



## Master of Occupational Therapy

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# FIELDWORK: STUDENT HANDBOOK

Fieldwork Handbook for OT students  
in the Professional Phase  
Revised Summer 2025

2025

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## FIELDWORK TEAM DIRECTORY and RESOURCES

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SFU MOT Fieldwork Website QR Code:



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## SECTION 1: SFU MOT FIELDWORK EDUCATION OVERVIEW

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The Saint Francis University (SFU) Master of Occupational Therapy (MOT) Fieldwork (FW) Program follows the Mission, Philosophy and Policies of the University and the SFU MOT program (please refer to the SFU MOT Professional Phase Handbook). Our Philosophy states that the best learning environments challenge students to develop their sensorimotor, cognitive, psychosocial, and spiritual dimensions as a context for gaining empathy for the consumers they will serve. Like the consumers they will interact with, occupational therapy students learn and grow best by doing. Therefore, ample experiential opportunities to put knowledge and concepts into action produce the best learning outcomes. Fieldwork education is a crucial aspect of the student's professional preparation and is integrated as a component of the professional phase curriculum design, specifically the Engaged Practitioner thread. This states that the graduate will possess the knowledge, skill, and

approach necessary to collaborate with community partners, interdisciplinary teams, and peers with a spirit of simplicity and joy.

The 2023 Standards for an Accredited Educational Program for the Occupational Therapist adopted by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association indicates that *Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. (C.1.0).*

Occupational Therapy Education separates fieldwork education into two components, Level I and Level II Fieldwork experiences. The three SFU MOT Level I Fieldwork experiences (Level IA, Level IB, and Level IC) take place during Summer I, Fall I, and Spring I of the first year of professional phase. The goal of Level I fieldwork is to *introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. Level I fieldwork should include experiences designed to enrich didactic coursework through direct observation and participation in the occupational therapy process (ACOTE, 2023).*

The two SFU MOT Level II Fieldwork experiences (Level IIA and Level IIB) occur during Fall II and Spring II of the professional phase. *Level II fieldwork aims to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services.* It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings and include an objective addressing the OTPs role in addressing the psychosocial aspects of the client's engagement in occupation (ACOTE, 2023).

## Section 1A: Fieldwork Team – Roles and Responsibilities

The Fieldwork Education team is comprised of the Academic Fieldwork Coordinator (AFWC), Level I Fieldwork Coordinator/Faculty, the Fieldwork Coordinator I Assistant, the Site Clinical Fieldwork Coordinator (CFWC) the Fieldwork Educator (FWEd), and the student. The roles and responsibilities of each team member is as follows:

- ◆ **Academic Fieldwork Coordinator:**

The AFWC is a licensed occupational therapist responsible for the program's compliance with the fieldwork requirements of Standards Section C.1.0 (A.2.4.).

1. Oversees all Saint Francis University Fieldwork Related Program Standards, Objectives, Coursework, and Student Requirements.
2. Ensures all fieldwork related ACOTE C standards are implemented and met, including content, processes, data collection, and maintenance of all documentation.
3. Initiates, develops, and ensures completion of a written agreement (Memorandum of Understanding (MOU)/Affiliation Agreement with new and existing sites.
4. Ensures all site paperwork is up to date prior to Level I and Level II Fieldwork experiences.
5. Establishes and maintains the necessary communication between the fieldwork site and Saint Francis University.

6. Serves as a resource to the fieldwork educator, site, and student to ensure the behavioral objectives reflect the nature of the fieldwork.
7. Maintains and ensures the students have current information on each fieldwork placement within the fieldwork management platform.
8. Communicates and coordinates medical clinics with student health and students to ensure health information is up to date and meets requirements of Saint Francis University and the fieldwork site.
9. Coordinates all required trainings and clearances with students, including but not limited to the required American Heart Association CPR training and background clearances.
10. Orients all students to the purpose and to the procedures of fieldwork education.
11. Advises students regarding fieldwork placement planning.
12. Assigns all eligible students to Fieldwork experiences, including the Level IA, Level IB, Level IC Fieldwork experiences and the Level IIA and Level IIB 12-week Fieldwork experiences.
13. Reassigns students to other Fieldwork experiences as deemed necessary.
14. Ensures all students have access to all site requirements and onboarding procedures necessary for all Fieldwork experiences.
15. Provides information to the fieldwork site per requirements prior to the SFU MOT student's arrival.
16. Verifies that the Fieldwork experiences promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities.
17. Confirms that the FWEd meets the standards for serving as a FWEd and has a valid occupational therapy license before Fieldwork experiences begin.
18. Communicates with students while they attend fieldwork through Canvas coursework, email, phone calls, and online meetings as needed.
19. Ensures students receive proper assessment and supervision during the fieldwork experience.
20. Serves as a liaison between the SFU MOT program and fieldwork sites throughout the students' Fieldwork experiences. Provides help in teaching strategies, sharing resources and information about continuing education opportunities, and performing online and/or on-site visits.
21. Enters all fieldwork course work grades and final fieldwork evaluation scores.
22. Responsible for recording fieldwork metrics for the program's annual report.
23. Completes scholarly activity and serves the university and the surrounding communities.
24. Collaborates with the student and the fieldwork site to facilitate formal accommodations.
25. Responsible for developing Student Success Plan/Learning Contracts and/or remediation course work to assist with student fieldwork related concerns.
26. Manages the Fieldwork budget to ensure fiscal responsibility

◆ **Full Time Faculty Assigned to Level I Fieldwork Coordination:**

The faculty assigned to assist the AFWC in the management of the Level I fieldwork education program is an occupational therapist whose responsibilities may include but are not limited:

1. Assists, oversees, and manages the Level IA, Level IB, and Level IC Fieldwork experiences.
2. Assists in ensuring the Level I Fieldwork experiences meet the Saint Francis University Fieldwork Related Program Standards, Objectives, Coursework, and Student requirements.
3. Initiates, develops, and ensures completion of the Memorandum of Understanding (MOU)/Affiliation Agreement with the Level I fieldwork sites.
4. Obtains Level I Fieldwork sites for all experiences.
5. Ensures the site and Fieldwork educator are aware of the SFU MOT Curriculum design, fieldwork objectives, and their ability to support the Fieldwork experience
6. Communicates with each site to ensure compliance with all site requirements
7. Ensures all students have access to all site requirements and onboarding procedures necessary for Level I Fieldwork experiences.

8. Acts as the point of contact for student/site during Level I FW experience
9. Completes all FW grading and follow up
10. Assists with all facets of the Level I Fieldwork process, collaborates with the AFWC and Fieldwork Coordinator I

◆ **Fieldwork Coordinator I Assistant:**

The FW Coordinator I Assistant is a SFU MOT program team member assigned to support the AFWC and FW team in all Fieldwork related assignments. Tasks may include but are not limited to:

1. Responsible for managing all fieldwork files, ensuring all site files include a written agreement, Behavioral Objectives, AOTA Fieldwork Data form, Student Evaluation of the Fieldwork experience (SEFWE), Student Evaluation of the Fieldwork Educator (SEFWEd) and any pertinent site requirements or paperwork.
2. Assists in ensuring the completion of the written agreements with new and existing sites.
3. Prepares and sends the student packet and information to the fieldwork site and student prior to the start of the Level I and Level II Fieldwork experiences.
4. Assists in communicating with student health and students to ensure health information is up to date and meets requirements of Saint Francis University and the fieldwork site.
5. Assists with coordinating all required trainings and clearances with students, including but not limited to the required American Heart Association CPR training and background clearances.
6. Prepares site information for the Level I Fieldwork lottery and assists in the Level I and Level II lotteries.
7. Ensures all students have access to all site information on the fieldwork management platform.
8. Prepares and sends the PDU certificates at the end of each fieldwork to the FWEd.
9. Communicates with students through Canvas coursework and email as needed.
10. Gathers the fieldwork metrics for the program's annual report.
11. Assists in fieldwork budget responsibilities.
12. Attends and assists in fieldwork meetings.
13. Assists in all fieldwork awards and graduation requirements.
14. Performs other duties as assigned and in collaboration with the AFWC and the Level I Fieldwork Coordinator.

◆ **Clinical Fieldwork Coordinator (CFWC) or Clinical Student Coordinator:**

Is the manager of the fieldwork program at the facility/agency. The CFWC coordinates the processing of fieldwork related documents and procedures including contracts, fieldwork data form, site objectives, student manuals and orientation, and assignment of fieldwork supervisors. The CFWC provides agency oversight of all fieldwork-related activities to ensure that supervision provides protection of consumers and facilitates development of the fieldwork student/clinician in collaboration with the fieldwork supervisor and AFWC.

◆ **Fieldwork Educator:**

Is responsible for the students' learning and application during the fieldwork experience. This individual is, typically, a clinician, who works collaboratively with the program and is informed of the curriculum and fieldwork program design. This individual supports the fieldwork experience, serves as a role model, and holds the requisite qualifications to provide the student with the opportunity to carry out professional responsibilities during the experiential portion of their education (ACOTE, 2018). The Fieldwork educator's direct supervision is recognized as professional development activity by the National Board for Certification in Occupational Therapy (NBCOT).

- The **Level I Fieldwork Educator** introduces the students to the application of knowledge to practice and assists in developing an understanding of the client's needs. The Level I FWEd can be, but is not limited to, a currently licensed or otherwise regulated occupational therapist or

occupational therapy assistant, psychologist, physician assistant, teachers, social workers, physicians, speech language pathologists, nurse, and/or physical therapist (C.1.10.).

- The **Level II Fieldwork Educator** assists the student to develop a competent, entry-level, generalist occupational therapist. The FWEd is a currently licensed or otherwise regulated occupational therapist with a minimum of one year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II Fieldwork. The FWEd must be adequately prepared and may be engaged by the fieldwork site or by the educational program (C.1.13.). The safety and qualified care for the clients/patients of the site is the utmost importance and takes precedence over supervision of fieldwork students. The FWEd responsibilities are included but not limited to:

1. Direct day-to-day supervision of the fieldwork student.
2. Provide orientation and departmental policies and procedures to the fieldwork student.
3. Direct instruction and guidance in the occupational therapy process used within the fieldwork site.
4. Assign clients and caseloads to the student.
5. Supervise the students' provision of occupational therapy services including documentation, billing, and team/caregiver meetings.
6. Assessment of the students' skills and knowledge and relaying this information during regular performance review meetings, the mid-term evaluation, and final evaluation.
7. Identify the required final score on the Fieldwork Performance Evaluation to determine entry-level competence and passing of the Level II Fieldwork experience.
8. Communicate the student's progress and evaluation results to the student and AFWC, at midterm, final, and at any time concerns regarding the student's progress towards objectives arises.
9. Foster professional reasoning and reflective practice, transmits the values and beliefs that enable ethical practice, and develops professionalism and competence in career responsibilities (C.1.0.).
10. Ensure that supervision is direct and then decreases to less direct as appropriate for the setting, the clients, and the ability of the student to support progression towards entry-level competence.

◆ **Student:**

The students are responsible for compliance with University and Fieldwork Site requirements. They must collaborate with the AFWC to ensure all requirements are met. The student responsibilities include but are not limited to:

1. Addressing emails, announcements, and Canvas site, daily.
2. Completing and uploading paperwork and clearances for Fieldwork experiences as instructed by the AFWC.
3. Completing all medical requirements and uploading information to the student health portal promptly. (see [\*SFU MOT Fieldwork Website - for Student Health Medical Requirements\*](#))
4. Contacting the assigned Fieldwork site/FWEd for the Level I and Level II Fieldwork experiences four-six weeks prior to start date to confirm dates, time, and location.
5. Ensure all site-specific requirements are met prior to the first day of Level I and Level II Fieldwork experiences.
6. Comply with all SFU MOT Program and fieldwork site policies and procedures.
7. Comply with provisions of Health Insurance Portability and Accountability Act of 1996 (HIPAA)
8. Updating accommodations required for the Level I and Level II fieldwork through the Center for Academic Success (CAS).
9. Be able to show proof of medical results/vaccinations/immunizations, CPR certification, Onboarding documents/certifications, Clearances, Medical Insurance, and site-specific documents prior to and on the first day of fieldwork.



10. Promptly notifying the FWEd and AFWC of any absences (See the section regarding Attendance/Absenteeism Policy).
11. Conducting self in a professional manner.
12. Completing all Fieldwork related duties and assignments prescribed by the FWEd or AFWC within the specified timeframe (refer to fieldwork assignment log and Canvas for coursework requirements).
13. Participating in the midterm review and final fieldwork evaluation.
14. Receives, reflects, and acts on constructive feedback from the FWEd.
15. Completing the Student Evaluation of the Fieldwork experience and the Student Evaluation of the Fieldwork Educator.
16. Communicating with the AFWC if any concerns or issues arise. The AFWC may determine if a meeting between the student, FWEd, and AFWC is warranted to assist with recommendations for resolution.

## Section 1B: Level I and Level II FW Progression & Requirements

<b>Prior to Summer I</b>
Attend the overview of the Level I Fieldwork experience (JULY) and Requirements
Begin the Medical and Background clearance Requirement - (see the <a href="#">SFU MOT Fieldwork Website</a> requirements and prices)
Sign up for Titers Clinic at Student Health
Sign up for 2-step PPD Clinic
Obtain a yearly Physical Exam (if going to PCP you must have them complete the Saint Francis Form)
Upload all Medical forms to your Student Health Portal, including COVID vaccination/Boosters
Attend the Camp Discussion Class in OT302 with 4 <sup>th</sup> year OT students if unable – schedule a meeting with AFWC
Attend Level IA Fieldwork Lottery – Camps – bring credit card as you will also be applying for all required clearances, including PA child abuse, PA Criminal Background, FBI Fingerprinting and National Background Clearance
Upload all Clearances to OT302
Begin onboarding for Level IA Fieldwork experiences
<b>Summer I: OT 413 Level IA Fieldwork</b>
Attend an overview of the Occupational Therapy Program Student Fieldwork Manual and complete knowledge check
Become CPR Certified through the American Heart Association – Set up through the SFU MOT Department for the beginning of Summer I
Complete Clinical ID
Complete the Mandated Reporter Training – per faculty instruction
Provide proof of Medical Insurance
Provide proof of PA Background Clearance
Provide proof of FBI Fingerprinting Clearance
Provide proof of Child Abuse Clearance
Upload all Medical Information to your student health portal and receive clearance from student health (see <a href="#">SFU MOT Fieldwork Website</a> )
Complete all required assignments on the Syllabi and upload to Canvas, Including AOTA Personal Data Form and Resume, Level I Student Clinical Agreement, Student Evaluation of Fieldwork experience (SEFWE) ( <i>all Level I forms can be found on <a href="#">SFU MOT Fieldwork Website</a></i> )



Achieve a passing grade ( $\geq 36/50$ ) on each Level I Fieldwork evaluation
<b>Fall I: OT 513 Level IB Fieldwork</b>
Provide proof of receiving an annual Influenza Vaccination – Flu season begins August 1 <sup>st</sup> must be completed by October 1 <sup>st</sup>
Complete all site onboarding requirements
Complete all required assignments on the syllabi and upload to Canvas - Including AOTA Personal Data Form and Resume, Level I Student Clinical Agreement, Student Evaluation of Fieldwork experience (SEFWE)
Complete Urine drug screening (10 panel or otherwise specified) per Level IB site requirements
Achieve a passing grade ( $\geq 36/50$ ) on each Level I Fieldwork evaluation
<b>Spring I: OT 522 Level IC Fieldwork</b>
Complete all required assignments on the syllabi and upload to Canvas - Including AOTA Personal Data Form and Resume, Student Evaluation of Fieldwork experience (SEFWE)
Complete Urine drug screening (10 panel or otherwise specified) per Level IC site requirements
In April of Spring I: Begin Annual Medical and Background clearance Requirements – including PA Background check, FBI Clearance, and Child Abuse Clearance
Achieve a passing grade ( $\geq 36/50$ ) on each Level I Fieldwork evaluation
<b>Summer II: OT 603 Advanced Fieldwork Prep</b>
Upload all Medical information to your student health portal and receive clearance from student health (see C)
Complete all required assignments on the syllabi and upload to Canvas, Including AOTA Personal Data Form and Resume, Level IIA Student Clinical Agreement, Student Evaluation of Fieldwork experience (SEFWE) ( <i>all Level II forms can be found on <a href="#">SFU MOT Fieldwork Website</a></i> )
Complete all site onboarding requirements
Complete Urine drug screening (10 panel or otherwise specified) per Level IIA site requirements
<b>Fall II: OT 605 Level IIA Fieldwork</b>
Provide proof of receiving an annual Influenza Vaccination – Flu season begins August 1 <sup>st</sup> and must be completed by October 1 <sup>st</sup> .
Complete all required assignments on the syllabi and upload to Canvas, Including AOTA Personal Data Form and Resume, Level I Student Clinical Agreement, Student Evaluation of Fieldwork experience (SEFWE)
Complete Urine drug screening (10 panel or otherwise specified) per Level IIA site requirements
Achieve a 74 or higher at midterm on the AOTA Fieldwork Performance Evaluation (FWPE)
Achieve a 111 or higher - AND - achieve a three or above on questions 1, 2, and 3 on the Fieldwork Performance Evaluation at Final.
Complete all Level IIB site onboarding requirements
<b>Spring II: OT 607 Level IIB Fieldwork</b>
Complete all required assignments on the syllabi and upload to Canvas
Achieve a 74 or higher at midterm on the AOTA Fieldwork Performance Evaluation (FWPE)
Achieve a 111 or higher - AND - achieve a three or above on questions 1, 2, and 3 on the Fieldwork Performance Evaluation at Final.

## Section 1C: General Fieldwork Policies

### Communication:

A successful fieldwork experience hinges on open communication between the student, the FWEd, and the AFWC. To ensure this, all parties should adhere to the following guidelines:

- **Immediate Addressing of Concerns:** If any issues arise during the fieldwork experience, the student and the FWEd should address them promptly. The AFWC should be informed by both the student and

FWEd about any concerns that might impact the student's successful completion of the fieldwork. This allows the AFWC to provide guidance on how to proceed.

- **AFWC Support:** The AFWC is available to assist both the student and the FWEd, either individually or together, to discuss issues, suggest alternative communication techniques, and develop solutions. These meetings may be directly on-site or virtually.
- **Initial Problem Solving:** If the student or FWEd contacts the AFWC before attempting to resolve the issue with the other party, the AFWC will actively listen and then direct them back to the other party with suggestions for problem solving and strategies to employ.
- **Professional Communication:** While on fieldwork, students should strive to establish open lines of communication with their FWEd. If the students have questions or concerns which the FWEd are unable to address, the student should contact the AFWC.

### **Dress Code:**

The student is required to abide by the dress code of the facility in which they are completing their fieldwork experience. Saint Francis University accepts the fieldwork sites' dress code policies. Saint Francis University expects the students to present themselves in a professional and courteous manner.

Throughout the fieldwork experience, the students must always display the Saint Francis University name tag or hospital ID badge at chest level or above, unless otherwise stated by the facility. The student must be neatly groomed and wear clean casual/professional attire, no dresses or skirts are permitted. The clothing must be correctly sized, wrinkle free, and in good repair. The student will not wear t-shirts with or without slogans, sleeveless shirts (unless covered by a jacket), tank tops, halter tops, shirts not covering the abdominal region or lower back area (when bending over), sweatshirts, jeans, sweatpants, leggings, shorts, hats, high-heeled shoes, or open-toes shoes.

Jewelry and other accessories must be conservative and not interfere with the performance of job duties or pose a safety hazard. No jewelry is to dangle into the client care space or hang over the client in the delivery of care. Visible body piercings, including tongue, eyebrows, and nose, are not permitted. Tattoos must be completely covered by clothing or other means.

Excellent personal hygiene is expected of all, including keeping hair, facial hair, and nails well groomed. Perfume and cologne are not permitted. Nail designs and colors must be moderate. Extremes in hairstyle and color are not acceptable. When caring for clients, hair must be pulled away from the face and not hang into the client's care area. Hosiery or socks are to be worn at all times. Use of chewing tobacco or gum is not permitted at any time in the presence of clients, visitors, physicians, guests, or while on the telephone. Footwear for clinical areas must be appropriate for the work area, clean sneakers may be acceptable; however, clarify this with the fieldwork site prior to your fieldwork experience.

### **Smoking:**

The student must comply with the smoking policy of the fieldwork setting.

### **Cell Phone:**

Students are not permitted to carry cell phones for personal use while on fieldwork. It is suggested that cell phones be kept in students' lockers or cars during fieldwork.

### **Absenteeism:**

At the graduate level, our program places a strong emphasis on in-person participation, as it is essential for the collaborative and interactive nature of the SFU MOT coursework which assists in transitioning to the Fieldwork experiences and eventually to becoming an occupational therapy practitioner. Therefore, it is expected that all students will attend each day of the fieldwork experience. If the student is unwell and unable to attend

fieldwork, it is their responsibility to obtain a medical excuse on the first day of symptoms. A copy of this document should be uploaded to Canvas after reaching out to both the Fieldwork Educator and the SFU MOT Academic Fieldwork Coordinator. Please see specific information below.

- ♦ **Level I fieldwork** – The SFU MOT student is **not permitted** to miss a day of Level I fieldwork. If an extenuating circumstance occurs, (i.e., excused medical emergency, traveler's advisory for local highways), the student must notify the Fieldwork Educator (FWEd) and the Academic Fieldwork Coordinator (AFWC) immediately. If the student does miss a day(s) of fieldwork, the student must reschedule the missed time.
- ♦ **Level II fieldwork** - The SFU MOT student is **not permitted** to miss a day of Level II Fieldwork. **No vacation time** will be allotted during the Level II Fieldwork experience. If an extenuating circumstance or absence due to sickness does occur, the student must follow the protocol for obtaining a medical excuse and notify the FWEd and the AFWC immediately. The student must notify the AFWC via email. The student must call the FWEd and speak directly to them, a voicemail or a message left with another therapist is not allowed. If a student does accrue an absence during the fieldwork experience, due to an extenuating circumstance or sickness, the days must be made up and must be rescheduled prior to the end of the FW. These days may be made up over weekends or added to the original end date. You must notify the AFWC once make-up days are scheduled.

### **Holidays:**

During the fieldwork, the student must follow the holiday schedule established by that site and *NOT* the holiday schedule of Saint Francis University.

### **Late Assignments:**

Assignments are expected to be turned in on time. An assignment is considered late when not turned in by the date and time specified. If an assignment is not received by the date and time specified, the student will receive 0 POINTS for that assignment and professionalism points will be taken off. If there is an extenuating circumstance for a missed assignment, the student must contact the AFWC, via email within 24 hours of assignment deadline for reconsideration. If handed in, the student will have 1 point subtracted from the final grade for each day it was late. The AFWC, along with the OT faculty, will reserve the right to grant or deny acceptance of a late assignment. If granted, the student may be allowed to earn up to the lowest "C" on the assignment or have 1 point subtracted from the final grade for each day it was late.

### **Social Networking:**

Avoid posting or photos on any social media site about your FW experience. Name(s) of FWEd, comments, criticism about sites, or information about what is happening at sites are not appropriate on Facebook, Twitter, or other public social media sites.

Do not ask your FWEd to "friend" you while on fieldwork; this puts everyone in an awkward position with personal information. It is a HIPAA violation if you mention enough information about a client that the client is identified. The consequences for violations are severe. Consider what you post on any social networking site. Many potential employers go to these sites and often determine if they are interested in having you as an employee. Consider Googling your name to discover what is in cyberspace others can see. Use official SFU e-mail address for all professional correspondence needed via e-mail for all fieldwork related issues. Please refer to the Social Network Policy of the Professional Phase handbook for additional social networking policies.

### **Certificate Of Liability Insurance:**

Saint Francis University purchases and carries a certificate of liability insurance on each occupational therapy student through Arthur J. Gallagher Risk Management Services, Inc. of \$1,000,000 per occurrence and \$3,000,000 aggregate. This coverage allows the student to participate in Level I and Level II fieldwork. SFU will provide verification of liability insurance to the fieldwork site each time a student is placed at Level I or Level II fieldwork. A copy of the certificate of liability is kept on file in the occupational therapy office. Some

fieldwork sites may require additional liability insurance, if so, Saint Francis University will obtain a certificate of insurance for the required amount for that specific site.

### **Other Forms and Paperwork:**

The student is responsible for confirming that all forms are complete and turned in, according to the assignment dates. This include, but are not limited to:

- ✓ AOTA Personal Data Form
- ✓ Resume
- ✓ Child Abuse Clearance
- ✓ Criminal Background Clearance
- ✓ FBI Fingerprinting Clearance
- ✓ Medical Insurance card
- ✓ American Heart Association CPR certification card
- ✓ All Medical Requirements must be uploaded to the Student Health Portal.
- ✓ Level I or Level II Student Fieldwork Confirmation and Agreement
- ✓ Fieldwork Site Onboarding/Application, if applicable
- ✓ Additional forms as requested

Once the student is placed at a fieldwork site or receives notification of placement, it is the student's responsibility to review the facility's AOTA Fieldwork Data Form, Behavioral Objectives, the MOU/AA, and complete all necessary site-specific prerequisites (i.e., urine drug screening, site specific on-line training sessions, vaccination requirements etc.)

The AFWC department will send the site the student's AOTA Personal Data Sheet, Resume, Child Abuse Clearance, Criminal Background Clearance, FBI Fingerprinting, Medical Insurance card, CPR certification card, Behavioral Objectives, SFU Curriculum Design, Level I or Level II Performance Evaluation, and other pertinent paperwork.

**The student is responsible for overseeing the proper forms are completed, and clearances received prior to fieldwork. If prerequisites are *NOT* completed, that student is not permitted to begin fieldwork.**

### **Student Responsibilities in the event of an Arrest Conviction for violation of the Law:**

As aspiring professionals, SFU MOT students are expected to uphold the highest standards of civic responsibility and professional conduct. They must comply with all federal, state, and local laws, adhere to the Occupational Therapy Code of Ethics, and Standards of Practice, and follow all university and departmental policies, regulations, and standards.

Violations of these laws or standards can jeopardize a student's ability to participate in fieldwork, sit for the NBCOT exam, and obtain licensure in various states. If a student is arrested, charged with a crime (misdemeanor or felony), convicted of a crime, or charged with violating any standard, policy, or code of conduct, they must notify the AFWC immediately and schedule a meeting to discuss the implications and necessary actions. The student may be required to undergo another background check and submit documentation related to the violation and/or background check to potential fieldwork placements.

Examples of legal offenses include:

- Arrest/conviction for driving under the influence
- Arrest/conviction for possession of illegal drugs/substances

### **Request for Level I or Level II Fieldwork Termination:**

Level I or Level II Fieldwork experience may be terminated for various reasons and are based on the individual's situation and situations that are beyond the student's control. This is decided by the AFWC, student, site, and SFU MOT faculty. The student will be required to produce a formal request for the fieldwork

termination and send it to the Department Chair and AFWC. These situations may include but are not limited to:

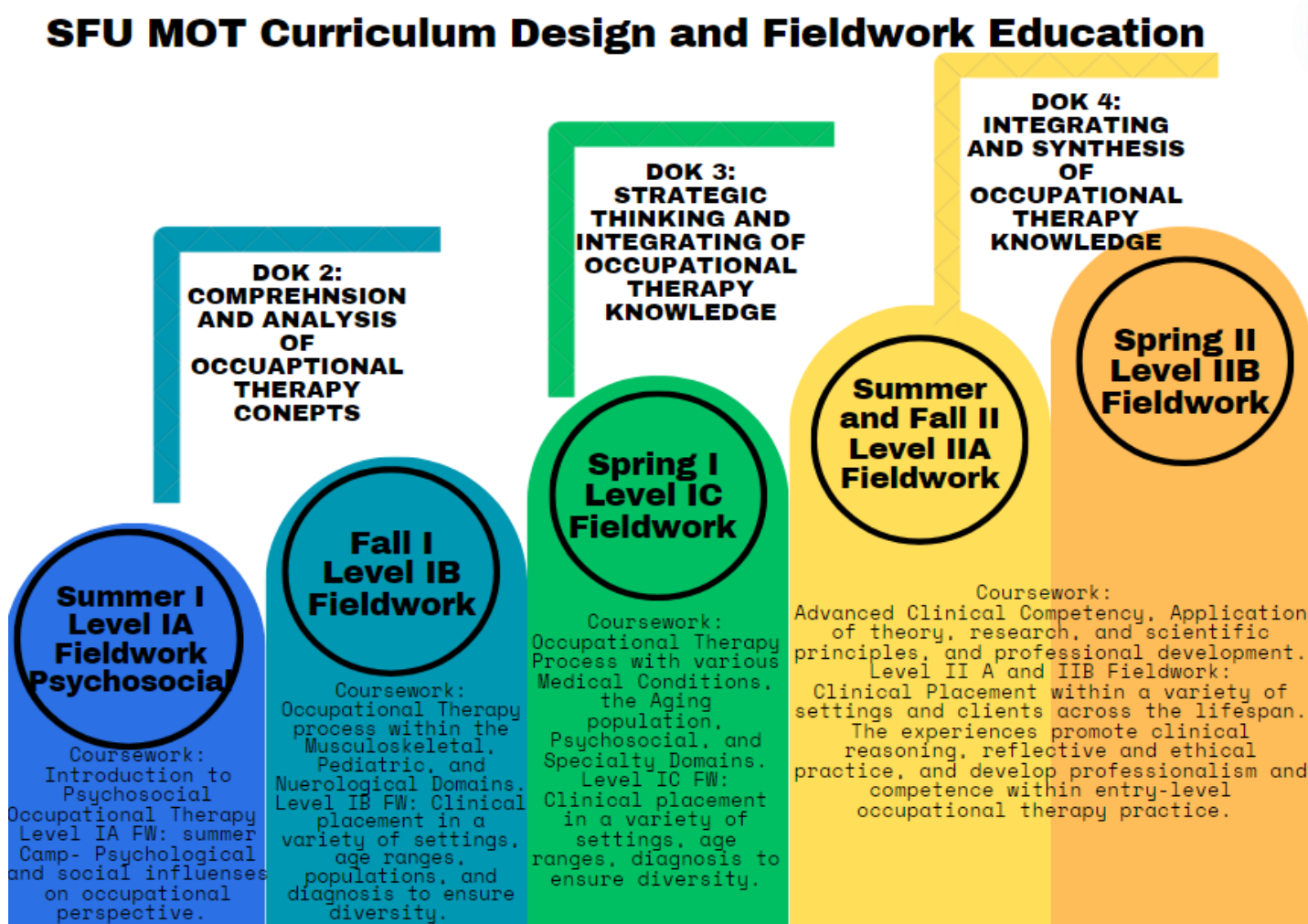
- ◆ Extended illness of the student or family member the student cares for
- ◆ Personal or Family Hardship
- ◆ Natural Disaster
- ◆ FWEd is no longer available, and the site does not have a replacement
- ◆ Facility closing unexpectedly

The above situations result in a CN grade for that experience. A new fieldwork experience will be sought out. This may delay graduation.

## SECTION 2: SFU MOT CURRICULUM DESIGN & FIELDWORK PROGRAM

Fieldwork Education is a crucial aspect of the student's professional preparation and reflects the sequence and scope of content in the professional phase curriculum design (C.1.1.). Utilizing Webb's Depth of Knowledge framework, the Summer I and Fall I curriculum emphasizes the comprehension and analysis of occupational therapy knowledge. The coursework and the Level IA and IB Fieldwork experiences include engagement of mental processing beyond recalling, reproducing, or locating an answer; it requires students to compare or differentiate, apply multiple concepts when responding, classify or sort items into meaningful categories, describe or explain relationships such as cause and effect, characterize relationships, and provide and explain examples and non-examples.

The Spring I and Summer II curriculum design progresses to the strategic thinking and integration of occupational therapy knowledge and skills. The coursework and the Level IC Fieldwork experience include the use of planning, reasoning, and higher order thinking processes, such as analysis and evaluation to solve real-world problems or explore questions with multiple possible outcomes. The Fall II and Spring II curriculum design progresses to extending thinking or integration and synthesis of occupational therapy knowledge. The coursework and Level IIA and Level IIB Fieldwork experiences include extended and integrated use of higher order thinking processes such as critical and creative-productive thinking, reflection, and adjustment of plans over time. Students are engaged in conducting multi-faceted investigations to solve real-world problems with unpredictable solutions.





The AFWC ensures that fieldwork experiences reflect the sequence and scope of content in the curriculum design (C.1.1). Upon confirmation of a fieldwork experience, the AFWC requests and reviews the written agreements (Memorandum of Understanding (MOU)/Affiliation Agreements (AA)), AOTA Fieldwork Site Data Form, Behavioral Objectives, site-specific objectives, and past student evaluations (SEFWE and SEFWEd) for the site. The site receives the SFU MOT Curriculum Design via a confirmation letter, informational packet, and provision of resources and access to the SFU MOT Fieldwork Website.

Additionally, fieldwork student's complete assignments reflecting on the sequence and scope of content of the SFU MOT curriculum design and how fieldwork strengthens the ties between didactic coursework and fieldwork education. The AFWC monitors Student Evaluation Fieldwork experience (SEFWE) forms, the student fieldwork assignments, performs site visits, and maintains communication via email, virtual meetings, or phone calls with students and fieldwork educators during fieldwork. This feedback is documented and shared with the faculty at the end of each semester to enhance collaboration and strengthen the connection between coursework and the fieldwork experience. (C.1.1.).

Finally, the SFU MOT Department completes an annual program evaluation with items related to the student's fieldwork sites and experiences as another mechanism to ensure fieldwork experiences are implemented and effective (C.1.0.).



## Master of Occupational Therapy

### Curriculum Design – Professional Phase

(effective Summer 2023)

SUMMER I			FALL I			SPRING I		
OT404	Foundations of OT	2	OT505	Therapeutic Interventions & Activity Analysis in OT	1	OT514	Medical Conditions in OT	2
OT405	Intro to Healthcare Concepts	1	OT506	Intro to Health Promotion, Planning, & Programing	1	OT515	Managerial Concepts in OT	2
OT406	Intro to Professionalism in OT	1	OT507	Leadership, Ethics, & Advocacy Concepts in OT	1	OT516	Aging, Health, & Occupation	2
OT407/L	Intro to Pediatric OT + Lab	2	OT508/L	OT Process in Pediatric Conditions + Lab	4	OT517/L	OT Process in Mental Health Conditions & Psychosocial Wellbeing	4
OT408/L	Intro to Musculoskeletal OT + Lab	2	OT509/L	OT Process in Neurorehabilitation + Lab	4	OT518/L	Scholarship & Evidence-based Practice: Phase II	2
OT409/L	Intro to Neurological OT + Lab	2	OT510/L	OT Process in Musculoskeletal Conditions + Lab	4	OT519	Special Topics in OT I	2
OT410/L	Intro to Psychosocial OT + Lab	2	OT511	Innovative Approaches in OT	1	OT520	Special Topics in OT II	2
OT411	Scholarship & Evidence-based Practice: Phase I	1	OT512	Professionalism: Clinical Reasoning & Competence in OT	1	OT521	Professionalism: Inter/Intra Professional Perspectives	1
OT412	Intro to Clinical Competency	1	OT513	Fieldwork Level I B Experience	1	OT522	Fieldwork Level I C Experience	1
OT413	Fieldwork Level I A Experience (CORE Applied Learning)	1						
	TOTAL CREDITS:	15		TOTAL CREDITS:	18		TOTAL CREDITS:	18
Bachelor of Science in Health Science								
SUMMER II			FALL II			SPRING II		
OT601	Scholarship & Evidence-based Practice: Phase III	2	OT604	Professional Development I	2	OT606	Professional Development II	2
OT602	Occupational Therapy Essentials for Clinical Competency	5	OT605	Fieldwork Level II A Experience	6	OT607	Fieldwork Level II B Experience	6
OT603	Advanced Fieldwork Seminar	1	Elective	Professional Elective	3	Elective	Professional Elective	3
	TOTAL CREDITS:	8		TOTAL CREDITS:	11		TOTAL CREDITS:	11
Master of Occupational Therapy								



## SECTION 3: LEVEL I FIELDWORK OVERVIEW

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The goal of Level SFU MOT student must successfully complete a Level I Fieldwork experience in each of the Summer I, Fall I, and Spring I semesters. These experiences are developed by the SFU MOT fieldwork program and faculty as a component of the curriculum design. The Level I fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities” (ACOTE, 2023, p. 36). They support a student’s development toward becoming an entry-level practitioner, provide opportunities for developing professional behaviors and include an objective with a focus on the occupational therapy practitioner’s role in addressing the psychosocial aspects of the client’s engagement in occupation (C.1.3.). Supervision during the Level I Fieldwork experiences can be provided by but are not limited to currently licensed, or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists (C.1.10.). Each Level I fieldwork student and experience have the same learning activities, objectives, assignments, and outcome measures. These are reviewed with the student and fieldwork site before beginning the rotation. Level I fieldwork is not substituted for any part of Level II fieldwork (C.1.11.).

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

◆ **Summer I: OT 413: Level IA Fieldwork experience: (Psychosocial)**

**OT 413: Level IA Fieldwork experience** occurs after Summer I on-campus coursework. It involves established and continually developed partnerships with summer camps throughout Pennsylvania and surrounding communities. These camps serve various age ranges, populations, and physical/psychosocial diagnoses. The Level IA Fieldwork *addresses the role of the OTP in addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations (C.1.6)*. It is integrated within the curriculum design and is the culmination of the Summer I coursework which includes - OT 410/L: Introduction to Psychosocial Occupational Therapy/Lab. This course links the occupational therapy student’s knowledge of the field of psychology with psychosocial concepts in occupational therapy. It serves as a foundation and preparation for the Level IA fieldwork experience related to the OTPs role in addressing psychosocial aspects of the client’s engagement in occupation. The requirement is a week-long, overnight camp or approved experience deemed appropriate per ACOTE Standards. The dates may occur anytime in July and run through the first week in August.

◆ **Fall I: OT 513 Level IB Fieldwork experience:**

The **Level IB Fieldwork experience** occurs in the Fall I semester of the professional phase, typically the Monday after the Thanksgiving holiday (this is subject to change upon AFWC and site discretion). This experience involves established and developing partnerships with sites throughout the Saint Francis University surrounding communities (within a 60-minute drive). These experiences occur in a variety of settings with a variety of age ranges, populations, and diagnoses to ensure diversity and reflection of the SFU MOT curriculum design (C.1.1.) and includes a psychosocial objective (C.1.3.). This 5-day, full-time, experience involves direct observation and participation in selected aspects of the occupational therapy process. The requirement is a 5-day, full-time experience.

◆ **Spring I: OT 522 Level IC Fieldwork experience:**

The **Level IC Fieldwork experience** occurs in the Spring I semester of the professional phase. (Dates are determined as per the SFU Academic Calendar and site availability). This experience involves established and developing partnerships with sites throughout Saint Francis University surrounding communities (within a 60-minute drive). These experiences occur in a variety of settings with a variety of age ranges, populations, and diagnoses to ensure diversity and reflection of the SFU MOT curriculum design (C.1.1.) and includes a psychosocial objective (C.1.3.). This experience involves direct observation and participation in selected aspects of the occupational therapy process. The requirement is a 5-day, full-time experience.

- ♦ **Alternative – Spring 1: OT 522 Level IC HUGS (Helping Underprivileged by Giving our Service) Fieldwork experience** is an alternative Level IC Fieldwork experience that occurs over the University's scheduled weeklong Spring Break. These experiences occur in a variety of settings with a variety of age ranges, populations, and diagnoses to ensure diversity and reflection of the SFU MOT curriculum design (C.1.1.) and includes a psychosocial objective (C.1.3.). These experiences may include providing care in rural clinics and working with children in a special needs school. The SFU MOT program works with the SFU Office of Study Away to coordinate this experience. The SFU student's fieldwork educator is either SFU MOT faculty or a qualified SFU MOT alumni. Saint Francis University does not have resources to assist students with travel/housing costs associated with fieldwork. Obtaining these resources is the responsibility of the student. The requirement is 5-day, full-time experience.

The student must review and sign a Fieldwork Confirmation Agreement before beginning Level I FW (see [SFU MOT Fieldwork Website](#))

## Section 3A: Level I Student Placement and Site Requirement and Behavioral Objective Agreement Process

The following steps outline the process of placing students in Level I Fieldwork experiences:

- Step 1: Affiliated sites are contacted, and Level I fieldwork placements are requested at the beginning of each semester. The program's curriculum design, fieldwork resources, and fieldwork objectives are provided upon confirming a placement with the site student coordinator. The AFWC requests or reviews the written agreement (MOU/AA,) AOTA Fieldwork Data Form, behavioral objectives. If a written agreement is established with this site but copies of these documents are not available, the AFWC and site coordinator/fieldwork educator develop and agree upon them together. Prior to the onset of the fieldwork experience, the AFWC confirms that the Level I Fieldwork Educators affirm their ability to support the fieldwork experience, are provided with resources to enhance supervision and student well-being. Are adequately prepared to meet the learning needs of the student, and agree upon the behavioral objectives, as stated in the 2023 ACOTE standards. These requirements are confirmed in the fieldwork confirmation letter, fieldwork educator survey, and informational packet (C.1.3, C.1.8., C1.9., C.1.10).
- Step 2: During the semester prior to the professional phase, the upcoming cohort of students are oriented to the fieldwork policies, onboarding process, requirements, objectives, sites, and the student participates in selecting their Summer I Level IA fieldwork experience. During Fall I & Spring I semesters, the AFWC meets with the class and reviews the process, requirements, objectives, and sites, with the students selecting fieldwork sites mid-semester. The site-specific forms are made available to the students in an electronic database format at the beginning of the professional phase of the program. Students are informed of the location of these files during the fieldwork preparation coursework and

placement process as well as the Professional Behavior and Fieldwork Readiness meetings (C.1.2.).

- Step 3: A lottery system ensures a fair selection process for fieldwork sites. The students' names are arranged in alphabetical order into the list organizer on random.org. Once randomized, each student is assigned their number for the lottery. The number assigned to each student is the order they will choose their Fieldwork site.
- Step 4: The student randomly assigned #1 is the first to select a facility for that Level I fieldwork experience. The randomly assigned #2 student selects second, and so on. This process continues until all students are placed. The list of available fieldwork sites is posted on Canvas prior to the selection process for the student to research the site via the fieldwork site database.
- Step 5: Once placed, the AFWC will review the site and university requirements with the student through coursework and individual meetings. The student is responsible for ensuring all of the site-specific requirements are met (i.e., drug testing, site-specific training, vaccinations, etc.). After the review, the student is instructed to contact the FW site/FWE to ensure all prerequisites are completed and the student is set and ready to begin FW. Students are required to complete and sign a Fieldwork Confirmation Agreement prior to each Level I fieldwork experience (C.1.2.).

**Note:** If the student does not attend the scheduled fieldwork placement meeting or contact the AFWC, the student's name shall be placed at the bottom of the list. If the student informs the AFWC, prior to the placement meeting they cannot attend due to an extenuating circumstance, that student needs to formulate a list and rank the Level I fieldwork choices and give it to the AFWC prior to selection day. Students with special accommodations must meet with the Centers for Academic Success to devise the appropriate paperwork four weeks prior to fieldwork. No fieldwork site exchanges are permitted.

## Section 3B: Level I FW Behavioral Objectives & FW Evaluation

Level I Fieldwork Objectives were adopted from a study conducted at University of Wisconsin-Madison. The *\*Ten Generic Abilities* are characteristics or behaviors that are explicitly part of the profession's core of knowledge and technical skills required for success in the profession. An additional objective with a focus on the OTPs role in addressing the psychosocial aspects of the client's engagement in occupation is included (C.1.3).

Upon confirming a Level I placement the fieldwork objectives are shared with the site coordinator and confirmed via a fieldwork confirmation letter, fieldwork educator survey, and student assignments. If any changes are made, they are mutually agreed upon prior to the start of the FW experience.

Level I Fieldwork Objectives:
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<ul style="list-style-type: none"> <li>◆ Demonstrating the skills necessary to complete a Level I FW Experience, including professionalism, day-to-day responsibilities, timely completion of assignments, and appropriate interaction with team members and clients.</li> </ul>
<ul style="list-style-type: none"> <li>◆ Commitment to Learning: Demonstrate the ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.</li> <li>◆ Interpersonal Skills: Interact effectively with patients, families, colleagues, other health care professionals, and the community. Deal effectively with cultural and ethical diversity issues.</li> <li>◆ Communication Skills: Demonstrate the ability to communicate effectively, verbally and in writing, for varied audiences and purposes.</li> <li>◆ Effective Use of Time and Resources: Demonstrate the ability to obtain the maximum benefit from a maximum investment of time and resources.</li> <li>◆ Use of Constructive Feedback: Demonstrate the ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.</li> <li>◆ Problem Solving: Demonstrate the ability to recognize and define problems, analyze data, develop, and implement solutions, and evaluate outcomes.</li> <li>◆ Professionalism: Exhibit appropriate professional conduct and appearance in order to represent the profession effectively.</li> <li>◆ Responsibility: Fulfills commitments and will be accountable for actions and outcomes.</li> <li>◆ Critical Thinking: Demonstrate the ability to question logically: to identify, generate, and evaluate elements of logical arguments; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions and to distinguish the relevant from the irrelevant.</li> <li>◆ Stress Management: Demonstrate the ability to identify sources of stress and to develop effective coping behaviors.</li> </ul> <p>The Ten Generic Abilities were identified through a study conducted at UW-Madison in 1991-92.</p>
<ul style="list-style-type: none"> <li>◆ Mental Health, Behavioral Health, or Psychosocial Factors: Demonstrate ability to effectively identify the role of the OTP in addressing psychosocial aspects of the client's engagement in occupations.</li> </ul>

The AFWC reviews the Level I FW Behavioral Objectives during the fieldwork preparation lecture prior to the beginning of the fieldwork experience. These objectives are housed in the Level I Fieldwork Canvas course and the SFU MOT Fieldwork website (C.1.2). The student is *formally evaluated* by the FWEd while on Level I FW using the agreed-upon Behavioral Objectives and 10 Generic Abilities (C.1.11). The student's fieldwork educator will complete and review the Level I Fieldwork evaluation with the student prior to the end of the fieldwork experience. The Fieldwork Educator and the student will both sign the Level I evaluation, confirming the interview was conducted. The student must obtain a copy of the evaluation and upload it to Canvas.

To successfully pass Level I fieldwork, the student must achieve an overall total score of 36 points and above on the Level I Fieldwork Evaluation. If the student receives above a 36, they will receive a 50/50 for completing the fieldwork experience successfully. The Level I Fieldwork Evaluation is on the [SFU MOT Fieldwork Website](#).

If the student does not receive an overall total score of 36, the student did *NOT* successfully pass Level I fieldwork. Refer to the SFU MOT Professional Phase Progression and Retention Policy for further detail.

## Section 3C: Level I Student Evaluation of the FW Experience (SEFWE)

The student completes the Student Evaluation of Fieldwork experience (SEFWE) after each Level I fieldwork experience. This evaluation serves as a tool to evaluate the educational experience, to strengthen the ties between didactic and fieldwork education, to ensure that the fieldwork sites meet the curriculum design, objectives, goals, and to meet the learning needs of the students. This evaluation is also used as a *mechanism for evaluating the effectiveness of fieldwork supervision* (C.1.8.). (For a copy of the Level I SEFWE see [SFU MOT Fieldwork Website](#))

## Section 3D: Clearance Policy

The student is required to pay for and complete their child abuse clearance, criminal background check, and FBI Fingerprinting clearances prior to beginning Level IA fieldwork. **The student is required to renew these clearances prior to the Level IIA Fieldwork experience.** Some fieldwork sites will require you to complete these clearances again (at your expense) within a certain time frame of beginning your fieldwork. You will be provided with directions prior to Level IA fieldwork in order to obtain these clearances. The timing of certain Level I fieldwork sites (camps) may require you to complete these clearances prior to the start of the Professional Phase. (For a complete breakdown of Fieldwork costs see Appendix A)

## SECTION 4: LEVEL II FIELDWORK OVERVIEW

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The SFU MOT student must successfully *complete a minimum of 24 weeks' full-time Level II Fieldwork* ("full-time" as defined by the FW site) (C.1.12.). The first 12 weeks, Level IIA, occurs in the Fall semester and the Level IIB Fieldwork occurs during the Spring semester for 12-weeks. The Level II fieldwork experience *may be completed on a part-time basis if available and agreed upon by the site and the program. The length of the part-time program must be equivalent in length to a minimum of 24 weeks full-time* (C.1.12.). Level II fieldwork can be completed in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings (C.1.12.).

If a student is interested in completing a Level II fieldwork outside of the United States, he/she must be in good academic standing for the duration of their OT coursework and will additionally (but not limited to) meet the following requirements: provide a written, detailed description of desire and interest in pursuing international fieldwork, formal meeting with OT Faculty, and approval from OT Faculty.

The AFWC will ensure students *attending a Level II fieldwork outside the United States are supervised by an occupational therapist (regardless of title) who graduated from a program accredited by ACOTE, approved by (WFOT), or otherwise regulated in the country in which the students are completing fieldwork. The fieldwork educator must have at least one year of experience in practice prior to the onset of Level II Fieldwork* (C.1.13.).

- ◆ **Fall II: OT 605 Level IIA Fieldwork experience:**

The **Level IIA Fieldwork experience** occurs in the Fall II semester of the professional phase. This course is the first of two 12-week Level II fieldwork learning experiences. This course assists in the development of competent, entry-level, generalist occupational therapists. The student will be exposed to a variety of clients across the lifespan and to a variety of settings. The experience promotes the student's clinical reasoning, reflective and ethical practice, and develops professionalism and competence within professional occupational therapy practice. The dates are tentatively scheduled for mid-August through the beginning of November for 12 weeks. Dates are dependent upon site availability and can begin earlier or later. **Prerequisite:** Successful completion of Summer II coursework and a passing score on the *advanced clinical competency*.

- ◆ **Spring II: OT 607 Level IIB Fieldwork experience:**

The **Level IIB Fieldwork experience** occurs in the Spring II semester of the professional phase. This course is the second of two 12-week Level II fieldwork learning experiences. It assists in the development of competent, entry-level, generalist occupational therapists. The student will be exposed to a variety of clients across the lifespan and to a variety of settings. The experience promotes the student's clinical reasoning, reflective and ethical practice, and develops professionalism and competence within professional occupational therapy practice. The dates are tentatively scheduled for January through March for 12 weeks. Dates are dependent upon site availability and can begin earlier or later. **Prerequisite:** Successful completion of coursework in Fall II.

The student must complete the Level II Student Clinical Agreement prior to Level II FW (see [SFU MOT Fieldwork Website](#))

### Section 4A: Level II FW Placement and Site Requirement Process

The following steps outline the process of placing students in Level II Fieldwork:



Step 1: During Fall I, the AFWC meets with the cohort to review the Level II Fieldwork experiences and placement process. The student then completes the Level II Fieldwork Placement Form ([SFU MOT Fieldwork Website](#)). This form lists four sites where the student prefers to complete their Level IIA & Level IIB fieldwork experiences. The student is instructed to review the existing sites via the electronic database site folder and/or review new sites via the internet. The sites selected do NOT have to be a site that Saint Francis University has an established written agreement.

If a student chooses one site to complete a six (6) month Level II experience, that site must be reflective of more than one practice area. The student's fieldwork list must expose them to a variety of clients across the life span and to a variety of settings.

Step 2: A Level II fieldwork placement lottery drawing is conducted via an online randomizer. A lottery system is utilized to ensure a fair selection process for fieldwork sites. The students' names are put in alphabetical order into the list organizer on random.org. Once randomized, each student is assigned their number for the lottery pick.

The goal is to place the student in Fieldwork IIA first; however, if the site listed on the student's form does not have availability in the fall but does have availability in the spring that student is placed in Fieldwork IIB before Fieldwork IIA.

Step 3: The AFWC contacts the FW sites and requests a fieldwork placement. If confirmed the AFWC follows the processes to ensure all site requirements and fieldwork standards are met. The program's curriculum design, fieldwork resources, and fieldwork objectives are provided upon confirming a placement with the site student coordinator. The AFWC requests or reviews the written agreement, AOTA Fieldwork Data Form, behavioral objectives, and site-specific objectives for fieldwork experiences. The AFWC collaborates with the site to establish new fieldwork objectives. If a written agreement is established with this site but copies of these documents are not available, the AFWC and site coordinator/fieldwork educator develop and agree upon them together. Prior to the onset of the fieldwork experience, the AFWC confirms the Level II Fieldwork Educators are adequately prepared, are provided with resources to enhance supervision and student well-being, currently licensed or otherwise regulated occupational therapy, and has a minimum of 1 full-time (or its equivalent) of practice experience to meet the learning needs of the student, as stated in the 2023 ACOTE standards. These requirements are confirmed in the fieldwork confirmation letter, fieldwork educator survey, and informational packet (C.1.3, C.1.8, C.1.9, C.1.13.).

Step 4: Some sites require a student interview before FW placement. If the site requires an interview, the student arranges for that interview at least two months prior to the FW experience, if not sooner depending upon the site requirements. Final placement at the facility is contingent on the interview outcome.



- Step 5: After the interview, the student is required to contact the AFWC. The AFWC follows up with the FW site regarding the interview outcome. At that time, the final plans are made to have the student complete Level II experience at that site or arrangements are made for the student to complete Level II FW at another site.
- Step 6: Once placed, the AFWC will review the Level II site and university requirements with the student through individual meetings. The student is instructed to review the site's written agreement, AOTA FW Data Form, Site Objectives, Behavioral Objectives, additional requirements housed in the online site folder, and the fieldwork placement confirmation letter. The student is responsible for ensuring all of the site-specific requirements are met (i.e., drug testing, site-specific training, vaccinations, etc.). After the review, the student is instructed to contact the FW site/FWEd to ensure all prerequisites are completed and the student is set and ready to begin FW. Students are required to complete and sign a Fieldwork Placement Agreement prior to each Level II fieldwork experience (C.1.2.).

**Note:** If the student does not attend the scheduled lottery drawing meeting and does not meet with the AFWC or a faculty member prior to the meeting, that student will receive the last number. Before final placements are made, the AFWC and the OT faculty will collaborate to verify a “facility to student” match. The student will only be placed at a site where the AFWC and faculty feel is the best learning environment.

## Section 4B: Level II FW Behavioral Objectives

As required by the American Occupational Therapy Association and Saint Francis University the fieldwork sites must *document a plan to assure collaboration between academic and fieldwork representatives. The plan shall include agreed upon fieldwork objectives that are documented and made known to the student.* The SFU MOT Behavioral Objectives are reflective of the AOTA Level II Fieldwork Performance Evaluation (FWPE) and are reviewed, include an objective with a focus on the OTP's role in addressing the psychosocial aspects of the client's engagement in occupation, and agreed upon with each fieldwork site/educator prior to the start of the experience. This is documented via a fieldwork confirmation letter, fieldwork educator survey and informational packet (C.1.3). If the site has established Behavioral Objectives, they are reviewed and agreed upon with the same criteria and documentation.

The Behavioral Objectives based on the AOTA FWPE are listed below. The SFU MOT Level II FW Behavioral Objectives can be found on the [SFU MOT Fieldwork Website](#). These behavioral objectives will also be verbally outlined with the student during individual Professional Behaviors and Fieldwork Readiness meetings. Furthermore, the student and fieldwork educator are required to review the objectives and sign a Behavioral Objective Agreement form. The student will be responsible for submitting the behavioral objectives acknowledgement form and behavioral objectives to the AFWC via Canvas. (C.1.2 & C.1.3.).

### **LEVEL II FIELDWORK OBJECTIVES:**

#### ***Fundamentals of Practice:***

- *Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research*
- *Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures*

- *Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety*

#### **Basic Tenets:**

- *Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public*
- *Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public*
- *Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public*

#### **Screening and Evaluation:**

- *Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.*
- *Obtains sufficient and necessary information from relevant sources throughout the evaluation process. Examples: record or chart review, client, family, caregivers, service providers*
- *Selects relevant screening and assessment tools based on various factors. Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance*
- *Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods. Occupational profile: Summary of the client's occupational history and experiences, patterns of daily living, interests, values, and needs.  
Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.*
- *Evaluates and analyzes client factors and contexts that support or hinder occupational performance.  
Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.  
Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts.  
Includes the consideration of all client-centered components including psychosocial factors*
- *Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable. Examples: follows assessment protocols, adheres to time guidelines*
- *Modifies evaluation procedures based on client factors and contexts. Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions*
- *Interprets evaluation results to determine the client's occupational performance strengths and challenges.*
- *Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.*

#### **Interventions:**

- *Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.*
- *Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models. Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals*
- *Uses evidence from research and relevant resources to make informed intervention decisions.*
- *Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes. Includes the consideration of all client-centered components including psychosocial factors*
- *Implements client-centered and occupation-based intervention plans.  
Includes the consideration of all client-centered components including psychosocial factors*

- *Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes. Examples: prevention, restoration, maintenance, promotion*
- *Modifies task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance*
- *Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.*
- *Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.*

#### **Management of Occupational Therapy Services:**

- *Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. Examples: paraprofessionals, nurses' aides, volunteers*
- *Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory, and ordering of supplies for OT services, and options for client procurement of adaptive equipment*
- *Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications*
- *Meets productivity standards or volume of work expected of occupational therapy students.*

#### **Communication and Professional Behaviors:**

- *Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, service providers, administration, the public*
- *Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements*
- *Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges*
- *Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.*
- *Responds constructively to feedback in a timely manner.*
- *Demonstrates consistent and acceptable work behaviors. Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance*
- *Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected time frame*
- *Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.*
- *Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity*

## **Section 4C: Level II FW AOTA FW Performance Evaluation**

The AOTA Fieldwork Performance Evaluation for the Occupational Therapy student will be used as the formal evaluation of student performance while on Level II FW (C.1.15.). *The Level II fieldwork evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission of Education.*

*The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice of*

*Occupational Therapy which can be referenced: American Occupational Therapy Association (AOTA), (2015). Standards of practice for occupational therapy. American Journal of Occupational Therapy (AJOT), 69, (3).*

*The evaluation was designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. The evaluation was revised in 2020 and reflects the 2018 Accreditation Council for Occupational Therapy Education Standards and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results. Refer to the reference resource information found on the actual fieldwork evaluation found within this handbook. In addition, the evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist. Both the student and fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation scores will reflect the development of student competency and growth.* In order to effectively use this evaluation to assess student competence, site specific objectives need to be developed. Use this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, the student will complete a self-evaluation of his/her own performance. There are a total of thirty-seven items within the fieldwork evaluation and based on the Level II Behavioral Objectives. The fieldwork grade will be recorded in the Department of Occupational Therapy grading form as a Pass or Fail.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: 1) a student exhibits unsatisfactory behavior in a substantial number of tasks or 2) a student's potential for achieving entry-level competence by the end of the affiliation is in question. If these issues arise, the FWEd and students must contact the AFWC immediately so that a site visit/virtual meeting can be scheduled, and an action plan can be developed.

At Midterm there is no pass or fail status. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enable activities to be used by the student and fieldwork educator in order to achieve the desired competence.

If the MOT SFU fieldwork student receives a 73 or lower on the Midterm AOTA FWPE, the student and fieldwork educator must contact the SFU AFWC immediately to set up a meeting to discuss and formulate a Student Success Plan/Learning Contract (See [SFU MOT Fieldwork Website](#)) to ensure successful completion of the fieldwork experience.

### **Directions for Rating Student Performance:**

There are Thirty-Seven performance items. Every item must be scored using the one-to-four-point rating scale, 4- Exemplary performance 3- Proficient performance 2- Emerging performance 1- Unsatisfactory performance. The rating scales should be carefully studied prior to using this evaluation.

Rating scale definitions:

**4 - Exemplary performance:** Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.

**3 - Proficient performance:** Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.

**2 - Emerging performance:** Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).

**1 - Unsatisfactory performance:** Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

The fieldwork educator must circle the number that corresponds to the description that best describes the student's performance. Note, the rating for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience. If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on her/his performance.

### **Overall FINAL Score**

To successfully pass the Level II fieldwork experience, the student must meet the following criteria:

- ◆ At Final, achieve a minimum total score of 111 points
- ◆ At Final, Receive a 3 or above on questions #1, #2, and #3 of the Level II Fieldwork Evaluation

If the student receives a total score of 110 points or below and/or receives a 2 or below on questions #1, #2, and #3, that student did not successfully pass the Level II fieldwork experience. Refer to the MOT Progression and Retention Policy and the OT Performance Review Committee for details.

The AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student is sent in a PDF form from the to the AFWC.

### **Level II Fieldwork Student Success Plan/Learning Contract**

The Student Success Plan template is used for the occupational therapy student who has been identified by the Fieldwork Educator to 1) exhibit unsatisfactory behavior in a substantial number of tasks or 2) the student's potential for achieving entry-level competence by the end of the affiliation is in question. The form is completed with input from the FWEd, the student, and the AFWC. If the student receives a 73 or lower on the AOTA Fieldwork Performance Evaluation at midterm, the AFWC, FWEd, and student will discuss and formulate a Student Success Plan/Learning Contract to ensure successful completion of the Fieldwork experience.

*(The template can be found on the [SFU MOT Fieldwork Website](#))*

### **Level II Fieldwork Remediation Request**

If the Level II Fieldwork student fails to pass the experience based on the sites scoring of the AOTA FWPE or otherwise noted concerns. The student will receive a failing grade and will follow the following remediation request.

The student must:

- ◆ Initiate a request for an Occupational Therapy Performance Review Committee (OTPRC) meeting.
- ◆ The student must submit a letter to the SFU MOT Department Chair and the Academic Fieldwork Coordinator outlining the reasons for the OTPRC and the request for remediation to the Level II Fieldwork Coursework. (Please see the OTPRC process in the handbook).
- ◆ If granted the remediation, the student must participate in a Level II Fieldwork Remediation course that outlines a mutually agreed-upon plan between the student and the instructor to remediate the deficient skills as outlined in the AOTA FWPE, Student Success Plan/Learning Contract, and collaboration with the student and Fieldwork Educator.
- ◆ The student and instructor must agree to and sign off on this plan. The student's responsibility will be to ensure that ALL work is completed by the due date.

- ◆ The student understands that the Level II Fieldwork Remediation course may include additional credits and costs incurred as determined by the SFU MOT Department Chair and student needs.
- ◆ Once the student completes and passes all remediation coursework, they will participate in an Advanced Competency (as outlined in Summer II coursework).
- ◆ If the student passes the Advanced Competency, they will be granted a 12-week Level II Fieldwork experience as per graduation requirements. The fieldwork experience will be within a 45-minute drive from the Saint Francis University campus.
- ◆ The student will complete all required Level II Fieldwork Assignments with additional meetings and requirements determined by the remediation instructor.
- ◆ The student must achieve a 74 or higher on the AOTA FWPE at midterm to continue with the experience. The student must achieve a score of 111 or higher on the AOTA FWPE at the final and a three or higher on questions 1, 2, and 3 to pass the Level II Fieldwork experience.
- ◆ The student must submit a request for a 'CN' grade as per university policy.
- ◆ NOTE: The request for the OTPRC and 'CN' grade must be completed prior to submission of final grades to the Registrar's Office.
- ◆ The student's earned grade will be issued upon completion of the Level II Fieldwork Remediation Course and Level II Fieldwork completion. Assignments not completed by the due date as shown on the contract will result in a grade of 'F' for the course.
- ◆ If the student fails to successfully complete the Level II Fieldwork Remediation Course, Advanced Competency, and/or the Level II Fieldwork experience, the student will be required to immediately step out of the OT program for 1 year but must complete 24 weeks of Level II fieldwork within 24 months following successful completion of Summer II of the Professional Phase of the program. All University financial implications apply in this situation (refer to University policy for withdrawal policies).

## Section 4D: Level II FW – AOTA Student Evaluation of the FW Experience & Student Evaluation of the FW Educator (SEFWE & SEFWEd)

The Level II AOTA SEFWE and SEFWEd evaluations serve as a tool for the fieldwork site, the SFU MOT program, and the 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 regarding the fieldwork site
- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback regarding the fieldwork educator
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine fieldwork
- Ensure all aspects of the fieldwork experience reflect the sequence and scope of content in the curriculum design (C.1.1.)
- Provide information to students selecting sites for future Level II fieldwork
- 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.

The Level II SEFWE and SEFWEd are to be completed after the fieldwork experience is completed. *This is another mechanism the AFWC uses to ensure fieldwork and supervision effectiveness (C.1.8.).* The evaluation will only be used internally.



*The Student Evaluation of the Fieldwork experience (SEFWE) Form can be found on the [SFU MOT Fieldwork Website](#)*

## Section 4E: AOTA Fieldwork Data Form

The primary purpose of the AOTA Fieldwork Data Form is to summarize information regarding the program at a fieldwork site. Occupational therapy (OT) and occupational therapy assistant (OTA) students will find valuable information describing the characteristics of the fieldwork setting; the client population; commonly used assessments; interventions; and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the *Occupational Therapy Practice Framework: Domain and Process, 3rd Edition* (American Occupational Therapy Association [AOTA], 2014) terminology and best practice in occupational therapy to promote quality Fieldwork experiences. The data gathering processes used in completion of this form entails a collaborative effort that facilitates communication between OT and OTA academic programs, students, and fieldwork educators. This form may be completed by the combined efforts of the fieldwork educator, the OT or OTA student assigned to the site for fieldwork, and/or the Academic Fieldwork Coordinator (AFWC) from the program. Fieldwork sites are encouraged to update the form annually and provide a copy to the educational program(s) where they have a current memorandum of understanding (MOU).

The secondary purpose of the Fieldwork Data Form is to document the connection between the curriculum design of a given OT or OTA educational program with its fieldwork component. The AFWC will use the data entered on the form to document fieldwork related to the Accreditation Council for Occupational Therapy (ACOTE) Standards (ACOTE, 2012). The standards are outlined in Section C of the 2023 ACOTE standards and are denoted on the form. Educational programs can revise the form to suit the needs of their respective fieldwork programs.

The Fieldwork Data Form was developed through the joint efforts of the Commission on Education (COE) and the Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.

*The AOTA Fieldwork Data Form can be found on the [SFU MOT Fieldwork Website](#)*

## SECTION 5: STUDENT ACCESS TO FIELDWORK SITE INFORMATION

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The SFU MOT program *ensures students have access to site information and requirements, objectives, and performance expectations prior to the start of the fieldwork experience (C.1.2.)*. Each semester of the professional phase, the AFWC provides an overall review of the fieldwork expectations, requirements, and objectives during Level I and Level II fieldwork coursework, prior to the start of the fieldwork experience. The site-specific information is provided during the Level I Fieldwork lottery, and the Level II Fieldwork site-specific information is reviewed during the Professional Behaviors and Fieldwork Readiness meetings each semester.

The comprehensive fieldwork handbook is provided to the fieldwork student and accessible via each Fieldwork Experience Canvas course site and the SFU MOT Fieldwork website throughout the professional phase of the fieldwork. This handbook details basic site information, requirements, objectives, and performance expectations. Additionally, the Fieldwork Site Folder is accessible via a shared electronic database where students have full access to detailed information about the fieldwork sites and necessary requirements.



The student confirms access to the site information via the fieldwork set and ready assignment and the fieldwork confirmation letter reviewed during the Professional Behavior and Fieldwork Readiness meetings.

## SECTION 6: LEVEL I AND LEVEL II FIELDWORK SELECTION PROCESS AND WRITTEN AGREEMENTS

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Fieldwork sites are selected based on several factors, including confirming with the site coordinator or fieldwork educator, that the experience will provide the student with the opportunity to carry out professional responsibilities, the Level I and Level II Fieldwork student will be under the supervision of a qualified practitioner serving as a role model, the fieldwork experience reflects the sequence and scope of content in the curriculum design, ensures the ratio of fieldwork educators to students enables proper supervision and the ability of the fieldwork educator to provide frequent assessment of student's progress in achieving stated fieldwork objectives. This is documented via a fieldwork confirmation letter, fieldwork educator survey and informational packet. (C.1.5).

Upon confirmation of fieldwork experience, the AFWC ensures a valid written agreement is signed by both parties and is in effect prior to the onset and through the duration of the fieldwork experience. The responsibilities of Saint Francis University, the fieldwork student and each fieldwork site are clearly documented in the Written Agreement (Memorandum of Understanding (MOU)/Affiliation Agreement (AA)). This information is confirmed and documented in the AFWC FW Placement Form. The fieldwork student is required to review the written agreement and complete an assignment confirming the date of signature and that it is in effect through the duration of the FW Experience (C.1.5.)

If the fieldwork placement is confirmed at a new site or the written agreement has expired, the AFWC will collaborate with the site to execute a written agreement prior to the onset of the fieldwork experience. When a written agreement is established with a multi-site health system or setting, the policy of the confirmed site is implemented, regarding the written agreement execution.

The AFWC, along with the other designated FW faculty and staff continually *assess and ensure that fieldwork written agreements are sufficient in number and provide varied practice experiences to allow completion of graduation requirements in a timely manner* (C.1.4.). This is routinely completed before the start of each semester, considering the number of students in that cohort and in accordance with the scope and sequence of the curriculum. Currently the SFU MOT program houses over 400 agreements between the SFU MOT program and fieldwork sites. It should also be noted that several fieldwork sites routinely accept more than one student per experience.

The SFU MOT program allows students to request Level II Fieldwork experience sites and settings. This process *ensures the fieldwork written agreements are sufficient in number and provide varied practice experiences to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.3.3.* (C.1.4). It allows the SFU MOT student to identify areas of practice/setting preference and continually builds upon the school's partnerships throughout the country.

The student shall **NOT** contact the potential fieldwork site to set up the written agreement, request a fieldwork placement, or to request fieldwork information. The student is only allowed to contact the site after permission is granted via the AFWC or after the AFWC has successfully placed the student at that site for fieldwork.

Please see [SFU MOT Fieldwork Website](#) for a copy of the SFU MOT Affiliation Agreement/written agreement and Fieldwork Sites

## SECTION 7: FIELDWORK SUPERVISION

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Level I fieldwork can be supervised by a variety of professionals. Fieldwork educators responsible for supervising Level II Fieldwork occupational therapy students shall meet state and federal regulations governing practice, have a minimum 1-year of full-time practice experience, and be adequately prepared to serve as a fieldwork educator. If supervising in a setting without occupational therapy services, the fieldwork educator must have a minimum of 3 years of full-time practice experience (ACOTE, 2023). When the Level I Fieldwork Educator is confirmed, *they are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience* via the fieldwork confirmation letter, informational packet, and provision of resources (C.1.10.). When the Level II Fieldwork Educator is established for the fieldwork experience, the AFWC *confirms the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience* subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator (C.1.13) via a fieldwork confirmation letter, fieldwork educator survey and provision of resources.

The SFU MOT Fieldwork program assists in *enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, student well-being, cultural humility, and articles on theory and practice)*(C.1.8.and C.1.9.) through provision of resources through the SFU MOT Fieldwork program website and educational opportunities hosted by the Keystone Occupational Therapy Education Consortium (KOTEC) which the fieldwork program is a member. This group assists in enriching fieldwork experiences, empowering

students, and nurturing the professional growth of occupational therapy practitioners through AFWC partnerships, shared resources and opportunities for FWEd preparation.

A number of models of fieldwork education are used in Level II fieldwork education practice. The model utilized by a site should be a function of the nature of practice at the fieldwork site, the learning needs of the students, and the competencies of the fieldwork educator. Although one-to-one models continue to be most commonly used in Level II fieldwork, alternate models are increasingly used with a variety of settings and practices (Roberts, 2023). The SFU MOT Fieldwork student may encounter one of the following supervision models:

- One-to-one: One student is paired with one fieldwork educator. This is a traditional apprenticeship model.
- Collaborative: Two or more students work with a single fieldwork educator. This model allows more collaboration, cooperation, and near-peer mentoring between students, allowing students to become less dependent on frequent direct supervision from their fieldwork educator.
- Multiple Mentorship: One or more students work with a team of fieldwork educators who share responsibility for supervision, mentoring, and evaluating the students. This model allows fieldwork educators who do not work full-time, or have smaller but unique specialty caseloads, to participate in fieldwork education and share their unique experiences with students. It also allows students to have access to more practitioners, more variety of practices, and/or unique practices that would be inaccessible in an exclusively one-to-one supervision model. These Fieldwork experiences are negotiated on an individual basis and must be mutually accepted.

Upon initial confirmation of a fieldwork experience placement, *the AFWC verifies the ratio of fieldwork educators to students enables proper supervision and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice and the ability to conduct frequent assessment of student progress in achieving stated fieldwork objectives (C.1.7.)* via a fieldwork confirmation email and fieldwork educator survey.

The AFWC closely monitors assignments and maintains frequent communication with the student and fieldwork educator to ensure the amount of supervision received, the opportunities for students to receive feedback, all aspects of the student's progress and performance are addressed (C.1.9.), and the overall effectiveness of the experience are appropriate for the setting and site. During the Level II FW Experience, the student and AFWC communicate progress at the end of weeks 1, 3, midterm, 9, and 12. The AFWC communicates with the FWED prior to the beginning of the FW experience, at week 3, midterm, 9, and 12. This is documented in the Level II Fieldwork communication form. The AFWC formally meets with the fieldwork student and educator at a minimum of one time to discuss progress and goals *and to ensure supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice (C.1.7.)*. The AFWC encourages the student to meet weekly with the fieldwork educator to discuss strengths, areas of need, and goals to accomplish the following week. Students are highly encouraged to contact the AFWC at the first sign of any concern with fieldwork placement and/or supervision. If the student reports any issue about supervision, feedback, progress, etcetera at any time during fieldwork, the AFWC immediately contacts the FWEd, inquiring about the student fieldwork performance, and depending upon the feedback may schedule a site visit (virtually or onsite) All communication with the student and fieldwork educator throughout the fieldwork experience is documented in the Fieldwork Communication Form (C.1.9.).

Although Level I supervision may vary in accordance with objectives and site requirements; ACOTE (2023) standards indicate that Level II supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence. (C.1.14). One means to assist the FWEd in determining the amount of supervision the student requires is the Fieldwork Performance Evaluation (FWPE). The student's

FWEd completes this evaluation midway through the fieldwork experience and reviews it with the student. If the student is not meeting the mid-term requirements a site visit is scheduled and Student Success Plan/Learning Contract is developed between the student, the fieldwork educator, and the AFWC. This is formally addressed during contact with the FWEd and the student at midterm and documented on the fieldwork communication log and FW student assignments.

The Level I and Level II Fieldwork student's educational experience and the *effectiveness of supervision* is formally measured using the American Occupational Therapy Association's Student Evaluation of the Fieldwork experience and the Student Evaluation of the Fieldwork Educator (C.1.8.).

ACOTE standards states Level II Fieldwork experiences may be completed *in a setting where no occupational therapy services exist, however, a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist will be developed for the provision of occupational therapy services with at least 3 years of full-time or its equivalent of professional experience prior to the Level II Fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site* (C.1.16.). The Master of Occupational Therapy program at Saint Francis University ensures that Level II Fieldwork students are placed at sites that have established Occupational Therapy services, and a supervising Occupational Therapy Practitioner is available.

Please see [SFU MOT Fieldwork Website](#) for Student and FWEd resources to enhance supervision and communication.

## **SECTION 8: HEALTH REQUIREMENTS FOR FIELDWORK**

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To meet the health requirements, HIPAA guidelines, and fieldwork site requests, OT students' medical records are kept secure in Saint Francis University's <https://francis.studenthealthportal.com/>.

1. All health requirements MUST be up to date prior to fieldwork. The student is responsible for obtaining medical records and ensuring the results are in SFU Student Health Center. This procedure will ensure student records and data are stored in a secure location. The student is not permitted to begin fieldwork unless cleared by Student Health; therefore, it is imperative Student Health receives the following:
  - Annual physical exam – utilizing the SFU Student Health Physical Form
  - Annual intradermal 2 step PPD (tuberculosis test). If positive, a chest x-ray is required for fieldwork clearance.
  - Tetanus immunization within the past 5 years, unless otherwise specified by your physician.
  - Basic immunization record (polio, measles, mumps, rubella)
  - Evidence of the Hepatitis B vaccination series or letter of declination
  - Rubeola (measles), mumps, rubella, varicella, and Hepatitis B titers.
  - COVID- 19 Vaccination Status/Medical or Religious Exemption
  - Annual Flu Vaccination prior to October 1<sup>st</sup>
2. If a student does not have the above health requirements completed and up to date prior fieldwork, they will not be permitted to participate in fieldwork.
3. Student health records are maintained and secured in the Saint Francis University Student Health Portal at Home ([Student Health Portal](#)). Each year, the student must sign a Release of Confidential Information Form obtained from your student health portal.

4. The student is responsible for taking the required health records to fieldwork.
5. The student may be required to undergo a drug screening prior to the start of Level I and/or Level II fieldwork. [\(Student Health Portal\)](#). recognizes there will be an occasional positive test. For this reason, a Drug Screening Policy has been devised. This policy ensures the student receives appropriate care and ensures the fieldwork sites receive safe and effective students. Refer to the Drug Screening Policy in the Professional Phase Handbook.

*All Medical requirements and forms can be found on the [SFU MOT Fieldwork Website](#)*

## 2023 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide

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Accreditation Council for Occupational Therapy Education. (2023). *2023 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide*.

<https://acoteonline.org/accreditation-explained/standards/>

## Appendix A: Fieldwork Costs Breakdown

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## **TOTAL COST BREAKDOWN FOR FIELDWORKS**

### **Level I Fieldwork**

REQUIREMENT	COMPLETED	COST*
Titers: ♦ Hepatitis B  ♦ Measles ♦ Mumps ♦ Rubella ♦ Varicella ♦ Hepatitis C	Titers Clinic occurs in Spring semester ( <i>prior to the start of Summer I</i> )	\$25 - if not immune will be required to have additional vaccinations - \$75 each additional dose \$25 \$25 \$25 \$25 \$30
Clearances: yearly ♦ Child Abuse ♦ FBI Fingerprinting ♦ Criminal Record	Student applies for these April of 3 <sup>rd</sup> year	\$13 \$25.25 \$22
CPR Training	Training session occurs first week of Summer I - (covered for two years)	\$35
Clinical ID	Student goes to University Police for this at the start of fall semester	\$10
Physical – yearly	Student to schedule –Due: April of 3 <sup>rd</sup> year	Free at UPMC Student Health
2-step PPD - yearly	PPD Clinic (4 dates required) - Due by: April of 3 <sup>rd</sup> year	\$30
N-95 Fit Test	Per site requirement	--
Flu Vaccine - yearly	Student to schedule – must be done between Aug. 1 & Oct. 1 each year	Required
Drug Screen ( <i>if required by FW site</i> )	Will be scheduled by AFWC prior to start of Level I FW	\$45
COVID 19 Vaccination/Booster	May be required for Fieldwork site	--
<b>TOTAL COST:</b>		<b>Approx. \$335</b>

\*All medical requirement costs listed are those from the UPMC MyHealth SFU Clinic; costs may vary if you go somewhere else.

### **Level II Fieldwork:**

REQUIREMENT	COMPLETED	COST* - approx.
Clearances: yearly ♦ Child Abuse ♦ FBI Fingerprinting ♦ Criminal Record	Students apply for these April of 4 <sup>th</sup> year.	\$13 \$25.60 \$22
Physical – yearly	April of 4 <sup>th</sup> year	FREE
2-step PPD - yearly	April of 4 <sup>th</sup> year	\$30
Flu Vaccine - yearly	Student to schedule – must be done between Aug. 1 & Oct. 1 each year	Not available at the UPMC MyHealth SFU Clinic; must go elsewhere
Drug Screen ( <i>if required by FW site</i> )	Will be scheduled by AFWC prior to start of Level II FW	\$45
<b>TOTAL COST:</b>		<b>Approx. \$287.60</b>

\*All medical requirement costs listed are those from the UPMC MyHealth SFU Clinic; costs may vary if you go somewhere else.

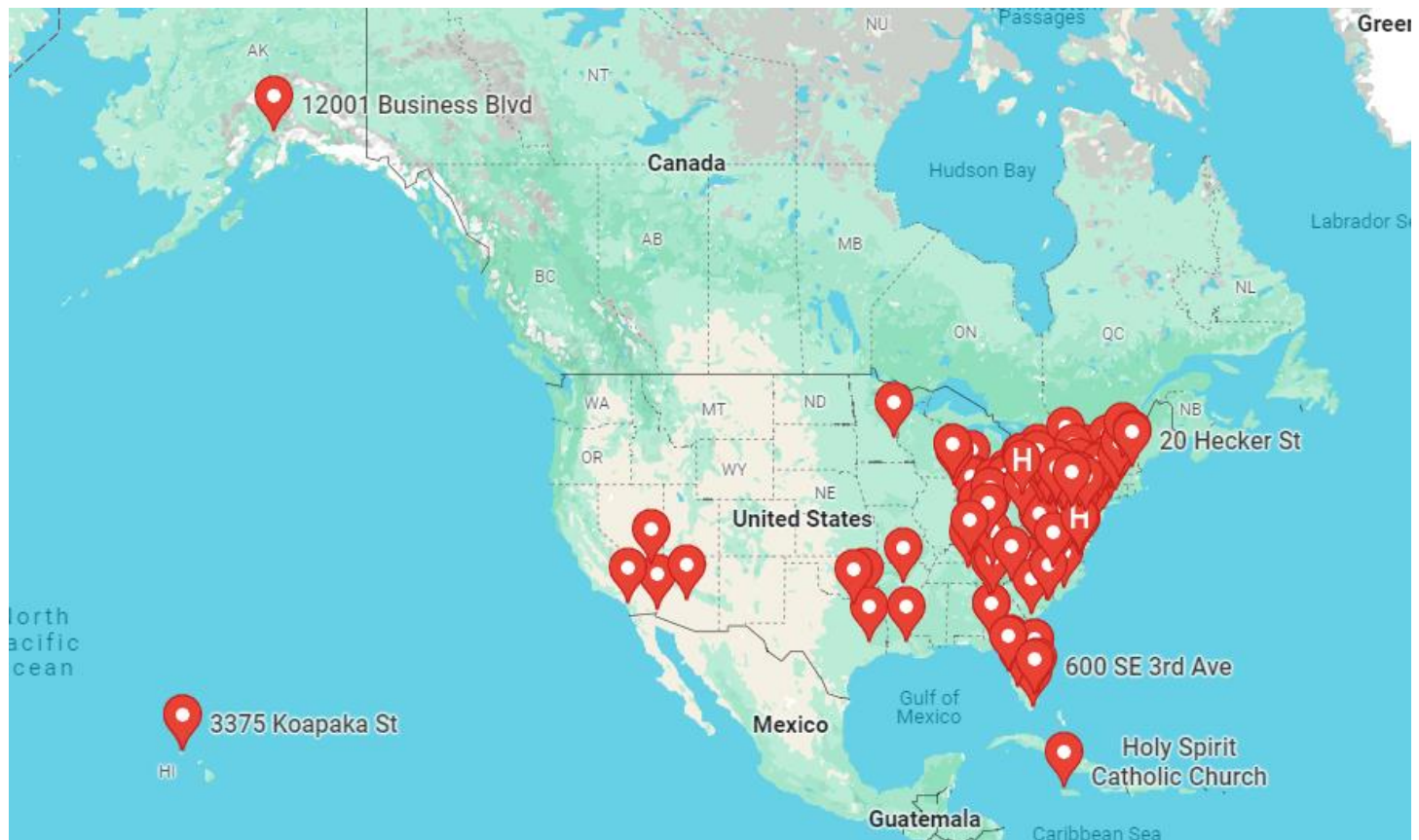


The following vaccinations are required to begin fieldwork. If you do not have them completed, they can be completed at UPMC MyHealth SFU clinic for the listed price

<b>REQUIREMENT</b>	<b>COST</b>
Polio ( <i>If no documentation, must complete titer</i> )	Not available at the UPMC MyHealth SFU Clinic; must go elsewhere
Hepatitis B series	\$75/dose
MMR series	\$90/dose
Varicella ( <i>2 dose series, or date of diagnosis from medical record</i> )	\$150/dose
Tdap ( <i>Must have booster within 10 years of beginning clinical</i> )	\$60/dose
COVID-19	Not available at the UPMC MyHealth SFU Clinic; must go elsewhere
COVID-19 Booster ( <i>if required by FW site</i> )	Not available at the UPMC MyHealth SFU Clinic; must go elsewhere

## Appendix B: SFU MOT Fieldwork Sites:

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<https://maps.app.goo.gl/wNXbZu1H8Wv9o7AA6>

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