychological/social models of physical health and wellness, focusing on the common diagnoses and pathologies most often encountered in occupational therapy (OT) practice. Also introduced are examples of assessments used for

various diagnoses and pathologies, especially those of the musculoskeletal and cardiopulmonary systems. Students will be introduced to tools and interventions commonly used in physical health and emerging practice settings and their integration with OT practice. Students will explore occupational therapy treatment and other occupational performance-based interventions within the scope, roles, frames of reference, and practice guidelines related to physical health and wellness. A focus will be performance skills that include motor and praxis and sensory perceptual.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I and II OTA-designated courses

OTA 220 Fieldwork I

Total Course Hours: 80 (0 Theory, 0 Lab, 80 Extern) Semester Credits: 1.5

This course provides the student with the opportunity to recognize the use of models of practice and occupational therapy skills in practice settings under the supervision of qualified and credentialed practitioner(s). Fieldwork consists of 80 hours of placement in selected settings.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I and II OTA-designated courses

OTA 209 Human Occupations II

Total Course Hours: 72 (40 Theory, 32 Lab, 0 Extern) Semester Credits: 3.5

This course is the culmination of didactic instruction in the academic program. Drawing on pertinent aspects of the domain of occupational therapy, students will analyze the client's occupational therapy needs, synthesize occupation-based interventions, and begin to critique their application of occupational therapy concepts. Students will examine the basic principles of physical agent modalities (PAMs) and other specialty interventions commonly used in occupational therapy practice, and practice techniques related to their use. Students will participate in hands-on scenarios simulating those situations likely to be encountered during fieldwork and in practice.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I, II, and III OTA-designated courses

OTA 230 Administrative Procedures

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course introduces the occupational therapy assistant (OTA) student to administrative procedures in practice and prepares them for contributing to program management. Students will participate in program development and evaluation activities, analysis of professional literature, and promotion of the profession. Students will explore management versus leadership skills and the application of administrative procedures.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I, II, and III OTA-designated courses

OTA 245 Pediatric Practice for the OTA

Total Course Hours: 72 (40 Theory, 32 Lab, 0 Extern) Semester Credits: 3.5

In this course students will examine limitations and obstacles to occupational engagement for people from birth through 21 years of age. Students will examine the role of the occupational therapy assistant (OTA) in pediatric settings and the function of occupational therapy in the field of pediatrics. Students will explore common disabilities and diagnoses and their implications for treatment in areas of occupation in traditional, community-based, and emerging practice settings. Students will learn treatment interventions commonly used by the OTA in pediatric practice. Students will synthesize occupation-based mental and physical health concepts related to occupational performance interventions with the pediatric population.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I, II, and III OTA-designated courses

OTA 250 Specific Populations for the OTA

Total Course Hours: 48 (32 Theory, 16 Lab, 0 Extern) Semester Credits: 2.5

In this course students will synthesize occupation-based mental and physical health concepts as applied to commonly used occupational performance interventions with neurological, bariatric, geriatric, and emerging populations. In addition to exploring treatment in traditional practice settings, students will generalize their knowledge, skills, and abilities to community-based settings and emerging practice settings. An emphasis will be placed on interacting with and teaching caregivers and family members.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I, II, and III OTA-designated courses

OTA 226 Professional Development Strategies

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This seminar course prepares the student for fieldwork and practice by examining professional development strengths and needs and formulating a plan for advocating for oneself and the profession. To accomplish this, students will explore supervisory needs, set goals for fieldwork success, and examine effective job search strategies. In addition, students will review and prepare for the National Board for Certification in Occupational Therapy (NBCOT) Certified Occupational Therapy Assistant (COTA®) exam.

Prerequisites: BIO 105 Anatomy & Physiology I, BIO 106 Anatomy & Physiology II, and Semesters I, II, and III OTA-designated courses

OTA 221 Fieldwork II A

Total Course Hours: 320 (0 Theory, 0 Lab, 320 Extern) Semester Credits: 7.0

This fieldwork course provides the student with the opportunity to apply learned models of practice and occupational therapy skills in a practice setting under the supervision of qualified and credentialed occupational therapy practitioner(s). This fieldwork consists of 320 hours of placement in selected settings.

Prerequisites: Semesters I, II, III, and IV courses

OTA 222 Fieldwork II B

Total Course Hours: 320 (0 Theory, 0 Lab, 320 Extern) Semester Credits: 7.0

This fieldwork course provides the student with the opportunity to apply learned models of practice and occupational therapy skills in a practice setting under the supervision of qualified and credentialed occupational therapy practitioner(s). This fieldwork consists of 320 hours of placement in selected settings.

Prerequisites: Semesters I, II, III, and IV courses

Student Fieldwork Policies

Assignment of Fieldwork Placement

Students are expected to review the Fieldwork Data Forms located in the OTA classroom and to complete their Fieldwork Request Form by the specified deadline. Students are encouraged to carefully review the available sites and request sites that suit their interest and career goals. However, students must also bear in mind that one of the purposes of Fieldwork is to provide students with exposure to multiple occupational therapy settings in order to prepare students for practice as a generalist. Other factors include availability of a site or supervisor at a given time, match of student skills to the demands of the site, and other individual considerations. Fieldwork assignments are made with these considerations in mind. The Academic Fieldwork Coordinator will attempt to honor students' requests for fieldwork sites as much as possible within the parameters that reflect best practice for fieldwork placement and experiences. However, based on the constraints noted above, students should be aware that it may not always be possible to honor all requests and that the Academic Fieldwork Coordinator makes the final decision regarding placement. In the event a student chooses to not accept an assigned placement, they risk delaying their graduation and ability to sit for the NBCOT certification exam. Students should also keep in mind that they are required to complete Level II Fieldwork within 18 months of the completion of the didactic portion of the program.

Requests for Fieldwork Sites

In some cases, students may wish to request placement at a facility where no Memorandum of Understanding (Fieldwork Agreement) exists. For example, a student may wish to travel to a region where they are considering working or where they have family. In such cases, students are to provide the Academic Fieldwork Coordinator (AFWC) with the name of the facility and the name and telephone number of a contact person at the facility. The AFWC will follow up with appropriate arrangements if the site is a viable option. Students may make these types of requests for **Level II only** and must submit them to the AFWC **at least six months in advance of the scheduled Level II semester.**

Attendance

Fieldwork is scheduled to provide a total of 16 weeks (two eight-week rotations) of full-time practice experience as an occupational therapy assistant. Regular attendance, as would be anticipated at a job, is expected for fieldwork. Students are expected to follow their supervisor's work schedule and the Pima policy for attendance. (For example, if your supervisor works Tuesday through Saturday, those are the days you are expected to work. If your supervisor has certain holidays off, you take those off as well.) If you must miss fieldwork due to any extenuating circumstances, you may be required to make up missed time according to a plan appropriate to your placement setting.

Repeating Level II Fieldwork

Fieldwork is the bridge between academic preparation and practice. In a sense, fieldwork is the "proving ground" for practicing as an ethical and competent occupational therapy assistant. By the time students embark on Level II Fieldwork, they are expected to be at the higher levels of the cognitive, psychomotor, and affective domains of Bloom's Taxonomy (as described in the curriculum design) in order to practice effectively as entry-level occupational therapy assistants. It is the belief of the OTA faculty that the need to repeat Level II Fieldwork multiple times reflects that a student has not internalized the skills needed to practice effectively. Therefore, the Pima OTA Program maintains a policy that students may repeat a Level II experience once when extenuating circumstances occur. Students failing a fieldwork placement will be required to participate in a prescribed review process before being assigned to a replacement setting. Repeated fieldworks must be taken in the same setting, but different site, as that in which the failure occurred. (For example, if a student fails a pediatric placement, they must repeat a pediatric placement at a different site.) Failure of a Level II experience more than once will result in termination from the program.

Safety Compliance

The Pima OTA Program requires students to have American Heart Association Healthcare Provider CPR Training as well as training in OSHA guidelines prior to starting Fieldwork. If a specific fieldwork site requires additional certification, it is the student's responsibility to obtain this in a timely manner. It is also the student's responsibility to ensure that CPR certification is current. Students may be required to participate in additional safety training per the requirements of the individual fieldwork site.

Immunizations and Health Records

Documentation of immunizations and health records must be submitted as required by the fieldwork site. Students are responsible for knowing specific health requirements for their assigned site as well as obtaining required vaccinations and submitting documentation by the site's stated deadline. Fieldwork sites have the right to deny placement to a student not meeting health requirements. Immunization requirements are as follows.

Students must submit required immunization records. All students must have documentation of the following vaccinations prior to the first day of their fieldwork experience. :

1. TB (tuberculosis) test, double negative required. Minimally, this must be completed yearly.
2. Hepatitis B vaccination (3 shot series) or declination.
 - a. If you already have obtained this vaccination, you will need to provide proof of a Hepatitis B titer demonstrating immunity.
3. MMR (Measles, Mumps, Rubella)
 - a. Proof of having the disease as a child with documentation of a booster shot or a titer demonstrating immunity
 - b. Documentation of two MMR immunizations, administered one year apart.
 - c. Two full adult vaccinations if you have not had the disease or any vaccination for MMR
4. Varicella (Chicken Pox) vaccination, or proof of immunity
5. Current Tetanus vaccination

Health screenings and vaccinations are the responsibility of the student. Fieldwork sites may modify their vaccination or drug screening requirements which will result in additional immunizations, titers or a variation in the frequency of these immunizations or screenings. The student must comply with fieldwork sites' requirements.

Communication of Student Progress and Performance (C.1.9)

Open communication is the key to making fieldwork a rewarding positive experience for FWEs and the student. The OTA Program at Pima Medical Institute maintains an open communication policy and encourages FWEs and students to contact program faculty whenever the need arises. To ensure consistent communication and comprehensive documentation of student

progress throughout the fieldwork experience, the Denver OTA program follows a structured process involving the Academic Fieldwork Coordinator (AFWC), Fieldwork Educator (FWE), and student. This process also ensures that FWEs are informed of available resources to support student well-being.

Pre-Fieldwork Initiation

The AFWC sends an introductory email to the FWE prior to the start of each fieldwork rotation. This email outlines the communication expectations, provides relevant documentation, and encourages the FWE to reach out with any questions or support needs. Students receive a Fieldwork Placement Letter that includes the FWE's contact information and instructions to initiate communication prior to the start of fieldwork.

Ongoing Communication and Assessment

Level I Fieldwork

- Students complete a **Level I Self-Evaluation Form** to reflect on their performance and learning. This form is reviewed with the FWE and signed by both parties.
- FWEs complete a **Level I Student Evaluation**, addressing multiple aspects of student performance. This form is also signed by both the student and FWE.

Level II Fieldwork

- FWEs complete the **FWPE** at both midterm and final points of the rotation.
- **Weekly Assessments:** Students and FWEs collaboratively complete a weekly assessment form that documents:
 - Progress toward weekly goals
 - Barriers to goal achievement
 - Strategies for improvement
 - Strengths, challenges, and new learning
 - Both parties sign the form, which is submitted to the AFWC/DCE weekly.

Weekly assessments continue throughout the rotation, supporting ongoing dialogue and adjustment of goals.

- **Midterm Site Visit:** It is the policy of the OTA Program for the AFWC to make at least one on-site visit to local fieldwork sites during a student's rotation. In addition, the AFWC will periodically contact each site by phone and/or e-mail to "check in." Visits with out-of-region sites will be done by telephone conference or other electronic conferencing means (when available) and will involve the FWE and student. Individual conferences

with the FWE and/or student may be appropriate and will be conducted as indicated. At any time, FWEs are asked to contact the AFWC with questions, concerns, or other feedback.

Support for Student Well-Being

- Students and FWEs are informed of available resources to support student well-being through initial communication and ongoing dialogue with the AFWC.
- The AFWC remains accessible throughout the rotation to address concerns, provide guidance, and facilitate additional support as needed.

Ethical Practice

At all times, students are expected to abide by the AOTA Code of Ethics. Breaches of ethics will be addressed per the policy at the fieldwork site and AOTA/NBCOT procedure as indicated.

HIPAA

Confidentiality is a legal and ethical responsibility of students and practitioners. Students receive training in and are tested on HIPAA regulations as part of the academic coursework. Completed tests are on file in the Academic Fieldwork Coordinator's office. Students are expected to be cognizant of and consistently apply HIPAA guidelines throughout their education and in practice.

Corrective Action and Appeals Process

The Corrective Process

As students, it is expected that a certain amount of supervision will be needed – more initially and gradually decreasing over time. While there is a range of “typical” needs, some students may have difficulty achieving an expected level of competency and independence. Expectations will vary somewhat between settings. If a student needs additional assistance above what is typically provided to successfully complete the fieldwork placement, the Academic Fieldwork Coordinator (AFWC) will be immediately notified to collaborate with the student and Fieldwork Educator (FWE) in the development of a corrective plan.

Corrective Plans

If there is question about satisfactory progress per the direct supervisor, and initial planning and corrective steps with the direct supervisor and AFWC have failed to yield the desired skill levels, then the following process will be implemented:

- A meeting with the direct supervisor, the OT Department Lead Clinician, and AFWC will be held to develop a Professional Development Plan. The plan will be given a timeline for review. The student must agree, sign, and date the plan to continue with the internship.
- If the student's review is again unsatisfactory after the designated time, then another meeting with the direct supervisor, the OT Department Lead Clinician, and AFWC will occur and a final decision regarding the continuance of the internship will be made. This may result in revision of the Professional Development Plan and continuance of the fieldwork with increased guidance, supervision, and new timeline for review, or the decision to terminate the fieldwork.

Termination of Fieldwork

While every effort is made to achieve successful completion of the fieldwork experience, there are cases in which doing so is not possible or not in the best interest of the student or other stakeholders. In some circumstances, such as ethics code violations, standards of practice infringement, or other related incidents, the AFWC will be immediately notified of the action being considered or taken on the part of the facility. Additional follow-up by the AFWC will be completed as appropriate. In the event of termination of fieldwork, the policy for repeating Level II fieldwork will be followed.

If the internship is terminated based on the decision that it is in the best interest of all parties involved, then a plan of action will again be decided upon and include:

- Notification of the AFWC (who has been involved throughout the process);
- Contact with the OT professional organizations as indicated;
- Encouragement for the student to contact their family or other support system;
- Any other plan of action as decided per the intern's individual needs at the time of termination;
- Action taken based on the OTA Program policy for repeating fieldwork.

Grievance/Appeals Process

Students are expected to address any concerns or issues with their supervisor first. If the issue cannot be resolved directly with the supervisor, students should follow the grievance process prescribed by the fieldwork site as well as contact the AFWC. Violations will be addressed through the appropriate agency (e.g., infringements of facility policy will be addressed based on the facility's protocol; ethical violations per AOTA/NBCOT protocol). The AFWC will intervene as appropriate per Pima and OTA Program policy and considering the needs of the student and fieldwork site.

Supervision

Supervision is intended to nurture you toward entry-level practice and is an important factor in patient safety and the success of treatment. The feedback you will receive from your supervisor contributes to quality learning and your success. You are encouraged to make the most of this learning experience by being open to feedback, employing suggestions for growth, and feeling pride in your accomplishments. The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) provides standards related to supervision of students for the welfare of patients, the fieldwork site, and the academic program. The OTA Program has used these Standards as a foundation for developing its supervision guidelines.

Supervision Guidelines

Your supervisor has met or exceeded the ACOTE Standards for qualifications for being a Fieldwork Educator. In addition, your supervisor has been provided with a manual (similar to this one) as a resource to be used during the fieldwork experience.

The Pima OTA Program on the Denver campus uses the Colorado State Practice Act for Occupational Therapists as the foundation for supervision guidelines. The Colorado Practice Act can be viewed at <http://www.dora.state.co.us/> under the Division of Registrations link. General guidelines for supervision are provided by AOTA and are available at www.aota.org.

Generally, your supervision should progress from close (daily one-on-one contact) to more routine (once to twice weekly) by the conclusion of the fieldwork experience. The amount of supervision depends on factors such as the type of setting, acuity of the clients, and the abilities of the student. If you are at a fieldwork site outside of Colorado, the requirements of that state's practice act as well as reimbursement guidelines that affect your supervision. These guidelines will vary depending on the state and setting.

Supervision involves responsibility on the parts of both the supervisor and the supervisee. Topics related to supervision include OT/OTA roles relevant to the setting, maximizing the effectiveness of supervision, and developing competency. Please take your responsibilities as supervisee seriously, ask good questions, use your critical thinking skills, and make the most of your experience!

On-Site Visits

Input to your supervision will be provided by the Academic Fieldwork Coordinator. It is the policy of the OTA Program at Pima to visit each student on local Fieldwork II assignments at least once during each experience and as appropriate on Level I. Additional visits may be scheduled as indicated based on individual needs. While atypical, there may be times this visit is conducted via phone or computer. Non-local "visits" will be completed by conference call with the educator and student or by video or Internet conferencing, as available. Typically, these meetings are done with both the fieldwork educator and student. Individual meetings with the student and/or fieldwork educator may be scheduled as needed.

Fieldwork Evaluation Methods and Forms

Level I Fieldwork Objectives

Level I Fieldwork objectives are written by the academic program and students on the Level I experience will arrive at the fieldwork site with defined objectives. Because Level I is completed within the didactic portion of the program, its purpose is to support the current curriculum and prepare the students for future courses. Objectives written by the program best support this goal. Level I Objectives are outlined below:

By the conclusion of each Level I Fieldwork experience, the student should be able to:

1. Comply with the rules and regulations of the fieldwork site.

2. Use terminology and communication methods standard to the fieldwork setting.
3. Recognize foundational concepts (e.g., anatomy and physiology, psychology) observed at the fieldwork setting.
4. Recognize examples of role delineation as observed at the fieldwork site.
5. Describe how occupational therapy theory, processes, and tenets, and theory are demonstrated at the fieldwork site.
6. Identify ethical practice and ethical dilemmas as observed at the fieldwork site.
7. Identify safety regulations as observed at the fieldwork site.
8. Describe examples of clinical reasoning as observed at the fieldwork site.
9. Describe client, performance, and contextual factors as observed in a selected client on the fieldwork experience.
10. Describe examples of therapeutic use of self observed at the fieldwork site.
11. Demonstrate professionalism during the fieldwork experience, and describe examples of professionalism observed.
12. Discuss the kinds of documentation collected by the fieldwork site.
13. Demonstrate appropriate documentation as required by the fieldwork site.
14. Apply concepts of group leadership appropriate to the population including planning and/or leading a group, establishing goals, and utilizing activity analysis.
15. Demonstrate understanding of concepts related to co-leadership by co-leading one or more group sessions.
16. Evaluate group process based on leadership and co-leadership experiences.
17. Discuss the client's psychosocial needs using Occupational Therapy Practice Framework-IV or DSM-5 depending upon the client and setting.

Level I Evaluation

Following Level I Fieldwork, students are asked to complete a *Self-Evaluation* of their performance as well as the *Student Evaluation of the Fieldwork Education Program, the Fieldwork Site, and the Fieldwork Educator*. This form provides the program with valuable data for program evaluation and development and support of the fieldwork educators. The FWE completes the *Evaluation of the Student by the Fieldwork Educator* which is similar to the AOTA Fieldwork Performance Evaluation used in Level II. A copy of these evaluation forms is included on the following pages.

Level I Assignments

The assignments for Level I follow. Students will come to the site with these assignments, which will be reviewed upon their return to campus. Of course, your feedback is welcome if you choose to review them! In addition to these, students have been asked to gather examples of documentation and service competency forms (blank and/or redacted) that you use in your facility.

Class Info Application

OTA 220: Fieldwork Level

As we discussed in class, this is a major milestone in your education where you will begin to apply information and progress to more complex levels of thinking in preparation for practice as an OTA. The objective of this assignment is to explore how what you have learned to date is used in an OT practice setting. Complete the chart below according to the instructions in each of the categories.

Course (e.g., A&P, etc.)	Description of Information What did you learn that you are observing now?	Application How did you see the information applied? Was the intervention you observed <i>occupation</i>, <i>purposeful</i>, or <i>preparatory</i>?

Documentation Examples

OTA 220: Fieldwork Level I

Please collect examples of documentation used at your fieldwork site. These can be blank copies or redacted examples of completed documentation. We will share and review these in the Documentation class so that all class members have an opportunity to see various types of documentation.

Note that this is not a graded assignment. If it is the policy of your site to not distribute these documents, please respect that.

Some pointers:

- Ensure that any completed forms have had **any** patient identifying information removed/blacked out.
- If the site uses electronic documentation, consider printing a hard copy, if that is possible.
- Suggestions for types of documentation include:
 - Daily note forms
 - Evaluations
 - Discharge paperwork
 - IEPs (school systems only)
 - Weekly summaries
 - Referral forms
 - Patient/caregiver education forms
 - Service Competency documentation forms
 - Billing paperwork
 - Any others that are specific to your site

Curriculum Threads: Application Activity

OTA 220: Fieldwork Level I

The purpose of this assignment is to link the OTA Program curriculum threads to what you observe in practice. For each of the curriculum threads listed below, write at least one example of how you observed the thread during your fieldwork. You may certainly do more than one; in fact, it is encouraged if more than one example makes an impression on you.

Foundation: (The basis of practice; e.g. example of where you see applied uses of courses such as Anatomy & Physiology, Medical Terminology, and Psychology)

Occupational Therapy Tenets, Theory, Process, and Language: (This is what we fondly call our “OT-ness,” which includes ethics, beliefs, and frames of reference)

Clinical Reasoning: (Consider the thought processes that contribute to clinical decisions....what do you have to consider/think about? Hint: Ask your fieldwork educator to verbalize his/her thought process!)

Occupational Performance: (How is occupation reflected in the interventions that you observe? How do the interventions that you observe contribute to occupation?)

Therapeutic Use of Self: (How does/do your fieldwork educator/you demonstrate therapeutic use of self?)

Professionalism: (How does/do your fieldwork educator/you demonstrate professionalism? What behaviors/characteristics contribute to a perception of professionalism?)

Patient/Client Log

OTA 220: Fieldwork Level I

Complete the following table for each patient/client that you observe.

Patient/Client (Initials Only, Please)	Diagnosis	Strengths	Limitations	Interventions	How could OTP address psychosocial aspects impacting client's engagement in occupation

PIMA MEDICAL INSTITUTE
Denver Campus
Occupational Therapy Assistant Program
Fieldwork Level I – OTA 220
Evaluation of the Student by the Fieldwork Educator

Student: _____ Fieldwork Dates: _____

Fieldwork Educator: _____ Facility: _____

Hours Missed _____
Please include any absences, early departures, or late arrivals.

Instructions: Please complete this evaluation according to the rating score (below table). Please do add comments, as these are very helpful in our feedback to the students. The students have been instructed to complete a self-evaluation using the same form and are requested to discuss their self-evaluation with you.

Rating Scale

4---Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

3---Meets Standards: Student demonstrates consistent level of professionalism, time management, communication skills and work ethic for an emerging OT practitioner.

2---Needs Improvement: Performance is progressing but needs improvement to meet standard level of time management, communication skills, and work ethic.

1---Unsatisfactory: Performance is below standard. This rating is given when there is a concern about performance.

***Scoring descriptors adapted from AOTA FWPE form**

Professional Behavior	Rating	Comments
Self-Responsibility		
Takes responsibility for own learning (e.g., asks questions, seeks additional information)		
Takes initiative appropriately for this level of professional education.		

Takes responsibility for own actions.		
Cooperates with other team members.		
Uses sound judgment and reacts logically and sensibly to routine and unusual situations.		
Responsiveness to Feedback		
Receptive to feedback; is open-minded		
Modifies behavior appropriately in response to feedback.		
Discusses supervision issues in a professional and logical manner.		
Work Behaviors		
Is dressed appropriately for setting; adheres to facility dress code; is neatly groomed.		
Arrives at fieldwork prepared according to instructions from supervisor		
Confident and realistic regarding own knowledge, skills, and abilities		
Aware of safety issues and adheres to precautions		

Anticipates/responds to/accommodates difficult and changing situations		
Deliverables are dependable (e.g.; completes assignments in timely manner with quality outcomes)		
Time Management		
Uses time constructively (e.g., downtime used for increased learning opportunities)		
Prioritizes tasks logically		
Follows schedule appropriately (e.g., arrives on time, does not request early dismissal)		
Remains calm and organized in the midst of multiple demands		
Interpersonal and Communication Skills		
Collaborates with supervisor and team		
Demonstrates positive interpersonal skills (e.g.; flexibility, tact, empathy, politeness)		
Projects a positive, non-judgmental attitude		
Uses self awareness, insight, and reflection to modify behaviors		

Maintains appropriate personal and professional boundaries		
Demonstrates confident ability to learn from mistakes		
Demonstrates respect for diversity		
Exhibits appropriate level of enthusiasm for new learning		
Modulates sense of humor according to situation		
Written/verbal communication reflects appropriate use of grammar, spelling, and punctuation. (e.g., emails, phone calls at initial contact to setup fieldwork)		
Spoken communication is clear, concise, and appropriate to the situation		
Ethical Behavior		
Demonstrates an awareness of and applies the AOTA Ethical Standards to actions		
Maintains confidentiality according to HIPAA and ethical standards		
Follows expectations and guidelines of the facility		
OT Practice		

Recognizes OT tenets, frames of reference, and philosophies as observed at the fieldwork site		
Demonstrates an understanding of OT/OTA role delineation as appropriate to the site		
Demonstrates an awareness of clinical reasoning as it occurs during the fieldwork experience.		
TOTAL POINTS AND COMMENT SUMMARY		

Signature of Fieldwork Educator / Date_____

Signature of Student/Date_____

My signature indicates that I have read this evaluation and does not indicate agreement or disagreement.

STUDENT EVALUATION OF THE FIELDWORK EDUCATION PROGRAM, THE FIELDWORK SITE, AND THE FIELDWORK EDUCATOR

IB.2) Services are delivered following ethical and legal guidelines.	5 4 3 2 1	
IB.3) I felt welcomed in this facility.	5 4 3 2 1	
IB.4) I would recommend this facility to other students.	5 4 3 2 1	
IB.5) Client caseload was sufficient and varied to allow for a good learning experience.	5 4 3 2 1	Identify:
IB.6) Facilities and equipment were sufficient to meet learning expectations.	5 4 3 2 1	

Section II: Fieldwork Educator Evaluation

Please assess the Fieldwork Educator's ability to help facilitate your achievement of the established fieldwork objectives.

If you note an area where improvement is needed, please identify a plan for improvement in that area.

SCALE: 5 = Extremely Satisfied 4 = Very Satisfied 3 = Satisfied 2 = Dissatisfied 1 = Very Dissatisfied

CRITERIA	Rating:	Provide comments/suggestions for improvement to clarify ratings of a 3 or lower:
II.1) The Fieldwork Educator is currently registered / licensed in this state, and has at least one year of experience.	5 4 3 2 1	
II.2) The Fieldwork Educator has provided clear performance objectives and/or has thoroughly reviewed Pima's objectives and planned learning experiences to assess my attainment of the objectives.	5 4 3 2 1	
II.3) The Fieldwork Educator allowed me to help plan the learning experience to incorporate my goals.	5 4 3 2 1	
II.4) The Fieldwork Educator directly observed my performance of skills prior to and on an ongoing basis to accurately assess my ability to perform skills. He/she decreased / increased supervision with my skills and comfort level.	5 4 3 2 1	

II.5) I was provided with both formal and informal feedback from the Fieldwork Educator on an ongoing basis.	5 4 3 2 1	Please identify frequency:
II.6) The Fieldwork Educator was able to use effective communication techniques to facilitate my accomplishment of objectives (clear identification of goals/objectives, use of active listening, initiate communication that may be confrontational/difficult). The Fieldwork Educator was able to/showed willingness to adapt to my suggestions for changes in his/her teaching/supervision style.	5 4 3 2 1	
II.7) The Fieldwork Educator served as a positive role model for me by demonstrating appropriate conduct, behaviors, and effective interpersonal relations.	5 4 3 2 1	
II.8) The Fieldwork Educator planned the learning experience by: allowing for planned progression in guidance (increasing complexity) and responsibility, incorporating a variety of learning experiences, adjusting instruction and expectations per student needs, requiring me to use clinical reasoning and decision making on an ongoing basis, etc.	5 4 3 2 1	
II.9) The Fieldwork Educator understood and used the evaluation forms for planning the learning experience and for formative and summative evaluation of my skill level.	5 4 3 2 1	
II.10) The Fieldwork Educator and I discussed the mid-term and final evaluations as recorded on the evaluation forms.	5 4 3 2 1	
II.11) The Fieldwork Educator made arrangements for me to be exposed to and work with a variety of clients.	5 4 3 2 1	

II.12) Please identify specific areas of strength and provide suggestions for areas of improvement for the Fieldwork Educator. Have you discussed these areas with the Fieldwork Educator? This information will help Pima Medical Institute improve Fieldwork Education effectiveness.

Areas of Strength:

Areas for Improvement:

Section III: Program Feedback

III.1) Please identify specific areas of strength and weakness that you noted related to your academic preparation. This feedback will be used for curriculum review and revision.

Areas of Strength:

Areas of Weakness:

Suggestions to improve student preparedness:

This evaluation was completed by:

Signature: _____ Date: _____

Student Evaluation of Fieldwork Education

Occupational Therapy Assistant Program

Pima Medical Institute, Denver campus

PIMA MEDICAL INSTITUTE
Denver Campus
Occupational Therapy Assistant Program
Fieldwork Level I Evaluation

Self-Evaluation

Student: _____ Fieldwork Dates: _____

Fieldwork Educator: _____ Facility: _____

Hours Missed _____

Please include any absences, early departures, or late arrivals.

Instructions: Please complete this evaluation according to the rating score (below table). Please do add comments, as these are very helpful in our feedback to the students. The students have been instructed to complete a self-evaluation using the same form and are requested to discuss their self-evaluation with you.

Professional Behavior	Rating	Comments
Self-Responsibility		
Takes responsibility for own learning (e.g., asks questions, seeks additional information)		
Takes initiative appropriately for this level of professional education.		
Takes responsibility for own actions.		
Cooperates with other team members.		
Uses sound judgment and reacts logically and sensibly to routine and unusual situations.		
Responsiveness to Feedback		
Receptive to feedback; is open-minded		
Modifies behavior appropriately in response to feedback.		
Discusses supervision issues in a professional and logical manner.		
Work Behaviors		
Is dressed appropriately for setting; adheres to facility dress code; is neatly groomed.		
Arrives at fieldwork prepared according to instructions from supervisor		
Confident and realistic regarding own knowledge, skills, and abilities		
Aware of safety issues and adheres to precautions		

Professional Behavior	Rating	Comments
Anticipates/responds to/accommodates difficult and changing situations		
Deliverables are dependable (e.g.; completes assignments in timely manner with quality outcomes)		
Time Management		
Uses time constructively (e.g., downtime used for increased learning opportunities)		
Prioritizes tasks logically		
Follows schedule appropriately (e.g., arrives on time, does not request early dismissal)		
Remains calm and organized in the midst of multiple demands		
Interpersonal and Communication Skills		
Collaborates with supervisor and team		
Demonstrates positive interpersonal skills (e.g.; flexibility, tact, empathy, politeness)		
Projects a positive, non-judgmental attitude		
Uses self awareness, insight, and reflection to modify behaviors		
Maintains appropriate personal and professional boundaries		
Demonstrates confident ability to learn from mistakes		
Demonstrates respect for diversity		
Exhibits appropriate level of enthusiasm for new learning		
Modulates sense of humor according to situation		
Written/verbal communication reflects appropriate use of grammar, spelling, and punctuation. (e.g., emails, phone calls at initial contact to setup fieldwork)		
Spoken communication is clear, concise, and appropriate to the situation		
Ethical Behavior		
Demonstrates an awareness of and applies the AOTA Ethical Standards to actions		
Maintains confidentiality according to HIPAA and ethical standards		

Professional Behavior	Rating	Comments
Follows expectations and guidelines of the facility		
OT Practice		
Recognizes OT tenets, frames of reference, and philosophies as observed at the fieldwork site		
Demonstrates an understanding of OT/OTA role delineation as appropriate to the site		
Demonstrates an awareness of clinical reasoning as it occurs during the fieldwork experience.		
TOTAL POINTS AND COMMENT SUMMARY		

Rating Scale

4---Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

3---Meets Standards: Student demonstrates consistent level of professionalism, time management, communication skills and work ethic for an emerging OTA practitioner.

2---Needs Improvement: Performance is progressing but needs improvement to meet standard level of time management, communication skills, and work ethic.

1---Unsatisfactory: Performance is below standard. This rating is given when there is a concern about performance.

***Scoring descriptors adapted from AOTA FWPE form**

Signature of Fieldwork Educator /Date

Signature of Student/Date

My signature indicates that I have read this evaluation and does not indicate agreement or disagreement.

Student Evaluation of the Fieldwork Experience (SEFWE)

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to students who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Sections outlined with thick black double borders are designed to be customized by your program as needed. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.

Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site _____ Site Code _____

Address _____

Placement Dates: from _____ to _____

Order of Placement: [] First [] Second [] Third [] Fourth

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

Public transportation in the area:

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

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

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

FW Educator's Name and credentials *(Please Print)*

ORIENTATION

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	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA—Standard precautions							
16. Community resources for service recipients							
17. Department model of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD

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	

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

Condition/Problem	Number

OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations 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	EDUCATIONAL				
	Yes	No	MANY	VALUE				
1. Client/patient screening				1	2	3	4	5
2. 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
3. Written treatment/care plans				1	2	3	4	5
4. Discharge summary				1	2	3	4	5

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

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				

1.				
2.				
3.				
4.				
Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				
3.				
4.				

THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

	Never	Rarely	Occasionally	Frequently
Model of Human Occupation				
Occupational Adaptation				
Ecology of Human Performance				
Person–Environment–Occupation Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopmental Theory				
Sensory Integration				
Behaviorism				
Cognitive Theory				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Other (list)				

FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable ----- 5 = very valuable)

Case study applying the Practice Framework	1	2	3	4	5	N/A
Evidence-based practice presentation:	1	2	3	4	5	N/A
Topic:						
Revision of site-specific fieldwork objectives	1	2	3	4	5	N/A

Program development	1	2	3	4	5	N/A
Topic:						
In-service/presentation	1	2	3	4	5	N/A
Topic:						
Research	1	2	3	4	5	N/A
Topic:						
Other (list)	1	2	3	4	5	

ASPECTS OF THE ENVIRONMENT	1 = Rarely 2 = Occasionally 3 = Frequently 4 = Consistently			
	1	2	3	4
Staff and administration demonstrated cultural sensitivity				
The Practice Framework was integrated into practice				
Student work area/supplies/equipment were adequate				
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides				
Opportunities to network with other professionals				
Opportunities to interact with other OT students				
Opportunities to interact with students from other disciplines				
Staff used a team approach to care				
Opportunities to observe role modeling of therapeutic relationships				
Opportunities to expand knowledge of community resources				
Opportunities to participate in research				
Additional educational opportunities (<i>specify</i>):				
How would you describe the pace of this setting? (circle one)	Slo w	Med	Fast	
Types of documentation used in this setting:				
Ending student caseload expectation: _____ # of clients per week or day				
Ending student productivity expectation: _____ % per day (direct care)				

SUPERVISION

What was the primary model of supervision used? (check one) <input type="checkbox"/> one supervisor : one student <input type="checkbox"/> one supervisor : group of students <input type="checkbox"/> two supervisors : one student <input type="checkbox"/> one supervisor : two students <input type="checkbox"/> distant supervision (primarily off-site) <input type="checkbox"/> three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

Name	Credentials	Frequency	Individual	Group
1.				
2.				
3.				
4.				
5.				

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement					Relevance for Placement				
	Low	High				Low	High			
Anatomy and Kinesiology	1	2	3	4	5	1	2	3	4	5
Neurodevelopment	1	2	3	4	5	1	2	3	4	5
Human development	1	2	3	4	5	1	2	3	4	5
Evaluation	1	2	3	4	5	1	2	3	4	5
Intervention planning	1	2	3	4	5	1	2	3	4	5
Interventions (individual, group, activities, methods)	1	2	3	4	5	1	2	3	4	5
Theory	1	2	3	4	5	1	2	3	4	5
Documentation skills	1	2	3	4	5	1	2	3	4	5
Leadership	1	2	3	4	5	1	2	3	4	5
Professional behavior and communication	1	2	3	4	5	1	2	3	4	5
Therapeutic use of self	1	2	3	4	5	1	2	3	4	5
Level I fieldwork	1	2	3	4	5	1	2	3	4	5
Program development	1	2	3	4	5	1	2	3	4	5

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

<input type="checkbox"/> Informatics	<input type="checkbox"/> Occ. as Life Org	<input type="checkbox"/> A & K	<input type="checkbox"/> Foundations	<input type="checkbox"/> Level I FW
<input type="checkbox"/> Pathology	<input type="checkbox"/> Neuro	<input type="checkbox"/> Administration	<input type="checkbox"/> Theory	<input type="checkbox"/> Peds electives
<input type="checkbox"/> Env. Competence	<input type="checkbox"/> Research courses	<input type="checkbox"/> Prog design/eval	<input type="checkbox"/> Consult/collab	<input type="checkbox"/> Older adult elect.
<input type="checkbox"/> Interventions	<input type="checkbox"/> Evaluations	<input type="checkbox"/> Adapting Env	<input type="checkbox"/> Human comp.	<input type="checkbox"/> Community elect.
<input type="checkbox"/> Social Roles	<input type="checkbox"/> History	<input type="checkbox"/> Occupational Sci	<input type="checkbox"/> Other:	

What changes would you recommend in your academic program relative to the needs of **THIS** Level II fieldwork experience?

SUMMARY

	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					

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

What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations:

Study the following intervention methods:

Read up on the following in advance:

Overall, what changes would you recommend in this Level II fieldwork experience?

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

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

FIELDWORK EDUCATOR NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 = Strongly Disagree

2 = Disagree

3 = No opinion

4 = Agree

5 = Strongly agree

1 2 3 4 5

Provided ongoing positive feedback in a timely manner					
---	--	--	--	--	--

Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					

Frequency of meetings/types of meetings with supervisor (value/frequency):

General comments on supervision:

Level II Fieldwork Objectives

One of the goals of Fieldwork Level II is for the student to achieve entry-level competency in the placement setting. Doing so requires students to demonstrate competency in the general areas of the profession (e.g., ethics, communication, OT process) as well as perform according to the expectations of the fieldwork setting. To achieve this end, the Pima OTA Program works closely with Fieldwork Educators to develop site-specific objectives. Fieldwork II objectives will be provided by the fieldwork site. Many sites provide a weekly schedule with objective outlines for each week.

Level II Evaluation

Level II Fieldwork is evaluated using the Fieldwork Performance Evaluation published by the American Occupational Therapy Association (AOTA) and is used for the midterm and final evaluations. These evaluations are located on the Pima Externship Portal, and the fieldwork educator will have access to a unique Fieldwork Performance Evaluation (midterm and final) for each student.

Level II Assignments

Assignments are also made by the fieldwork site and will vary from placement to placement. Examples of major assignments often completed by Level II students include inservice presentations, projects (such as making a piece of equipment), or completing a case study. You may also have reading to complete as well as other smaller assignments.

Weekly Assessment

Student: _____ Date/Week: _____

Fieldwork Educator: _____

Directions: Complete this form at the conclusion of each week of Level II Fieldwork. The form should be completed independently by both the student and Fieldwork Educator (FWE). When complete, review the forms together and set goals as indicated for the upcoming week. Both student and FWE are encouraged to contact the Academic Fieldwork Coordinator (AFWC) with any questions or concerns.

1. Were weekly goals, as defined on the fieldwork schedule, met? ____Yes ____No
If not, which one(s)? What prevented goal achievement? What needs to be done to achieve?
2. Strengths this week:
3. Challenges this week:

4. New learning/interests this week.
5. Psychosocial aspects observed this week:
6. Goals for next week:

Discussion Board Posts

Occupational Therapy Assistant Program Level IIA Fieldwork

Week 2: Describe your fieldwork site to your classmates by answering the following questions:

- What type of setting is your rotation?
- What are the primary diagnoses?
- What is the average length of time a patient receives services?
- How do clients qualify for services at this facility?
- How are services paid for?

Week 4: Discuss at least one client's psychosocial needs using language from the Occupational Therapy Practice Framework-IV and/or DSM-5, depending upon the client and setting. Share the occupational therapy practitioner's role in addressing the identified psychosocial factors and their impact on the client's engagement in occupation.

Week 6: Describe a challenge you have faced in your setting and how you used professional communication or other skills from your training to work through it? What advice would you have for a student who has not yet started level 2 fieldwork to prepare them for the challenges they might face?

Week 8: Discuss something you learned on FW you wish you would have learned or grasped the importance of during school.

Occupational Therapy Assistant Program Level IIB Fieldwork

Week 2: Describe your fieldwork site to your classmates by answering the following questions:

- What type of setting is your rotation?
- What are the primary diagnoses?
- What is the average length of time a patient receives services?
- How do clients qualify for services at this facility?
- How are services paid for?

Week 4: Discuss at least one client's psychosocial needs using language from the Occupational Therapy Practice Framework-IV and/or DSM-5, depending upon the client and setting. Share the occupational therapy practitioner's role in addressing the identified psychosocial factors and their impact on the client's engagement in occupation.

Week 6: Think about the importance of evidence-based practice (EBP) and how it impacts the profession of occupational therapy. Share examples of OTs and OTAs using EBP at your fieldwork site. You may share cases in which diagnoses required further research, and the interventions used to treat such diagnoses.

Week 8: Compare and contrast your two level 2 fieldwork experiences. What knowledge from your first level 2 has been most useful in your current setting? Which setting have you preferred and why? What is the most important lesson you have learned so far in either setting?

Clinical Extern Affiliate Survey

Occupational Therapy Assistant Program Level II Fieldwork

NAME OF FACILITY: _____

NAME OF CLINICAL INSTRUCTOR: _____ **DATE:** _____

As Pima Medical Institute is continually striving to improve its curriculum, your input is invaluable toward ensuring our educational programs continue to meet the highest professional standards. To that end, we thank you for taking a few moments to complete this questionnaire.

Please note-this is to be an assessment of our program through an overall evaluation of our clinical externs.

Consider each item separately and rate each item independently of all others. Please do not skip any questions.	5 Strongly	4 Agree	3 Acceptable	2 Disagree	1 Strongly
(1) Overall, the externs were reliable and acted in a professional manner towards clients and peers at all times.					
(2) Overall, the externs had the skill level necessary for finding employment in their chosen field.					
(3) Overall, the externs demonstrated acceptable training in the areas in which he/she participated.					
The following items are not assigned points, but are for our information only.					
How many times were you visited by a PMI OTA faculty member during a typical semester OR participate in a telephone conference/interview?	Two or more times	At midterm	Not at all		
Did a PMI OTA faculty member address any problems/challenges you had with the externs?	Yes	No	N/A		
Comments regarding any student challenges?					

Would your facility consider hiring graduates of the PMI OTA program based on the performance of the externs you have had at your facility?	Yes	No
Based on any perceived strengths and/or weaknesses of the program, do you have any recommended changes in the instructional activities for currently enrolled students?		
Do you have other comments or concerns you'd like to share?		
Supervisor Signature:		

Fieldwork Performance Evaluation FWPE

Occupational Therapy Assistant Program Level II Fieldwork

The AOTA Fieldwork Performance Evaluation (FWPE) is an online tool that assesses the performance of Occupational Therapy Assistant (OTA) students during their fieldwork.

Purpose

The FWPE evaluates a student's entry-level competence and differentiates between competent and incompetent students.

Features

The FWPE is accessible online, automatically scores and documents evaluations, and is validated and compliant with AOTA standards.

How it's used

Educators and students use the FWPE to complete midterm and final reviews. Students receive an email from their AFWC with a link to access the FWPE.

What's evaluated

The FWPE evaluates a student's competence in 6 domains of practice:

- Fundamentals of Practice
- Basic Tenets
- Screening and Evaluation
- Intervention
- Management of OT Services
- Communication and Professional Behavior

Student Evaluation of the Fieldwork Experience (SEFWE)

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to students who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Sections outlined with thick black double borders are designed to be customized by your program as needed. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.

Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site _____ Site Code _____

Address _____

Placement Dates: from _____ to _____

Order of Placement: ☐ First ☐ Second ☐ Third ☐ Fourth

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

Public transportation in the area:

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

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

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

FW Educator's Name and credentials *(Please Print)*

ORIENTATION

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	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA—Standard precautions							
16. Community resources for service recipients							
17. Department model of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD

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	

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

Condition/Problem	Number

OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations 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	EDUCATIONAL				
	Yes	No	MANY	VALUE				
1. Client/patient screening				1	2	3	4	5
2. 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
3. Written treatment/care plans				1	2	3	4	5
4. Discharge summary				1	2	3	4	5

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

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				

1.				
2.				
3.				
4.				
Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				
3.				
4.				

THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

	Never	Rarely	Occasionally	Frequently
Model of Human Occupation				
Occupational Adaptation				
Ecology of Human Performance				
Person–Environment–Occupation Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopmental Theory				
Sensory Integration				
Behaviorism				
Cognitive Theory				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Other (list)				

FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable ----- 5 = very valuable)

Case study applying the Practice Framework	1	2	3	4	5	N/A
Evidence-based practice presentation:	1	2	3	4	5	N/A
Topic:						
Revision of site-specific fieldwork objectives	1	2	3	4	5	N/A

Program development	1	2	3	4	5	N/A
Topic:						
In-service/presentation	1	2	3	4	5	N/A
Topic:						
Research	1	2	3	4	5	N/A
Topic:						
Other (list)	1	2	3	4	5	

ASPECTS OF THE ENVIRONMENT	1 = Rarely 2 = Occasionally 3 = Frequently 4 = Consistently			
	1	2	3	4
Staff and administration demonstrated cultural sensitivity				
The Practice Framework was integrated into practice				
Student work area/supplies/equipment were adequate				
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides				
Opportunities to network with other professionals				
Opportunities to interact with other OT students				
Opportunities to interact with students from other disciplines				
Staff used a team approach to care				
Opportunities to observe role modeling of therapeutic relationships				
Opportunities to expand knowledge of community resources				
Opportunities to participate in research				
Additional educational opportunities (<i>specify</i>):				
How would you describe the pace of this setting? (circle one)	Slo w	Med	Fast	
Types of documentation used in this setting:				
Ending student caseload expectation: _____ # of clients per week or day				
Ending student productivity expectation: _____ % per day (direct care)				

SUPERVISION

What was the primary model of supervision used? (check one) <input type="checkbox"/> one supervisor : one student <input type="checkbox"/> one supervisor : group of students <input type="checkbox"/> two supervisors : one student <input type="checkbox"/> one supervisor : two students <input type="checkbox"/> distant supervision (primarily off-site) <input type="checkbox"/> three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

Name	Credentials	Frequency	Individual	Group
1.				
2.				
3.				
4.				
5.				

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement					Relevance for Placement				
	Low				High	Low				High
Anatomy and Kinesiology	1	2	3	4	5	1	2	3	4	5
Neurodevelopment	1	2	3	4	5	1	2	3	4	5
Human development	1	2	3	4	5	1	2	3	4	5
Evaluation	1	2	3	4	5	1	2	3	4	5
Intervention planning	1	2	3	4	5	1	2	3	4	5
Interventions (individual, group, activities, methods)	1	2	3	4	5	1	2	3	4	5
Theory	1	2	3	4	5	1	2	3	4	5
Documentation skills	1	2	3	4	5	1	2	3	4	5
Leadership	1	2	3	4	5	1	2	3	4	5
Professional behavior and communication	1	2	3	4	5	1	2	3	4	5
Therapeutic use of self	1	2	3	4	5	1	2	3	4	5
Level I fieldwork	1	2	3	4	5	1	2	3	4	5
Program development	1	2	3	4	5	1	2	3	4	5

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

<input type="checkbox"/> Informatics	<input type="checkbox"/> Occ. as Life Org	<input type="checkbox"/> A & K	<input type="checkbox"/> Foundations	<input type="checkbox"/> Level I FW
<input type="checkbox"/> Pathology	<input type="checkbox"/> Neuro	<input type="checkbox"/> Administration	<input type="checkbox"/> Theory	<input type="checkbox"/> Peds electives
<input type="checkbox"/> Env. Competence	<input type="checkbox"/> Research courses	<input type="checkbox"/> Prog design/eval	<input type="checkbox"/> Consult/collab	<input type="checkbox"/> Older adult elect.
<input type="checkbox"/> Interventions	<input type="checkbox"/> Evaluations	<input type="checkbox"/> Adapting Env	<input type="checkbox"/> Human comp.	<input type="checkbox"/> Community elect.
<input type="checkbox"/> Social Roles	<input type="checkbox"/> History	<input type="checkbox"/> Occupational Sci	<input type="checkbox"/> Other:	

What changes would you recommend in your academic program relative to the needs of **THIS** Level II fieldwork experience?

SUMMARY

	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					

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

What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations:

Study the following intervention methods:

Read up on the following in advance:

Overall, what changes would you recommend in this Level II fieldwork experience?

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

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

FIELDWORK EDUCATOR NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 = Strongly Disagree

2 = Disagree

3 = No opinion

4 = Agree

5 = Strongly agree

1 2 3 4 5

Provided ongoing positive feedback in a timely manner					
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Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					

Frequency of meetings/types of meetings with supervisor (value/frequency):

General comments on supervision:
