



Tampa

Health Professions Division  
College of Health Care Sciences  
Department of Occupational Therapy



2017-2018  
Fieldwork Experience Education  
**MANUAL**

“That occupation is as necessary to life as food and drink.

That every human being should have both physical and mental occupation.

That all should have occupations which they enjoy, or hobbies.  
These are the more necessary when the vocation is dull or distasteful.

Every individual should have at least two hobbies, one outdoor and one indoor.  
A greater number will create wider interests, a broader intelligence.

That sick minds, sick bodies, sick souls, may be healed through occupation.”

Dunton (1919)



*“Anything that we have to learn to do we learn by the actual doing of it... We become just by doing just acts, temperate by doing temperate ones, brave by doing brave ones.”*

Aristotle Nicomachean Ethics, Book II, p.9

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Welcome to the occupational therapy fieldwork program at Nova Southeastern University, Tampa (NSU Tampa). The Department of Occupational Therapy designed this Fieldwork Education manual to familiarize students and Fieldwork Educators with our program. The manual includes information to assist both students and Fieldwork Educators to facilitate successful completion of Level I and Level II Fieldwork, as well as the doctoral experiential component, or residency experiences required for graduation.

NSU Tampa's entry-level Doctor of Occupational Therapy (OTD) program requires all students to obtain extensive clinical education embedded within the curriculum. The NSU Tampa program offers a unique educational design which integrates Level I Fieldwork within three intervention courses to allow students the opportunity to enrich didactic coursework through observation and participation. Additionally, the curriculum also requires two 12-week full time Level II Fieldwork experiences during which each student has the opportunity to apply theoretical constructs to evaluation and intervention learned in the classroom to a variety of settings. Finally, the entry-level doctoral student spends the last 16 weeks of clinical education in a doctoral experiential, or residency facility to provide skills in one of seven specialization areas required by accreditation. The faculty at NSU believes that the sequence of didactic courses capped by fieldwork and residency components prepares NSU Tampa OTD program graduates to enter the profession with knowledge and advanced skills for competent practice, professional leadership, and to remain contemporary in occupation-based practice in a variety of contexts for an ever-changing world.

Our Fieldwork Educators are an integral component of the OTD educational program. Our students benefit greatly from the expertise and knowledge of the Fieldwork Educator, as they increase their competence and go on to lead the profession and community through their contributions in educational leadership, community and profession service, life-long learning, scholarship and research. Thank you for your continued involvement and support of the NSU Tampa OTD program.

Sincerely,

Thomas J. Decker, OTD, OTR/L  
Director of Clinical Education,  
Assistant Professor &  
Academic Fieldwork Coordinator



# Guiding Principles

## Mission & NSU Vision Statements

&

## AOTA's Code of Ethics



## VISION & MISSION STATEMENTS

### Nova Southeastern University

NSU's **Vision** is that by 2020, through excellence and innovations in teaching, research, service and learning, Nova Southeastern University will be recognized by accrediting agencies, the academic community, and the general public, as a premier private not-for-profit university of quality and distinction that engages all students and produces alumni who serve with integrity in their lives, fields of study, and resulting careers.

The **Core Values** of NSU's Vision 2020 embraces academic excellence, student centeredness, integrity, innovation, opportunity, scholarly research, diversity, and community. **Academic Excellence** is the provision of the highest quality educational and learning experiences made possible by academically and professionally qualified and skilled instructional faculty and staff, opportunities for contextual learning, state-of-the-art facilities, beautiful surroundings, and effective resources necessary to support learning at the highest level. Additionally, academic excellence reflects the successful relationship between engaged learners and outstanding instructional faculty and staff.

**Innovation** is the creative and deliberate application of teaching, research, scholarship and service for effective education, and the development of useful products or processes providing a value added to the community. **Opportunity** fosters the possibility for anyone associated with NSU to acquire an education or an educational experience through creative, yet sound pedagogical programs. **Research/Scholarship** products are disseminated and evaluated through intellectual discourse, application, assessment, and other mechanisms of the relevant peer community.

**Diversity** includes, but is not limited to, race, ethnicity, culture, religion, philosophy, gender, physical, socioeconomic status, age and sexual orientation. Differences in views, interpretations and reactions derived from diversity are important. **Diversity** enriches a learning environment focused on preparing individuals to live and work in a global society.

NSU is a **community** of faculty staff, students and alumni that share a common identity and purpose who engages with the university's external community through diverse services, clinical programs, and community-based research and resources. Our community extends into professional, intellectual, as well as geographical domains that both support and are the focus of our educational mission.

The **Mission** of Nova Southeastern University, a private, not-for-profit institution, is to offer a diverse array of innovative academic programs that complement on-campus educational opportunities and resources with accessible distance learning programs to foster academic

excellence, intellectual inquiry, leadership, research, and commitment to community through engagement of students and faculty members in a dynamic, life-long learning environment.

### **NSU Health Professions Division**



The **Mission** of Nova Southeastern University Health Professions Division is to train primary care health practitioners in a multidisciplinary setting, with an emphasis on medically underserved areas.

The institutional premise is that health professionals should be trained in a multidisciplinary setting and, whenever possible, with integrated education. The university trains students in concert with other health profession students so that the various disciplines will learn

to work together as a team for the good of the public's health. During their didactic work, students share campus facilities and, in some cases, have combined classes. In their clinical experiences, they work together in facilities operated by the university.

Furthermore, the division aims to educate health care practitioners who will eventually increase the availability of health care in areas of Florida that suffer from health care shortages. The division aims to alleviate some of these shortages by exposing the entire student body to the needs, challenges, and rewards of rural, underserved urban and geriatric care. Existing curricula require all students to attend ambulatory care clerkships in rural or urban areas, or both, making Nova Southeastern University strongly oriented toward a pattern of training its students in areas geographically removed from the health center itself, and to the care of indigent and multicultural population groups. In doing this, it developed training programs that address the primary care needs of the region's most medically underserved populations.

### **Mission of the College of Health Care Sciences**



In the spirit of improving and maintaining optimum health conditions in the community, the College of Health Care Sciences prepares professionals with essential skills. These skills are necessary for the diagnosis, treatment, and prevention of diseases; for the support of the populace in maintaining proper health and safety; for the management of rehabilitative processes; and for the education of the community. The College of Health Care Sciences endeavors to train both graduate and undergraduate

professionals in the arts of improving the quality of life in the community.

## Department of Occupational Therapy, Tampa

The **Vision** is that Nova Southeastern University Tampa's (NSU Tampa) Entry-Level Doctor of Occupational Therapy Program (OTD) hybrid (blended) distance and face-to-face program is exemplary in promoting leadership, life-long learning, service, evidence-based reflective practice, and scholarship for professional excellence in occupational therapy.



Through its innovative curricular design and delivery model, the NSU OTD

program has a **Mission** of preparing qualified students to become successful

occupational therapy practitioners, managers, and leaders as generalists with

beginning specialization in a selected practice area. The program prepares students with knowledge and skills for competent entry-level occupation-based practice, professional leadership, and the drive to remain contemporary in a variety of contexts for an ever-changing world, armed with doctoral level of expertise and clinical reasoning applied to clinical

specialization, research, theory

explorations, program and policy development, administration, advocacy and/or education. As part of our **Vision**, our departmental **Mission** will seek to lead the profession and community through

its contributions in educational leadership, community and professional service, life-long learning, and scholarly endeavors.

### PRACTICE STANDARDS

Adherence to the Occupational Therapy Code of Ethics and Core Values by the NSU Tampa faculty members, OTD students and Fieldwork Educators alike is of utmost importance by university policy as well as the integrity of the OTD curriculum.



# Occupational Therapy Code of Ethics (2016)

## Preamble

The 2015 *Occupational Therapy Code of Ethics* (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees,

ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

## Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

## Principles and Standards of Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

### Beneficence

#### **Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.**

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

## Related Standards of Conduct

### Occupational therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training, that are within each practitioner's level of competence and scope of practice.
- F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

## Nonmaleficence

### Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

*Nonmaleficence* “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of *due care* “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

## Related Standards of Conduct

## **Occupational therapy personnel shall**

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and when necessary report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client's family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one's own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

## **Autonomy**

### **Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.**

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. However, respecting a person's autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right "to hold views, to make choices, and to take actions based on [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

## Related Standards of Conduct

### Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

## Justice

### **Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.**

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

## Related Standards of Conduct

## **Occupational therapy personnel shall**

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
- E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
- F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
- G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
- H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.
- K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
- L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
- M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
- N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
- O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

## **Veracity**

**Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.**

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

**Related Standards of Conduct**

**Occupational therapy personnel shall**

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.
- D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.

- J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

## **Fidelity**

### **Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.**

The Principle of *Fidelity* comes from the Latin root *fidelis*, meaning loyal. *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

## **Related Standards of Conduct**

### **Occupational therapy personnel shall**

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.
- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.

- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
- K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions.
- L. Refrain from actions that reduce the public's trust in occupational therapy.
- M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

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### Ethics Commission (EC)

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*Adopted by the Representative Assembly 2015AprilC3.*

*Note.* This document replaces the 2010 document *Occupational Therapy Code of Ethics and Ethics Standards (2010)*, previously published and copyrighted in 2010 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 64, S17–S26. <http://dx.doi.org/10.5014/ajot.2010.64S17>

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# Curriculum

## Entry-Level Doctor of Occupational Therapy

### **Philosophical Foundation, Core Beliefs and Occupation:**

The Department of Occupational Therapy views occupation and occupational performance as the core constructs for organizing curriculum, community interactions, teaching-learning processes, and student outcomes for successful practice as occupational therapists. Occupation is a core construct of the curriculum. In Aristotle's words, *"anything that we have to learn to do, we learn by the actual doing of it...."*

Occupation is a complex process of doing, being and/or becoming; it is a medium for learning by doing and for developing roles of habit and reason. It provides a foundation, and primary focus for all matters associated with departmental functioning. The courses in the OTD curriculum promote clinical decision-making, problem-solving, and reflective practice at all levels of interaction with clients and populations, from initial examination to outcomes assessment. Students' clinical competency must measure up to both the basic sciences and reflective clinical skills prior to their assignment to any full-time fieldwork education and doctoral residency.



*"Anything that we have to learn to do we learn by the actual doing of it... We become just by doing just acts, temperate by doing temperate ones, brave by doing brave ones."*

Aristotle Nicomachean Ethics, Book II, p.9



The following statements further identify the critical aspects of occupation to the Department of Occupational Therapy:

- ☐ Occupation as a product is the group of activities and tasks humans need, want and/or are obliged to do for participation in life
- ☐ Occupation involves a continuing process of adaptation
- ☐ Characteristics of occupation include, but are not limited to the following:
  - Basic human need
  - Determinant of health
  - Source of meaning
  - Source of purpose
  - Source of choice and control
  - Source of balance and satisfaction
  - Source of pleasure
  - Source of restoration
  - Source and means of adaptation
  - Means of productivity
  - Means of organizing time
  - Means of organizing materials and space
  - Therapeutic medium

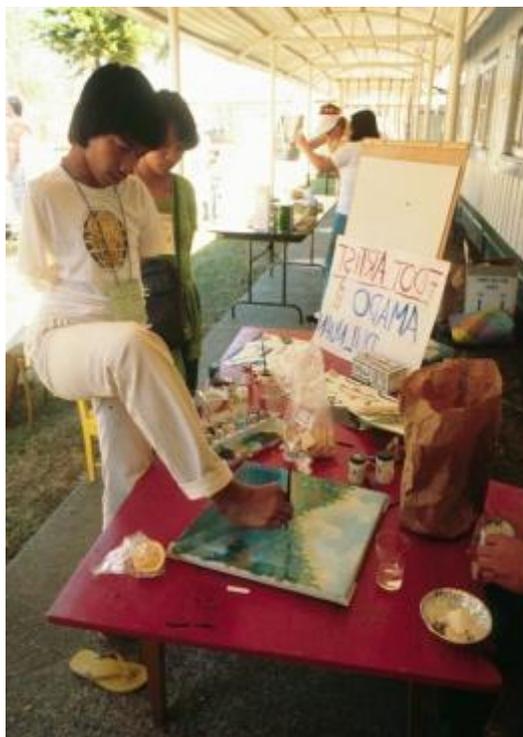
## Beliefs about Occupational Therapy

The Department's philosophy is consistent with the profession's core values of altruism, equality, freedom, justice, dignity, truth and prudence. It is embedded in our belief that occupational therapy is a health profession that optimizes participation in life. We believe that occupational therapy:

- ☐ integrates knowledge from the art and sciences
- ☐ provides a holistic and balanced perspective for practice to meet client needs
- ☐ promotes well-being through engagement in occupation
- ☐ incorporates client-centered assessment and intervention based on strengths, needs and goals, to facilitate occupational performance

## Beliefs about Human Beings

- ☐ Humans are unique in nature and influence their own occupational performance
- ☐ Humans are considered open systems who are influenced and changed through interactions with the human and non-human environment
- ☐ Humans have their own unique values, goals, desires, culture etc. which influence their occupational performance
- ☐ Humans have the right to make personal choices, engage freely in society and self-determine their life path
- ☐ Humans adapt their habits, routines and roles throughout their life course
- ☐ A human beings' strengths and needs are an integral part of his/her meaningful occupations



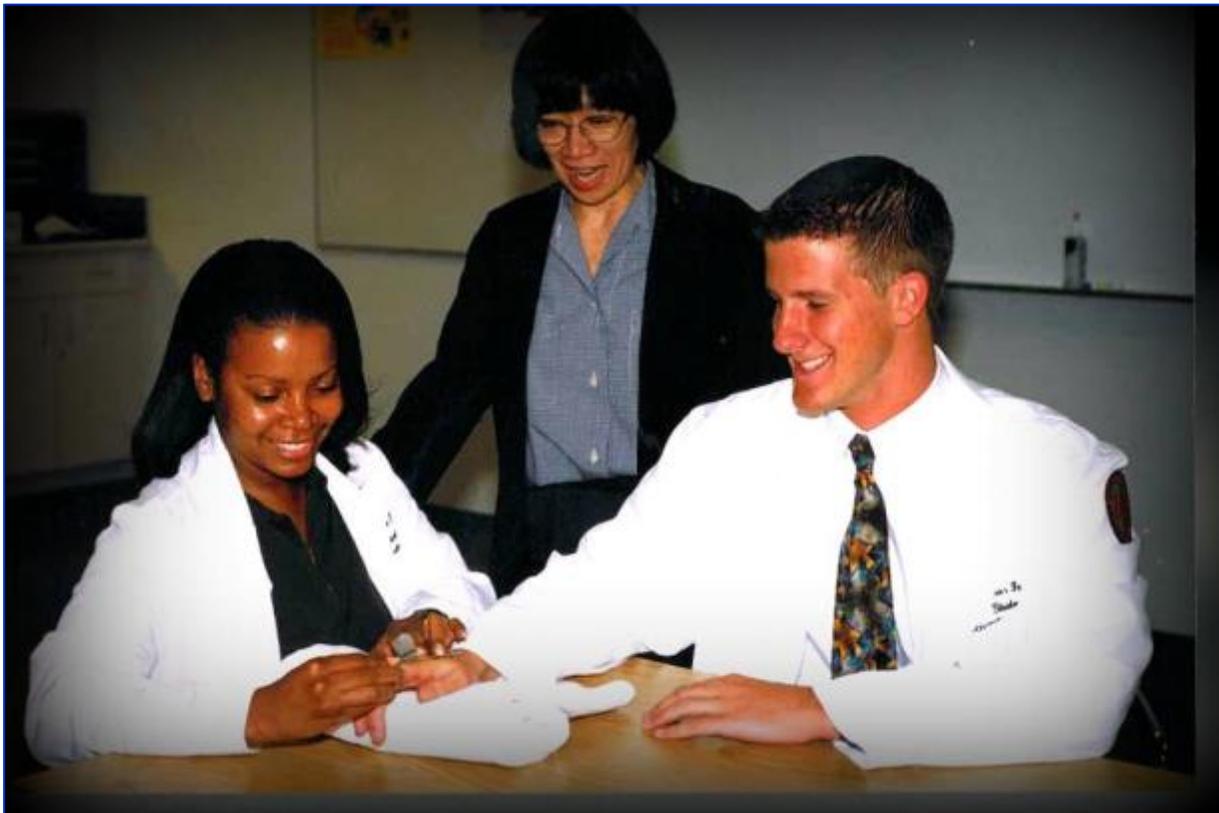
## What Occupational Therapy Practitioners Do

Occupational therapy practitioners provide services to people across the lifespan to promote and/or develop meaningful engagement in their chosen or developmental occupations, through various evidence-based approaches in aging, children and youth, disability and rehabilitation, mental health, work-related programs, and other emerging areas of practice including advocacy, leadership, policy making, education and research. Occupational therapy services may include, among others, customized treatment programs to improve performance of daily activities in the home, workplace, and community; home and job site evaluations and adaptations; performance skills assessments and treatment; production and usage education for adaptive and other technology; guidance and education to family members and caregivers; advocacy and leadership for underserved individuals

and groups; research and education.

## Educational Philosophy

The Department of Occupational Therapy views teaching and learning processes as systematic efforts that facilitate engagement of student, teacher and subject (Hooper, 2005). The departmental philosophy regarding teaching and learning is grounded in William Perry's Scheme of Intellectual and Ethical Development (Perry, 1970) that describes how students develop knowledge in progressive phases, as well as in other cognitive theories that emphasize how guided learner experiences build on previous knowledge and experience (Bruner, 1971; Dewey, 1938; Vygotsky, 1926). Learning progresses through complex ways of thinking and doing to help students develop skills such as critical thinking, reasoning, concept development and reflection for lifelong learning. Dewey (1933), in particular, drew on the ideas of classical educators such as Aristotle, Plato and Confucius in seeing reflection as a problem solving process that links various ideas together with previous ones in order to resolve an issue. The process in turn allows the learner to absorb (read, hear, feel), do (activity), and interact (socialize), (Wetterbrock & Nabeth, 2011).



A subject centered approach described by Palmer (1998), creates a community of learning centered around a central subject for aligning faculty and students. The core subjects, occupation and occupational performance, form the focus of learning and general processes within a hybrid of face to face and distance academic environment (Simonson, Smaldino, & Albright, 2011). Subject centered education promotes dynamic involvement of the learner with peers, faculty, and the core subject, as knowledge is constructed, or built together in context with teacher-student virtual and real time interaction, allowing for richness, recursion, relations, rigor and reiterative reflection (Doll, 1933).

- ☐ Richness refers to the depth of the curriculum, and a process that facilitates multiple layers of meaning and possibilities of interpretation.
- ☐ Recursion is the reflective interaction of the student with the environment, others, culture and with one's own knowledge.
- ☐ Relations allows for making connections with the understanding that individual perceptions are part of a larger cultural, economic and global milieu.
- ☐ Rigor refers to fostering understanding of the complexity of uncertainty and critical interpretation of what comes out of occupational chaos.
- ☐ Reiterative reflection is the ultimate process of looking at revisiting richness, recursion, relations, and rigor of information as they apply in the didactic and clinical aspects of each experience during the doctoral transformation.

In addition to these educational philosophies and approaches, the Department believes in the following regarding teaching and learning:

- ☐ Occupational therapy education focuses on preparing future practitioners to facilitate change in individuals and groups for optimal occupational performance.
- ☐ Occupational therapy education includes student skill development for evaluation and treatment, using evidence based resources, critical thinking, problem solving, and faculty expertise.
- ☐ Occupational therapy utilizes a wide knowledge base from arts and sciences for practice.
- ☐ Self efficacious learning leads to lifelong learning.
- ☐ Learning is best achieved when there is a fit between teaching approaches and strategies, learning style and stage, and content/subject and teaching/learning technologies.



### Framework for Curriculum Design

The Person-Environment-Occupation-Performance (PEOP) model by Christiansen and Baum (2005) provides a unifying concept for the overall curriculum. We define occupational performance as a process that includes the “doing of activities, tasks, and roles” and serves as a way of integrating an individual with their particular societal roles in various environments (Christiansen & Baum,

2005, p. 244). Occupational performance is a result of the person and environment interaction, or, in which roles and task are carried out, i.e., a human being in place while knowing and doing (Rowles, 1991). Likewise, the curriculum wraps itself around the Occupational Therapy Practice Framework (OTPF) to reiterate the profession's core beliefs in the "relationship between occupation and health and its view of people as occupational beings, (AOTA, 2008)"

Each course intentionally considers and applies the PEOP – OTPF relationship with all course content and objectives as the major unifying curricular thread. Courses are logically sequenced to facilitate students' comprehensive knowledge and application of this relationship and its application to occupational therapy practice. The following course sequences weave into the curriculum for the entry level Doctor of Occupational Therapy (OTD) program designed to meet current ACOTE Standards for Doctoral Occupational Therapy Education, and provide consistency throughout the curriculum. While following the teaching exemplar in Doll's perspective of postmodern curriculum (i.e., rich, recursive, rigorous, relational, and reiteratively reflective), the courses fit into a curriculum sequence below:

- ☐ Basic Sciences
  - ANAT 5420 Anatomy
  - ANAT 5423 Neuroanatomy
- ☐ Foundations in Occupation
  - OTD 8101 Introduction to Didactic, Clinical, and Capstone Experiences
  - OTD 8102 Foundations of Occupational Therapy
  - OTD 8103 Kinesiology in Occupations
- ☐ Occupation Science & Technology
  - OTD 8141 Development of Occupation Across the Life Span
  - OTD 8142 Occupational and Contextual Analysis
  - OTD 8143 Therapeutic Use of Self
  - OTD 8244 Innovations and Technology in Occupational Therapy
- ☐ Occupational Interventions
  - OTD 8151 Human Conditions and Occupations I
  - OTD 8152 Human Conditions and Occupations II
  - OTD 8271 Occupational Therapy Interventions I
  - OTD 8272 Occupational Therapy Interventions II
  - OTD 8273 Occupational Therapy Intervention III
- ☐ Evidence Base & Exploration
  - OTD 8161 Evidence in Occupational Therapy Practice
  - OTD 8262 Research Design
  - OTD 8262L Research Design-Lab
  - OTD 8363 Capstone Project I
  - OTD 8363L Capstone Project I-Lab
  - OTD 8464 Capstone Project II - Reflections and Exit
- ☐ Leadership & Globalization
  - OTD 8281 Business of Practice and Management
  - OTD 8282 Professional Leadership
- ☐ Clinical Competence
  - OTD 8391 Level II Fieldwork Experience

- OTD 8392 Doctoral Certification and Introduction to Residency
- OTD 8493 Level II Fieldwork Experience
- OTD 8494 Doctoral Residency
- ☐ Doctoral Transformation
  - OTD 8300 Specialized Course, Occupational Science
  - OTD 8340 Specialized Course, Wellness in Occupational Therapy
  - OTD 8360 Specialized Course, Applying Measurement to Theory
  - OTD 8370. Specialized Course, Sensory Processing



**Department Outcomes Measurement:**

**Program Evaluation:**

The Department of Occupational Therapy in NSU Tampa will systematically review, evaluate and take appropriate action on the following aspects of the program to optimize educational experiences for both students and faculty especially as it relates to distance learning technologies. University and departmental course evaluations, direct student feedback in Program Director-student interactive sessions, group post semester analyses, individual faculty reflections, as well as when the time comes, alumni and employer surveys provide necessary information for ongoing and periodic reviews. These evaluations assure alignment with stated philosophy behind the curriculum, as well as ACOTE standards, as well as institutional and departmental mission statements. Revisions to these aspects, as well also to the overall Strategic Plan of the program, will be made following careful assessment of departmental needs at specified times during each school year.

- |   |                                   |
|---|-----------------------------------|
| ☐ Curriculum Design                                   | ☐ Admission Standards             |
| ☐ Course Content                                      | ☐ Faculty Assignments             |
| ☐ Faculty Performance                                 | ☐ Course Sequence                 |
| ☐ Certification Examination Results                   | ☐ Faculty Development             |
| ☐ Educational Support, especially Distance Technology | ☐ Student Feedback                |
| ☐ Community Feedback                                  | ☐ Effectiveness of Collaborations |
| ☐ Employment Statistics                               |                                   |



**Student Outcomes:**

The Department of Occupational Therapy in NSU Tampa qualifies and prepares graduates to take the National Board Certification for Occupational Therapy (NBCOT) examination. Passing score on the NBCOT examination qualifies the graduate to obtain state licensure and enter the field as an entry level practitioner. NSU graduates are prepared to practice in a holistic, ethical, and client-centered manner at a variety of settings, with clients of any age or occupation oriented need, and as the case might be, in their beginning area of specialization. Graduates of the NSU OTD program will demonstrate knowledge and skills related to occupation and occupational performance, OT related intellectual capabilities, leadership skills, professional characteristics and therapeutic perspectives.

**Knowledge and Skills Related to Occupation and Occupational Performance Include:**

- Diagnoses
- Evaluation and
- Intervention

**OT Related Intellectual Capabilities Are:**

- Resourcefulness
- Critical Thinking
- Problem Solving
- Clinical Reasoning
- Reflection

**Leadership Qualities Comprise:**

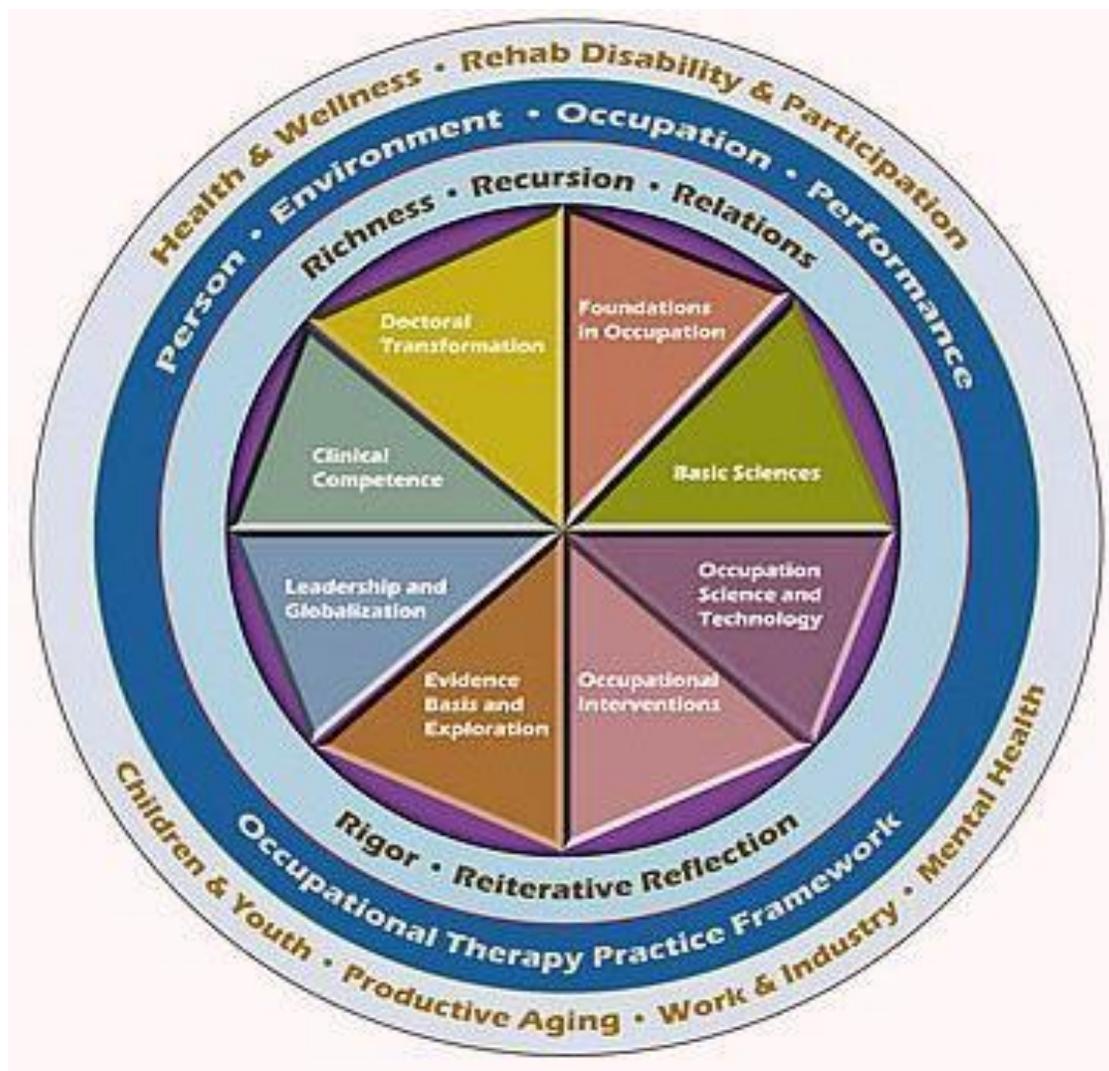
- Ongoing Professional Development
- Attaining Leadership Positions
- Community-Oriented Practice
- Client Advocacy

**Professional Characteristics Demonstrate:**

- Integrity
- Cultural Competency
- Evidence Based
- Articulate Communication



- Professional Behavior
- Empathy.



The OTD curriculum model illustrates didactic-to-clinical experiences designed for the Nova Southeastern University Tampa doctoral student. The inner circle features the eight clusters of course sequences within the hybrid entry level professional program. The concentric rings, shown starting from the inner layer comprise: 1) teaching exemplar; 2) learning threads; and 3) practice areas consistent with the profession's Centennial Vision.

The eight curriculum sequences provide opportunities for student experiences for lifelong learning applying the PEO model and the OTPF. The sequences provide activities to learn the structure and function of the human body as it relates to occupations; theoretical and philosophical foundations of occupational therapy practice; expressions and use of occupations and technology for teaching and learning across the lifespan; identification and treatment of developmental and acquired occupational dysfunctions using occupation based interventions; evidence basis and scholarly explorations for accountable practice; leadership and advocacy for responsible collaborative, global practice; clinical competence in all areas of practice, and beginning specialization as a reflective doctorally prepared professional.



Tampa

Entry- Level OTD Curriculum Outline

Class of	Subject	Course #	Title	Credit Hours
2020	ANAT	5420	Anatomy	5
2020	OTD	8101	Introduction to Didactic, Clinical, and Capstone Experiences	1
2020	OTD	8102	Foundations of Occupational Therapy	3
<b>Total:</b>				<b>9</b>
2020	OTD	8103	Kinesiology in Occupations	3
2020	OTD	8141	Development of Occupation Across the Life Span	3
2020	OTD	8142	Occupational and Contextual Analysis	3
2020	OTD	8151	Human Conditions and Occupations I	3
<b>Total:</b>				<b>12</b>
2020	ANAT	5423	Neuroanatomy	3
2020	OTD	8152	Human Conditions and Occupations II	3
2020	OTD	8143	Therapeutic Use of Self	3
2020	OTD	8161	Evidence in Occupational Therapy Practice	3
<b>Total:</b>				<b>12</b>
2020	ANAT	5420	Anatomy	5
2020	OTD	8101	Introduction to Didactic, Clinical, and Capstone Experiences	1
2020	OTD	8102	Foundations of Occupational Therapy	3
<b>Total:</b>				<b>9</b>
2020	OTD	8271	Occupational Therapy Interventions I – Psychosocial & Community	6
2020	OTD	8281	Business of Practice and Management	3

2020	OTD	8244	Innovations and Technology in Occupational Therapy	3
				<b>Total: 12</b>
2020	OTD	8272	Occupational Therapy Interventions II – Children & Youth	10
2020	OTD	8262	Research Design	2
				<b>Total: 12</b>

<b>Class of</b>	<b>Subject</b>	<b>Course #</b>	<b>Title</b>	<b>Credit Hours</b>
2020	OTD	8273	Occupational Therapy Intervention III – Physical Disabilities	10
2020	OTD	8262L	Research Design-Lab	1
2020	OTD	8282	Professional Leadership	3
				<b>Total: 14</b>
2020	OTD	8391	Level II Fieldwork Experience	12
				<b>Total: 12</b>
2020	OTD	8392	Doctoral Certification and introduction to Residency Program	0
2020	OTD	8340 OR 8300	Specialized Course* (Wellness in Occupational Therapy OR Occupational Science)	3
2020	OTD	8363	Capstone Project I	2
				<b>Total: 5</b>
2020	OTD	8363L	Capstone Project I-Lab	1
2020	OTD	8370 OR 8360	Specialized Course* (Sensory Processing Basis of Occupational Performance OR Applying Measurement)	3
				<b>Total: 4</b>
2020	OTD	8493	Level II Fieldwork Experience	12
				<b>Total: 12</b>
2020	OTD	8494	Doctoral Residency	16
2020	OTD	8464	Capstone Project II - Reflections and Exit Colloquium	2
				<b>Total: 18</b>

*Note: Students will have time allotted for administrative purposes (Bursar, financial aid etc) during on-campus time each semester*  
 Total Credit Hours to Graduation = 122  
 Level I FWE = 360 hours; Level II FWE = 960 hours; Residency = 720 hours  
 Total Clinical Education Hours = 2040 hours



© 2011: Official NSU Tampa OTD Student Patch & Pin



**Department of Occupational Therapy**  
*Entry Level Doctor of Occupational Therapy (OTD) Program*  
**2016-2019 Trimester, On-Campus Institute, Events, & Level I Fieldwork Experience Schedule**  
 Version 5/6/2017

<b>Academic Year 2017: May 2016 – April 2017‡</b>		
<b>Summer (12 Weeks) 05/23 – 08/14**</b>	<b>Fall (17 Weeks) 08/22 – 12/18**</b>	<b>Winter (17 Weeks) 01/03 – 05/21**</b>
<i>*Orientation: 05/09 – 05/11 (Class of 2019)</i>	<i>Thanksgiving, 11/24/2016</i>	<i>OTD Semester: 01/03 – 4/30</i>
	<i>Fall Ceremonies 2016 (Class of 2017, 2018 &amp; 2019) 11/11 2nd Annual Research Colloquium (Class of 2016) 12/11</i>	<i>Spring Break: 03/06 – 03/10*</i>
<b>On Campus Institutes</b>	<b>On Campus Institutes</b>	<b>On Campus Institutes</b>
05/24 – 05/29 (Class 2019)	<b>Reflections OTD 8493: FWE II (Class of 2016) 1st Institute</b>	
	<b>Reflections OTD 8391: FWE II (Class of 2017) 1st Institute</b>	
05/26 – 05/29 (Class of 2018)	<i>Classes of 2017 2018 &amp; 2019:</i>	<i>Classes of 2017, 2018 &amp; 2019:</i>
<i>Classes of 2018 &amp; 2019:</i>	08/25 – 08/28	01/12 – 01/15
06/16 – 06/19	09/22 – 09/25	02/02 – 02/05
07/14 – 07/17***	10/20 – 10/23**	03/02 – 03/05***
08/11 – 08/14****	11/10 – 11/13+	03/23 – 03/26
<b>OTD 8493 Level II FWE (Class of 2016) 05/23 – 08/12</b>	12/8 – 12/11****	04/27 – 04/30****
<b>OTD 8391: Level II FWE (Class 2017) 05/23 – 08/12</b>	<b>Level I FW, (Class of 2018) 11/14 – 12/02</b>	<b>Level I FW, (Class of 2018) 04/03 – 04/21</b>
<b>Level I FWE, (Class of 2018) 07/18 – 08/05</b>	<b>Doctoral Residency (Class of 2016) 08/22 – 12/09</b>	
<b>Graduation, (Class of 2016) August 19<sup>th</sup>, 2016</b>	<b>NBCOT Mock Certification Exam Review 12/12 &amp; 12/13</b>	
<b>Academic Year 2017: May 2016 – April 2017‡</b>		
<b>Summer (12 Weeks) 05/23 – 08/14**</b>	<b>Fall (17 Weeks) 08/22 – 12/18**</b>	<b>Winter (17 Weeks) 01/03 – 05/21**</b>
<i>*Orientation: 05/09 – 05/11 (Class of 2019)</i>	<i>Thanksgiving, 11/24/2016</i>	<i>OTD Semester: 01/03 – 4/30</i>
	<i>Fall Ceremonies 2016 (Class of 2017, 2018 &amp; 2019) 11/11 2nd Annual Research Colloquium (Class of 2016) 12/11</i>	<i>Spring Break: 03/06 – 03/10*</i>
<b>On Campus Institutes</b>	<b>On Campus Institutes</b>	<b>On Campus Institutes</b>
05/24 – 05/29 (Class 2019)	<b>Reflections OTD 8493: FWE II (Class of 2016) 1st Institute</b>	

	<b>Reflections OTD 8391: FWE II (Class of 2017) 1st Institute</b>	
05/26 – 05/29 (Class of 2018)	<i>Classes of 2017 2018 &amp; 2019:</i>	<i>Classes of 2017, 2018 &amp; 2019:</i>
<i>Classes of 2018 &amp; 2019:</i>	08/25 – 08/28	01/12 – 01/15
06/16 – 06/19	09/22 – 09/25	02/02 – 02/05
07/14 – 07/17***	10/20 – 10/23**	03/02 – 03/05***
08/11 – 08/14****	11/10 – 11/13+	03/23 – 03/26
<b>OTD 8493 Level II FWE (Class of 2016) 05/23 – 08/12</b>	12/8 – 12/11****	04/27 – 04/30****
<b>OTD 8391: Level II FWE (Class 2017) 05/23 – 08/12</b>	<b>Level I FW, (Class of 2018) 11/14 – 12/02</b>	<b>Level I FW, (Class of 2018) 04/03 – 04/21</b>
<b>Level I FWE, (Class of 2018) 07/18 – 08/05</b>	<b>Doctoral Residency (Class of 2016) 08/22 – 12/09</b>	
<b>Graduation, (Class of 2016) August 19<sup>th</sup>, 2016</b>	<b>NBCOT Mock Certification Exam Review 12/12 &amp; 12/13</b>	
<b>Academic Year 2017: May 2016 – April 2017‡</b>		
<b>Summer (12 Weeks) 05/23 – 08/14**</b>	<b>Fall (17 Weeks) 08/22 – 12/18**</b>	<b>Winter (17 Weeks) 01/03 – 05/21**</b>
<i>*Orientation: 05/9 – 5/11 (Class of 2019)</i>	<i>Thanksgiving, 11/24/2016</i>	<i>OTD Semester: 01/03 – 4/30</i>
	<i>Fall Ceremonies 2016 (Class of 2017, 2018 &amp; 2019) 11/11 2nd Annual Research Colloquium (Class of 2016) 12/11</i>	<i>Spring Break: 03/06 – 03/10*</i>
<b>On Campus Institutes</b>	<b>On Campus Institutes</b>	<b>On Campus Institutes</b>
05/24 – 05/29 (Class 2019)	<b>Reflections OTD 8493: FWE II (Class of 2016) 1st Institute</b>	
	<b>Reflections OTD 8391: FWE II (Class of 2017) 1st Institute</b>	
05/26 – 05/29 (Class of 2018)	<i>Classes of 2017 2018 &amp; 2019:</i>	<i>Classes of 2017, 2018 &amp; 2019:</i>
<i>Classes of 2018 &amp; 2019:</i>	08/25 – 08/28	01/12 – 01/15
06/16 – 06/19	09/22 – 09/25	02/02 – 02/05
07/14 – 07/17***	10/20 – 10/23**	03/02 – 03/05***
08/11 – 08/14****	11/10 – 11/13+	03/23 – 03/26
<b>OTD 8493 Level II FWE (Class of 2016) 05/23 – 08/12</b>	12/8 – 12/11****	04/27 – 04/30****
<b>OTD 8391: Level II FWE (Class 2017) 05/23 – 08/12</b>	<b>Level I FW, (Class of 2018) 11/14 – 12/02</b>	<b>Level I FW, (Class of 2018) 04/03 – 04/21</b>
<b>Level I FWE, (Class of 2018) 07/18 – 08/05</b>	<b>Doctoral Residency (Class of 2016) 08/22 – 12/09</b>	
<b>Graduation, (Class of 2016) August 19<sup>th</sup>, 2016</b>	<b>NBCOT Mock Certification Exam Review 12/12 &amp; 12/13</b>	

**NOTE:** Dates highlighted in yellow indicate when both OTD & DPT students are intentionally on campus at the same time (Summer Anatomy classes). The revised calendar avoids those on-ground overlaps for space and logistical purposes.

**KEY:**

\*Orientation and Spring Break dates are subject to change.

\*\*Full Time Fieldwork Experience may begin the week prior to above posted trimester start dates; start/end date will be adjusted to complete minimum of 12 weeks each or total of 24, and a doctoral residency of at least 16 weeks.

\*\*\*Midterm Exams

\*\*\*\*Final Exams

+ Subject to FOTA or AOTA conference date

‡Students in Fieldwork Experience do not observe Spring break or Winter breaks; Thanksgiving Day is factored in to complete 3 full weeks of Level I fieldwork experience.

**Important Dates**

- AOTA Conferences:
  - April 19 – 22, 2018, Salt Lake City, UT
  - April 4 – 7, 2019, New Orleans, LA
  - March 26 – 29, 2020, Boston, MA

- April 8 – 11, 2021, San Diego, CA
- April is Occupational Therapy Month
- April 13 is the Founding Anniversary of the NSU Tampa Doctor of Occupational Therapy Program
- AOTA Academic Leadership Council (ALC) Meeting, October 26, 2017 & Education Summit, October 27- 28, 2017, Fort Worth, TX
- FOTA Annual Conference, November 3 – 4, 2017 Renaissance Orlando at SeaWorld, Orlando, FL
- AOTA Student Conclave, November 3 – 4, 2017, Birmingham, AL
- SSO:USA Annual Research Conference, October 19 – 21, 2017, Seattle, WA

<b>Academic Year 2018: May 2017 – April 2018‡</b>		
<b>Summer (12 Weeks) 05/22 – 08/13**</b>	<b>Fall (17 Weeks) 08/21 – 12/17**</b>	<b>Winter (16 Weeks) 01/02 – 04/29</b>
<i>*Orientation: 05/8 – 05/10 (Class of 2020)</i>	<i>Thanksgiving, 11/23/2017</i>	<i>*Spring Break: 03/12 – 03/16</i>
	<i>Fall Ceremonies 2017 (Class of 2018, 2019 &amp; 2020) Wednesday, 11/08 3rd Annual Research Colloquium (Class of 2017) 12/10</i>	
<b>On Campus Institutes</b>	<b>On Campus Institutes</b>	<b>On Campus Institutes</b>
	<b>Reflections OTD 8493: FWE II (Class of 2017) 1st Institute</b>	
	<b>Reflections OTD 8391: FWE II (Class of 2018) 1st Institute</b>	
05/23 – 05/28 (Class 2020) 05/25 – 05/28 (Class of 2019) <i>Classes of 2019 &amp; 2020</i>	<i>Classes of 2018 2019 &amp; 2020:</i>	<i>Classes of 2018, 2019 &amp; 2020:</i>
06/15 – 06/18	08/24 – 08/27	01/04 – 01/07
07/13 – 07/16***	09/14 – 09/17 - 03	02/01 – 02/04
08/10 – 08/13***	10/12 – 10/15***	02/22 – 02/25***
	11/08 – 11/12	03/8 – 03/11
	12/07 – 12/10	04/12 – 04/15****
<b>OTD 8493 Level II FWE (Class of 2017) 05/22 – 08/11</b>		
<b>OTD 8391: Level II FWE (Class 2018) 05/22 – 08/11</b>		
<b>Level I FWE, (Class of 2019) 07/17 – 08/04</b>	<b>Level I FW, (Class of 2019) 11/13 – 12/01</b>	<b>Level I FW, (Class of 2019) 03/19 – 04/6</b>
<b>Graduation, (Class of 2017) Senior Awards Dinner: 8/17 Commencement: 8/18</b>	<b>Doctoral Residency (Class of 2017) 08/21– 12/08</b>	
	<b>NBCOT Certification Exam Review 12/11 &amp; 12/12</b>	

**NOTE:** The revisions highlighted in yellow; occurred so that as much as possible, OTD & DPT cohorts are NOT on campus at the same time, except when unavoidable such as summer (due to Anatomy course), dates (2) in November and the last institute dates. Please exercise caution in scheduling rooms and resources.

**KEY:**

\*Orientation and Spring Break dates are subject to change\*

\*\*Full Time Fieldwork Experience may begin the week prior to above posted trimester start dates; start/end date will be adjusted to complete minimum of 12 weeks each or total of 24, and a doctoral residency of at least 16 weeks.

\*\*\*Midterm Exams

\*\*\*\*Final Exams

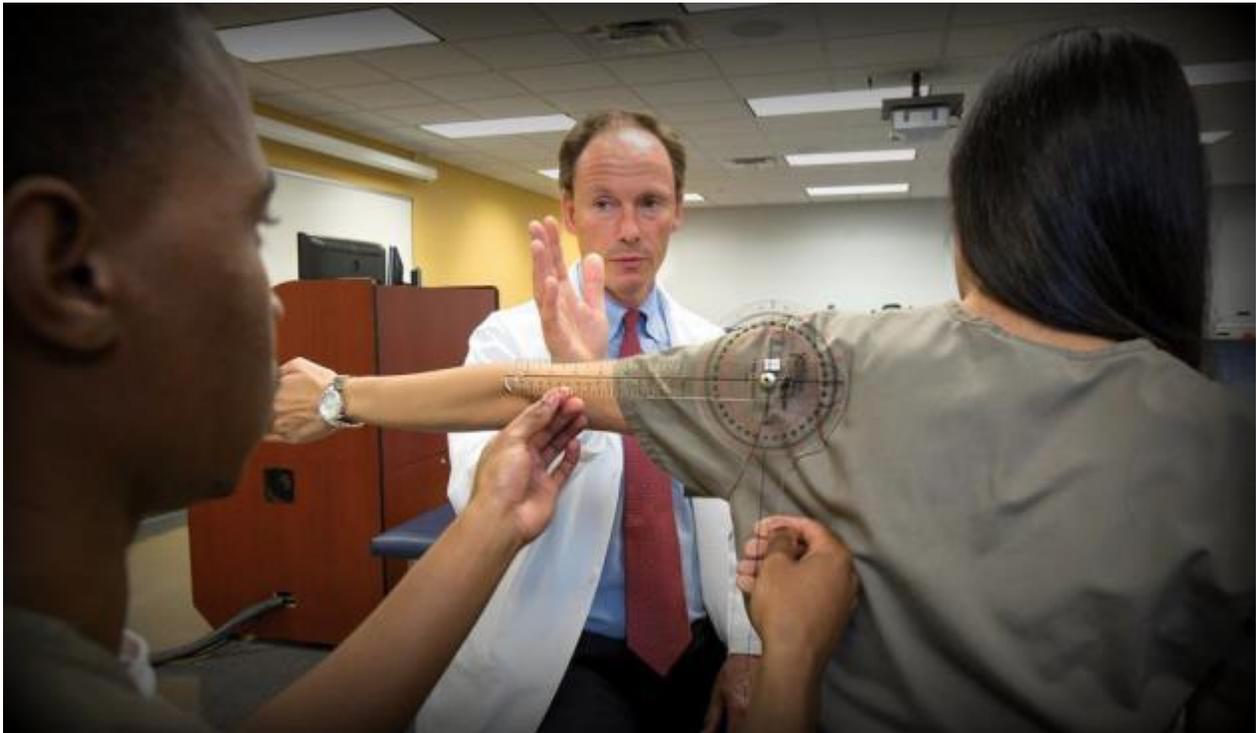
+ Subject to FOTA or AOTA conference date

‡Students in Fieldwork Experience do not observe Spring break or Winter breaks; Thanksgiving Day is factored in to complete 3 full weeks of Level I fieldwork experience.

**Important Dates**

- AOTA Conferences:
  - April 7 – 10, 2016, Chicago, Illinois
  - March 30 – April 2, 2017, Philadelphia, Pennsylvania (HAPPY CENTENNIAL YEAR, OCCUPATIONAL THERAPY!)

- April 19 – 22, 2018, Salt Lake City, UT
- April is Occupational Therapy Month
- April 13 is the Founding Anniversary of the NSU Tampa Doctor of Occupational Therapy Program
- AOTA Education Summit: October 17 – 18, 2015, Denver, CO
- FOTA Annual Conference, November 4 – 5, 2016, Downtown Disney/Universal Studios, Orlando FL
- AOTA Student Conclave, November 18 – 19, Dearborn, MI



## Fieldwork Experience

## The Fieldwork Experience

The fieldwork component of Nova Southeastern University's (NSU) Entry-Level Doctor of Occupational Therapy curriculum occurs at three different levels of increasing complexity and responsibility. The first two are Level I and Level II Fieldwork experiences, and the third one is the experiential component called doctoral residency. To complete graduation requirements, the NSU OTD student (OTD-S) will have accumulated at least 2040 clinical education hours, not counting course-related interactions with different populations during community fieldtrips near the university or where students reside.

Level I Fieldwork experiences occur during the second year of the program during three successive semesters starting Summer semester. They are intentionally embedded in three independent intervention courses, all of which provide clinical experiences applying the PEO model, the first one of which addresses wellness, prevention and community-based practice. The second Level I Fieldwork experience is part of the intervention course that addresses barriers and supports for participation and engagement of children and youth with multiple conditions within the context of diverse environments. The third Level I Fieldwork experience addresses the evaluation and treatment of adult and older adult occupational performance in various environments.

After successful completion of Year II, students will complete six months of Level II Fieldwork in a supervised environment linked to the academic program. The first of these Level II Fieldwork experiences occurs normally during the Summer semester of the third year. Upon completion of this first Level II Fieldwork experience, the student takes the doctoral certification examination and enters the doctoral level courses of the curriculum, culminating in a research project and entry into the doctoral residency or the in-depth experiential component in one or more of the following as recommended by the Accreditation Council on Occupational Therapy Education (ACOTE): clinical practice, research, administration, leadership, program and policy development, advocacy, education, or theory development.

### Student Policies for Level I and Level II Fieldwork Experiences

#### Prerequisite Policies

The Nova Southeastern University *College of Health Care Sciences Student Handbook* requires students have health insurance, AIDS education, and immunizations for fieldwork. Students must submit insurance card or may sign a statement indicating that they met their requirements. An affiliated facility may also require a student to pass a State of Florida Department of Health screening prior to rotation. Other requirements that may be held by the affiliated facility include, but are not limited to, fingerprinting, criminal background check, urinalysis for drugs and alcohol, and proof of immunizations. If a student does not meet all requirements held by the affiliated facility prior to the first day of the scheduled placement, the student's placement will be cancelled, or if the placement has begun, the student will be asked to leave. Any cost associated with additional site requirements is the responsibility of the student.

As a prerequisite for all fieldwork experiences, the student is responsible for reading a copy of the contractual agreement between the University and the affiliated facility (this is part of the level II student site selection process), submit a current personal data sheet, and meet additional

requirements as described in the course syllabi for fieldwork.

As a prerequisite for all fieldwork experiences, students are responsible for maintaining their own records and other site specific requirements. The fieldwork coordinator does not mail confidential records to facilities. Students are required to review materials (if available), call the facility, and verify current information at least 5 weeks prior to arrival.

As a prerequisite for all fieldwork experiences, all students must have access to a computer with a modem for participation in the online component of the fieldwork experience.

As a prerequisite for all fieldwork experiences, students must contact their site before the start date. The recommended time frame is at least two weeks before the beginning of a Level I rotation and one month before the start of a Level II rotation. The purpose of the introductory phone call is to ensure placement at the site and to determine the needs of the facility, i.e., dress code, orientation time, parking, immunizations, background check.

If the student does not contact the site in a timely manner and the rotation does not start on time, the student will be responsible for any action taken which may include:

- Meeting with the Committee on Student Progress
- Delay of start of rotation
- Need to make up rotation hours at the discretion of the Site Supervisor and the Academic Fieldwork Coordinator
- Cancellation and failure of the rotation by Academic Fieldwork Coordinator which would result in student receipt of a Failure (F) on their academic record and necessitate enrolling in and paying for the course the next available time. Appropriate policies will apply in case of a history of academic failure and/or professional behavior.

Upon completion of any fieldwork experience, students must attend a mandatory course wrap-up session. Mechanism for this session will vary according to level, and the student is responsible for reading their course syllabus or fieldwork experience guide when applicable to ensure participation. Failure to attend will be considered an unexcused absence and will lower the student's final course grade by at least 10 percent.

### **Student Documentation Requirements**

To ensure compliance with NSU obligations, and to ensure student safety, students must upload immunization information into the NSU system, prior to the first Level I or community field trip placement, and must resubmit annually as needed prior to the applicable rotation or experience: (See background check and immunization policy for details.)

- Health Information
- Proof of immunizations
- Physician's physical examination
- Medical insurance
- Evidence of successful completion of required CPR training
- Evidence of HIV/AIDS education/ Bloodborne pathogens
- Background check

- ☐ HIPAA Training
- ☐ OSHA Training

A Level I background screen is completed through Certified Background Check.com prior to admission into the OTD program. During the OT Intervention II course, a level II background check is completed through the division of Children and Families for participation in coursework in the school system and other Children and Youth settings. This background check may be required by facilities used for community field trips as well, so students are responsible for meeting this requirement when informed by the site upon their initial contact. Results of these screens will impact further participation in the OTD program.

Failure to submit the documents will result in cancellation or delay of the fieldwork placement. Students assume the responsibility for keeping the aforementioned records current through the last 18 months of the program. For more details on student documentation, refer to the student documents section.

### **Personal Safety**

Personal safety of all individuals is very important. Students should apply the general safety guidelines outlined in the Campus Safety Booklet at all times during their clinical affiliation. During an affiliation, students must get to know the area in which they are affiliating and be aware of any potential hazards. Clinical sites normally provide the student with any helpful information relating to potential personal safety hazards and ways to minimize risk. If a student has any concerns about their personal safety they should discuss this with their Fieldwork Educator and inform their Academic Fieldwork Coordinator.

### **Dress Code**

During all fieldwork experiences, students must comply with the Health Professions Division dress code policy unless the affiliating facility has different specific dress requirements. Students inappropriately dressed or groomed may be required to leave the facility and this will be considered an unexcused absence. Repeated violations will be considered improper professional behavior and will result in referral to the Committee on Student Progress, disciplinary action, which may include termination of the fieldwork experience.

The Fieldwork Educator should send the student home if the student is non-compliant with the dress code. The student is required to make up any lost time that may result. The NSU OTD-S dress code for clinical education is that which applies for classroom dress as outlined in the College of Health Care Sciences Handbook. In addition, students are to present a professional appearance and demeanor at all times. The NSU dress code is not to be modified unless the affiliating facility has a different, specific dress requirement. For females, skirts must be of length and style to protect the student's modesty during treatment activity. Because NSU prefers a tailored professional look, lace, ruffles, T-shirts, polo shirts, color trims, denims, corduroys, knits, and sheer fabric are not permitted. Male students must wear solid color or stripe dress shirts and ties. Shoes may be slip-on or tie, non-skid dress shoes. In addition, athletic or running shoes are not permitted. Socks or hosiery are mandatory. Lab coats and identification badges must be worn at all times, unless otherwise indicated.

## Professional Behavior

Students are expected to practice in a legal, ethical, and professional manner. Failure to do so will result in failure of the clinical education experience. Documentation of that behavior will be completed by the Fieldwork Educator using the AOTA Evaluation form.

Inappropriate behavior may result in removal of a student from the assigned clinical facility at the discretion of the Fieldwork Educator and the Academic Fieldwork Coordinator.

## Attendance/Tardiness

Before beginning a fieldwork experience, the student will contact the Fieldwork Coordinator at the site and the Educator at the assigned site. The site contact will provide the student with the basic orientation information such as: hours of operation, dress code, how to find parking, and where they can eat lunch, etc. Students must be prepared to begin clinic duty at the designated, agreed upon times and days. During a clinical rotation, students follow the hours and patterns of operation of the site. For example, some students may be assigned five 8-hour days/week and others may be assigned four 10-hour days.

If the department provides weekend services, students are required to spend no more than 16 hours in weekend coverage during Level II rotations at times arranged with the Fieldwork Educator. If the clinical site provides coverage on holidays, students may be assigned holiday coverage. The student is to be offered compensation time off consistent with the policies and procedures of the clinical site for any weekend and holiday coverage. We encourage that the time off be used within the week of this extra coverage so the student is not overly taxed. The student and Fieldwork Educator must determine the learning experiences and goals to be achieved during weekend and holiday coverage. Guidelines for supervision of students must be followed on weekends.

An **unexcused absence** during Level II Fieldwork rotation places the student in severe jeopardy of not fulfilling course requirements. The need for make-up days is determined on an individual basis by mutual agreement of the Academic Fieldwork Coordinator and Fieldwork Educator. Make-up time can occur at the end of the fieldwork experience or during the rotation, but cannot be guaranteed. It will be offered to students only for extreme, unforeseen circumstances. Students must make travel arrangements for departures after the end of the workday, and may not be excused for personal business or to attend continuing education courses. Because of the seriousness of the consequences, students are strongly encouraged to have perfect attendance.

Under extreme, unforeseen circumstances that result in absence students **MUST** call their Fieldwork Educators at the beginning of the workday and ask to be excused. If they do not speak with the Fieldwork Educator directly, they are to leave a message and talk to the Fieldwork Educator as soon as possible. The student must also notify their Academic Fieldwork Coordinator at the University. The Fieldwork Educator and Academic Fieldwork Coordinator will determine the need for and agree on arrangements for make-up within 48 hours of the absence. Because the clinical site becomes an extension of the university, the Academic Fieldwork Coordinator must know where the student is and when the student is absent in the interest of good risk management.

**Tardiness** conveys a very negative impression. It suggests lack of planning and preparedness and is viewed by many as rude. It can disrupt the operation of the occupational therapy department. This



## **Housing/Meals and Transportation**

Students are responsible for all expenses related to clinical education. They must locate their own housing. Students may be eligible for stipends, meal tickets, or free housing that may be provided by the organization. However, students must be prepared to meet all their financial needs during their fieldwork experience.

## **Placement and Grading Policies**

Students will be permitted to participate in fieldwork rotations only after having successfully completed all corresponding didactic coursework. Students must comply with all policies and procedures of the clinical facility, Nova Southeastern University, and the American Occupational Therapy Association during the fieldwork experiences. Students must complete all Level II Fieldwork, as scheduled within the curriculum design, or on extenuating circumstances, within a two-year time frame, per ACOTE requirement, starting from the date of completion of the formal coursework.

## **Fieldwork Experiences Are Graded as Pass/Fail**

In order to pass the Fieldwork Level I rotation, the student must attain acceptable total scores as described in the course syllabi for interpersonal interactions, professional behavior, data gathering/observational skills, program planning/implementation, and verbal and written communication as outlined on the NSU fieldwork evaluation form.

To pass the Fieldwork Level II Fieldwork experience, the student must meet the minimum criterion scores for the AOTA, Fieldwork Performance Evaluation for the Occupational Therapy Student. A satisfactory score is 122 points and above, and no lower than a 3 on the fundamentals of practice section of the evaluation form.

In both types of fieldwork experiences, the faculty is charged with the responsibility of determining course grades. A student may fail the fieldwork placement if he or she marginally passes a fieldwork experience and has professional conduct issues or fails to turn in related fieldwork assignments as required by the course instructor.

## **Student Failure Procedure**

All fieldwork experiences are covered by grading policy similarly applied to didactic courses; this includes Level I Fieldwork experiences embedded with didactic courses such as the three intervention courses.

1. Failure at a Level I Fieldwork experience will result in failure of the associated intervention course and referral to the Committee on Student Progress (CSP).
2. Students may remediate only one Level I fieldwork. Should the student fail a second Level I Fieldwork, after successfully remediating one failed Level 1 Fieldwork, the student will not

be allowed a second opportunity to remediate and will be automatically dismissed from the program.

The policy also applies to Level II and Experiential Component (Doctoral Residency)

1. Students who fail their first Level II Fieldwork rotation (OTD 8391), typically offered during the Summer semester will follow procedure like any other course failure, but will retake the failed rotation immediately, depending on site availability.
2. Student may use the option of using part of the 16 weeks of Fall semester to identify and remediate issues that may have caused the failure, but leaving enough time for the 12 week fieldwork rotation which typically would be in the Fall semester.
3. Upon successfully retaking the failed fieldwork rotation, the student's course schedule is subsequently adjusted to be:
  - a. Winter: Doctoral Certification and Introduction to Residency Program (OTD 8392) with Research (OTD 8363);
  - b. Summer: 2<sup>nd</sup> FW-II (OTD 8493)
  - c. Fall: Two Specialized Courses;
  - d. Winter: Residency (OTD 8494) and Research, Reflections and Exit Colloquium (OTD 8464).
4. Students may retake only one Level II Fieldwork experience. Retaking a Level II experience includes the student being pulled from a site at any time and for any reason (except under circumstances outlined below) – this constitutes a failure. Should students fail a second placement at a Level II rotation (which includes failing the same Level II Fieldwork experience twice), they will be considered to have failed two FWE-II and will be automatically dismissed from the OTD program, without another opportunity to retake.

Additional tuition will be charged for repeated courses, including Level I (with associated course), Level II Fieldwork experiences, and doctoral residency. The maximum final grade OTD students may earn on any didactic course after any remediation will be 75 percent. The maximum final grade in Level II Fieldwork experiences and doctoral residency is a pass (*P*), as numerical scores are not assigned in those courses.

The stringency of this policy underscores the seriousness of this issue. Fieldwork experiences are an important matter where practitioner competency and professional behavior in a real clinical setting with genuine patients are required. Level II Fieldwork cannot begin until all curriculum coursework has been successfully completed to the point of the fieldwork or residency. All fieldwork experiences and doctoral residency must be successfully completed to be eligible for graduation.

The student's participation, discussion of student performance, and written evaluations will be used to determine the grade for the course. This includes the electronic requirement for Level I and Level II Fieldwork experiences as well as for the doctoral residency. Termination for unacceptable performance may result in a failing grade of F.

## Withdrawal or Termination from a Fieldwork Experience

Students who **withdraw or are asked to withdraw from a fieldwork experience** due to **inadequate performance will receive a failing grade (F) for that rotation**. There is no credit for partial time served in a fieldwork experience or residency that must be terminated due to inadequate performance. Students who fail a fieldwork experience may repeat one and only one fieldwork experience. Students who fail two clinical rotations will be automatically dismissed from the program. Students who have not completed six months of Level II Fieldwork plus the doctoral residency have not completed the curriculum requirements, and will not be eligible to receive a Doctor of Occupational Therapy degree.

Any student who is withdrawn from Fieldwork experience at any time and for any reason is subject to additional tuition fees and a delay in graduation date and subsequent degree conferral.

Students who withdraw from a fieldwork rotation due to illness are required to provide a physician's statement indicating the student's ability to resume full duties before being rescheduled for a fieldwork experience. Acceptable performance termination may result in a grade of I. A student who develops a health or other serious problem preventing fieldwork completion in the scheduled time frame warrants an incomplete grade as well.

In the case of an incomplete, attempt would be made to have the student finish the fieldwork experience at the same site. Student withdrawal from a fieldwork II experience is strongly discouraged and should only be considered in extreme situations. Withdrawal from fieldwork cannot be done without the permission of the academic fieldwork coordinator or faculty member designated by the fieldwork coordinator. The proper withdrawal forms must be completed. Failure to follow this procedure may result in a failed clinical rotation.

Termination of the fieldwork experience once it has started is rare. The most common reason is for unacceptable student performance and lack of professional behaviors. Students terminated for unprofessional behavior or lack of performance will receive a failing grade (F) for that fieldwork. There is no credit for partial time served in a fieldwork experience that must be terminated. All fieldwork sites reserve the right to request that a student be removed from an affiliation. The termination of a student during an affiliation is not considered a cancellation, and will be considered a course failure at the determination of the committee of student progress.

If a student is terminated from an affiliation, remedial work may be required. Remedial work will be for the purpose of addressing problems seen on terminated fieldwork. The purpose of remediation will be to allow the student to maximize success on subsequent, make-up fieldwork. Make-up affiliations will be assigned by the academic fieldwork coordinator following consultation with the student. Make-up affiliations will not necessarily follow the typical course schedule time frames and will involve additional costs for tuition and other related expenses.

If the student has previously been terminated from a fieldwork experience or has failed a previous fieldwork, in addition to the CSP, a Fieldwork Committee composed of the Fieldwork Coordinator and at least 1 additional faculty, will review the case and make recommendations and counsel the student. The recommendation may be dismissal from the program or remediation including, but

not limited to, additional course work, counseling, leave-of-absence, or specialized assignments. Students will be placed a maximum of three times for fieldwork sites. The student will be required to meet with the Fieldwork Educator and may be required to sign a contractual letter regarding responsibilities for subsequent clinical placements. Credit for time served will NOT be granted, unless appropriately determined by faculty review.

## **Cancellation of Fieldwork Level II**

### **Student Initiated Cancellation**

Once a Fieldwork II assignment has been confirmed, student requests for a change of affiliation **WILL NOT** be honored unless there is an extreme emergency situation. An extreme situation is identified as death of an immediate family member, or serious personal illness. Documentation of the situation will be required (i.e. obituary of family member or confirmation of medical problem from physician). In other situations student will provide written documentation to the AFWC explaining reasons for altering the original assigned placement. Faculty Members and the AFWC will discuss and vote in faculty meeting whether or not cancellation is accepted. If after reviewing pertinent documentation a determination is made a change is acceptable, the following procedure will be implemented:

1. Meeting of AFWC and Student to discuss preference indicators re: Fieldwork.
2. AFWC assigns student to a new site.
3. All involved persons are notified of change.

### **Site Initiated Cancellation**

A Fieldwork site may need to cancel a confirmed placement. This happens when the staffing situation is not adequate to provide the required learning environment. Also, occasionally a facility closes or merges with another organization and the confirmation of placement cannot be honored. If a cancellation should occur, the procedure is as follows:

1. Student is notified the Fieldwork placement has been cancelled by the site.
2. Meeting of student and AFWC to discuss new site options.
3. AFWC assigns student to a new site.

A cancellation of Fieldwork II (either student or site initiated) may delay a student's Fieldwork experience. Neither NSU nor the Fieldwork site is liable. It is possible that this change of Fieldwork will result in a later graduation date, as the Fieldwork may need to be rescheduled for a later time frame that originally scheduled.

## **What to Do When You Are Done with a Rotation**

To complete a course involving either a Level I, Level II Fieldwork experience, or doctoral residency, the following documents must be submitted, with original FWE and student signatures, at the conclusion of the fieldwork experience:

- ❑ For Level I Fieldwork experiences: NSU fieldwork evaluation form, NSU student evaluation of fieldwork
- ❑ Experience for Level II Fieldwork experiences: Student evaluation of the placement, AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (to be completed by the occupational therapist).

NOTE: Grades cannot be submitted before these forms are turned in.

## **Assignment to Fieldwork Sites**

### **Fieldwork Experience Selection Process**

#### **How A Facility Is Selected**

Facilities selected to provide fieldwork experiences to NSU occupational therapy students are an integral component of the curriculum. Each site meets an educational objective reflective of the sequence, depth, focus and scope of content in the curriculum design. The curriculum is organized using **the Person-Environment-Occupation Performance (PEOP) model** developed by Christiansen and Baum (2005). The PEOP model recognizes the dynamic, complex relationship between people, environments and occupational performance. Although other models and frames of reference are taught and utilized throughout the curriculum, the faculty believes the PEOP model provides a solid guide to evaluate people/persons, environments and occupations. The PEOP model emphasizes occupations (valued roles, tasks and activities) and requires a holistic top-down approach to client care. Use of the ideas and descriptions from this model provide a guide for occupational therapists to work both within the medical model in addition to well-populations. Fieldwork Educators providing the fieldwork experience must recognize that positive changes in the relationship between a person, his/her environment and occupation (valued roles, tasks and activities) can improve health. Fieldwork Educators must also provide the student(s) the opportunity to engage with the population served at the facility.

Once the determination has been made that a facility recognizes the value of occupation, and meets the curriculum need, the AFWC initiates placement of students for specific rotations and specific dates. A request is sent out to local sites with current contracts each year to hold placements for students. Regular communication is made to request and verify placement slots as the time approaches. Final confirmation paperwork with evaluation forms is sent out 4 weeks prior to a level I Fieldwork experience and 6 weeks prior to a Level II Fieldwork experience.

Christiansen, C. & Baum, C. (2005). *Occupational therapy: Performance, participation and well-being*. Thorofare, NJ: SLACK Incorporated.

## Level I Fieldwork Experience Overview

**The second year of study in the occupational therapy entry-level doctoral program** is devoted to advanced didactic course work and clinical training called clinical rotations or Level I Fieldwork experiences. Level I Fieldwork is divided into three different courses, each of which is composed of coursework followed by a fieldwork experience. The psychosocial and community practice (OT Interventions I course) and the child and youth (OT Interventions II course), and physical disabilities (OT Interventions III course).

**The AOTA Standards** describe the goal of Level I Fieldwork "to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients." Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process." The level of participation varies across settings. Level I Fieldwork is evaluated as Pass/Fail based on the collaboration between the AFWC, FWE and the student.

**Services** may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. Level I Fieldwork may also include management of services and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences.

**Qualified Personnel for Supervision of Level I Fieldwork** may include, but are not limited to, academic or Fieldwork Educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience. Fieldwork Educators providing the fieldwork experience must recognize that positive changes in the relationship between a person, his/her environment and occupation (valued roles, tasks and activities) can improve health. Fieldwork Educators must also provide the student(s) with a range of learning experiences and provide the opportunity to engage with the population served at the facility.

**Level I Locations.** Students are required to participate in selected level I Fieldwork experiences in a variety of settings across the nation. In addition, international sites will be considered. Each student is responsible for the costs associated with participating in the mandatory Level I Fieldwork experience.

## Level I Selection Process

**Assignments to Fieldwork Level I experiences are made by the Academic Fieldwork Coordinator**

The Level I Fieldwork experiences are part of the didactic courses to which they are linked. Sites are selected by the AFWC to meet specific curriculum objectives. Factors considered during placement selection include: availability, geography, NSU- facility philosophy fit, professionalism, learning style of the student, academic performance and area of interest. In addition, previous fieldwork experience, and disciplinary warnings and actions in the student's records will be considered.

Students who have a unique situation that warrants exemption from the scheduled fieldwork dates must petition the AFWC and the course instructor during the first week of classes for the course (such as a leave of absence). No petitions after this deadline will be considered unless for reasons of illness or death in the immediate family.

### **Level I Attendance Policy**

All three Level I Fieldwork experience rotations are for a three week period of time, which translates into approximately 15 workdays (excluding facility-honored holidays). **Attendance within this time frame is mandatory.** Any changes in the student's scheduled dates of the clinical rotation must be presented in writing to the AFWC and the student's clinical instructor prior to the start of the rotation. The petition must clearly describe the dates and times of the necessary variation, and include a suggested plan to make up the work missed.

The AFWC and the FWE will determine whether the request and make-up plan can be collaboratively accommodated and will respond in writing. Failure to complete successfully a Level I placement as described above will result in a failure of the Level I experience. A maximum of one excused absence (illness or death of an immediate family member) is allowed during each of the Fieldwork Level I rotations. These days should be made up as determined by the clinical instructor. Any student absent from a Level I placement for more than one day (excused absences) will receive an incomplete (I) and will be required to make up the time.

Unexcused absences are neither a right nor an expectation. A student with unexcused absences will receive a failure (F) for that placement and must repeat the entire fieldwork rotation at a later date, without regard to a passing grade given by the clinical instructor during the experiential portion of the rotation.

### **Level II Fieldwork Experience Overview**

The Level II Fieldwork experience begins at the start of the third year. Level II Fieldwork consists of two twelve-week rotations in one or a maximum of four settings. The student may complete the two twelve-week rotations in one setting, only if that one setting is reflective of more than one practice area. Otherwise, the rotations must occur at least in two, and a maximum of 4 different settings. The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. The fieldwork experience provides students with the opportunity to integrate academic knowledge with the application of skills in a practice setting. The student is required to complete a minimum of 24 weeks' full-time Level II Fieldwork. This may be completed on a part-time basis as defined by the fieldwork placement in accordance with the site's usual and customary personnel policies as long as it is at least 50% of a full-time equivalent at that site.

### **Level II Selection process**

## **The AFWC Shall Have Ultimate Authority in Determining a Student's Fieldwork Placements**

Students must be placed in settings that facilitate experiences with a variety of populations, in accordance with AOTA guidelines. Level II Fieldwork cannot begin until **all** curriculum coursework to that point has been successfully completed. Both fieldwork experiences must be successfully completed to be eligible for graduation.

### **Level II Fieldwork Experiences Are Assigned by the AFWC with Consideration Given to Student's Request for Placements.**

Since the fieldwork experience is an extension of the academic education and training, **the number one priority is the quality of the learning experience**. The fieldwork experience provides the student an opportunity to develop and refine knowledge and skills that were initiated in the classroom, laboratory, and Level I Fieldwork experiences. Fieldwork Level II placement sites are assigned based on a heuristical approach whereby the student engages in a rigorous site selection process, with both availability and appropriateness of the selections being the governing criteria for final assignment. The final placement is at the sole discretion of the AFWC.

The AFWC and Fieldwork Support Coordinator are responsible for making fieldwork placements. Students should not request to be placed in facilities where they are currently employed or have previously been employed in any capacity for either Level I or Level II Fieldwork experience unless otherwise discussed and approved by the AFWC. Students will not be placed under direct supervision of a person who is related to the student either as an occupational therapy practitioner or other professional employee. It is the student's responsibility to notify the AFWC about relatives employed at assigned facilities.

### **When a Local Level II Is Mandatory**

At the discretion of the AFWC, in the event that a student meets any of the following criteria: has failed or had to remediate a Level I and/or Level II Fieldwork experience, has been on academic probation, and/or has a cumulative GPA that falls below 75 %, the student will be assigned only to local facilities selected by the AFWC. This policy is for the student's benefit in that should further problems arise; the faculty can more readily intervene. Exceptions to this must be approved by the academic fieldwork coordinator and program director.

### **How a Student Makes a Request for a Level II Placement**

A list of available Level II Fieldwork Placement sites are provided to the student through a software system in which the student has access to site/NSU contracts and specific site related information. Students are to select specific fieldwork choices and provide this information to the AFWC who makes the final determination as to the appropriateness of the selected site. Information is kept as current as possible; however, it is subject to change. Additional information about the facilities can be obtained by reviewing the fieldwork evaluation forms, located in the OTD office, and collected from the previous year's student interns when not available on the software system. Students must adhere to the software system policies regarding copying and/or distributing this information. Students are encouraged to meet with the AFWC to determine

personal learning goals and identify target populations and locations.

- ❑ Students are asked to rank their top five-seven choices with number one being their most desired choice. Students are then asked to submit the completed Level II Site Selection Form on the software system which is accessed by the AFWC. Should the preferences be unavailable, the student will be asked and required to re-submit 5-7 additional preferences and do so within one week of notification or student preference is no longer factored into placement.
- ❑ Sites are assigned to each student based on their top five-seven choices, previous fieldwork experiences, availability, geography, NSU- fieldwork philosophy fit, professionalism, learning style, academic performance and area of interest.
- ❑ The Academic Fieldwork Coordinator has the final decision in the site placement for the student.
- ❑ By submitting the site selection form or wishlist, the student is acknowledging all policies and procedures discussed and related to Fieldwork placement process.
- ❑ A student cannot participate in two Level II Fieldwork experiences from the same category. Once a Level II site has been assigned, students will receive a detailed e-mail with instructions on how to proceed. If a student has not been contacted by the facility within four weeks prior to the start date, the student should contact the AFWC immediately via e- mail.

#### **Other Policies and Considerations for Level II Selections:**

- ❑ The AFWC may select the fieldwork placement for the student if at any time, a student fails to submit the signed Site Selection Form by the designated due date.
- ❑ When the signed Site Selection Form has been submitted no changes will be accepted
- ❑ Under no circumstances is a student to telephone or meet anyone at a facility for the purposes of interviewing, touring, meeting staff members, or obtaining information in an attempt to establish a placement without express permission from the AFWC and according to policy.
- ❑ If the particular facility requires an interview before selecting a Level I or Level II student, then the AFWC will give permission to the student to contact the facility to arrange for the interview with the facility's FWE. At the discretion of the AFWC, failure to attend the scheduled interview will result in the fieldwork coordinator selecting the site for the student's placement.
- ❑ Failure to attend scheduled appointments with the FWE on time is considered unprofessional conduct and will be entered into the student's file as a written warning.
- ❑ Once a site is confirmed by the AFWC by email, the student and the facility will receive a

written confirmation. Once confirmed, no changes in the fieldwork placements will be made. The only exceptions are as follows: if the facility cancels the confirmation or if there is a genuine and immediate emergency that was impossible to foresee (which is verified in writing by the AFWC) upon petition to the entire faculty.

- ☐ Students should make their fieldwork plans based on current and realistic projected financial and living arrangements.
- ☐ Students will not be placed in the same facility with persons who are related to the student either as an occupational therapist or other professional employee.
- ☐ Fieldwork Level II placement sites are assigned based on current availability. Availability is indicated by the fieldwork placement availability forms.

Recent changes in the health care industry have had a tremendous impact on the scheduling of Level II placements. Inability of a fieldwork site to meet contractual obligations as specified in affiliation agreement will necessitate canceling the site placement and rescheduling a Level II placement at another site. In this event, the student's date of completion of Level II Fieldwork may be delayed. This delay will not prevent a student's full participation in the graduation exercises.

### **Once A Site Is Confirmed**

#### **Level II Attendance Policy**

The Fieldwork Level II Fieldwork experiences are for a 12-week period of time. All absences should be made up and scheduled as determined by the FWE. This may include, but is not limited to, working weekends and holidays and remaining past the scheduled end date for the rotation. Students placed for a total of three months at facilities that schedule a 40-hour work week may not miss more than a total of 2 days over the three-month period for whatever reason, e.g., facility closed for holidays, illness, religious holidays, and/or emergencies.

**If more than 2 days are missed during the three months**, time must be made up in order to be eligible to take the national certification examination administered by NBCOT.

Students placed at facilities with less than a 40-hour work week must meet with the AFWC to make certain that criteria to take the national certification examination are met. Students may not accelerate their progress to reduce a Level II placement to less than 12 calendar weeks.

Unexcused absences are neither a right nor an expectation. A student with unexcused absences will receive a failure (F) for that placement and must repeat the entire fieldwork rotation at a later date.

#### **Conference Attendance**

Students are encouraged to attend professional meetings; however, it is the decision of the FWE to excuse the student to attend the AOTA Annual Conference. Students who want to attend, must discuss this with their AFWC first and have the days to attend the conference approved. FWEs are encouraged to discuss their decision with the student and the AFWC to determine the student's

ability to achieve his or her learning goals.

**Students may not be excused for more than 2 clinical days to attend the AOTA conference and make up those days at the discretion of the FWE/AFWC.**

### **Completion of the Level II Fieldwork Experiences**

Once students have successfully completed the didactic portion of the curriculum and passed two Level II Fieldwork experiences and the doctoral residency, they will be eligible to take the national certification examination administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT, 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877). Final university transcripts can be requested only after the university registrar has determined the student has met all university requirements for graduation.

### **Doctoral Residency**

According to ACOTE, the goal of the Doctoral Experiential Component (Doctoral Residency) is to develop an occupational therapist with skills that are more advanced or those beyond the level of a generalist. The doctoral-level experiential component of the curriculum exists from entry to completion of the program. The doctoral residency includes 16 weeks of in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

For all didactic, clinical and legal purposes, Doctoral Residency affiliation sites meet the same criteria, and follow the same policies and procedures as fieldwork sites, except that in the selection both as a residency site for the database and the doctoral resident, they need to offer in depth experience in one or more of the following, as mentioned above. Similar to fieldwork sites, residency sites will receive the orientation to the curriculum, philosophical, mission and core beliefs of the OTD program. Likewise, all experiential goals, objectives and outcome measures, during and at the end of the residency, using NSU doctoral residency forms are collaborative between the AFWC, the doctoral resident, and the mentor.

### **Disciplinary and Appeals Policies**

Students who do not adhere to stated policies and procedures are subjected to disciplinary action. Infractions may involve deficiencies in academic or clinical performances and professional behavior. All infractions are reviewed by the course instructor, the Committee on Student Progress, and the Program Director. Where warranted, written disciplinary warnings will be entered into the student's file. More than two warnings for the same infraction will result in immediate dismissal from the program. If the infraction is serious and violates ethical codes of the occupational therapy profession, the student will be dismissed from the program. Only one such serious infraction as described above is required for dismissal.

All academic or clinical failures, disciplinary warnings, and dismissals may be appealed. The student shall be entitled to present a formal written appeal to the Program Director. Students may appeal further through the normal appeal channels. If a student is dismissed from the program, he or she may apply for readmission to the Program Director. The student will be considered, provided

adequate evidence that the conditions and/or factors that caused the prior poor performance have changed significantly, and there is reasonable expectation of satisfactory performance if permitted to resume studies.



# Student Documentation Requirements

## STUDENT DOCUMENT REQUIREMENTS

**Students must comply with applicable facility policies and procedures.**

**Students must comply with facility health requirements prior to beginning their clinical rotations.** Note these health requirements vary between facilities, and change frequently. Each student must call the assigned facility to ensure all necessary information is provided in a timely manner.

**The student's responsibility is to provide the following information to the AFWC prior to beginning any fieldwork experience and the Fieldwork Educator upon request.** Failure to submit these documents will result in immediate cancellation of the fieldwork experience, failure in the related course, and referral to the committee on student progress.

### Health Information

Students are required to present evidence of recent (within last year) physical examination. The examination may be arranged with the Family Health Center on campus. Sample medical forms are available in the OT student center.

**Students are responsible for any costs involved in the physical and for obtaining copies of all records. The school is not responsible for providing this information to the facility.**

Some facilities may require students to complete an additional physical examination and have certain immunizations following the facility's policies and procedures. Students are strongly encouraged to determine this by reviewing the facility's file in the occupational therapy office and by contacting the FWE before the rotation begins to make arrangements to have any necessary examinations completed **before** beginning the rotation.

The purpose of the physical is protection of the public. Since student patient contact is no different than that of the employees, the facility's requirements must be met. In addition, for planning educational experiences, it is necessary that students reveal any medical or movement problems that need to be accommodated or monitored. Disciplinary action will be taken against students who fail to divulge information that places others or self at risk. **This physical exam and risk information is confidential.** The student's written consent must be obtained before the information can be released to any other parties. Minimally, the physical exam should include the following information:

1. History of serious prior illness, hospitalizations, surgery
2. History of work injuries
3. PPD skin test and chest X-ray if positive
4. Identification of limitations that would jeopardize accomplishing the clinical education goals, including lifting limitation, previous neck or back injuries, etc.
5. Current medications
6. Record of Hepatitis B immunization or letter declining vaccination
7. Flu vaccination (during flu season).

The facility has the right to dismiss or refuse to accept a student for clinical practice should they determine that information was withheld resulting in or may result in risk to self or patients. Copies of all records are to be maintained by the student and distributed by the student upon request by the academic institution or facility. NSU is not able to distribute student records.

### **Medical Insurance**

All students are required to have a current health insurance policy, which must be shown to the Fieldwork Educator, if requested, on the first day of the clinical rotation.

If emergency care is required, each student is personally responsible for all expenses that result from such care during clinical practice so a major medical health insurance policy is highly recommended.

Should a minor emergency occur, first aid should be administered as it would for an employee. Should there be a more serious accident; proper emergency action should be taken. The student is responsible for alerting the FWE of any potential medical problems and action that may be necessary because of an existing condition.

### **Liability Insurance**

Each site will receive a copy of the University's liability insurance policy coverage letter with the contract. If the FWE has not received this copy, please contact the program administrator secretary at 954-262-1635. Note: The agency providing NSU's liability insurance does not provide the university with a copy of the updated liability forms until July 1 of the year (one day after the old coverage expires). This is expected and occurs annually. Students on fieldwork rotations will be able to access the form through WebCT to provide a copy on the first date available. Copies will be mailed to affiliated sites with student information and requests for updated fieldwork data forms.

### **CPR and Universal Precautions (HIV/AIDS) Training and OSHA**

As part of their coursework, students receive training in CPR, Universal Precautions, and OSHA as required for health care workers in the State of Florida. Upon completion of each requirement, students are provided with a certificate good for two years.

### **Fingerprinting and Background Check**

#### **Immunization Policy**

All NSU OTD students will comply with policies related to and immunizations in order to ensure that they meet standards for client care and OT practice. If fieldwork sites require immunizations the student is responsible for providing this information to the facility.

The Student Affairs office is responsible for ensuring immunizations are complete prior to participation on a fieldwork experience with support of the AFWC.

Procedures

- ❑ Specific Student Affairs and Fieldwork procedures are outlined in their respective policies
- ❑ The AFWC will provide an overview of the processes during annual OT program orientation.
- ❑ The FW Coordinator will provide a reminder to first year students prior to the Fall immunization deadline.
- ❑ The Student Affairs office will routinely provide an updated list of students who have not uploaded their immunization records to the Magnus Health Portal.
- ❑ The AFWC will follow up with the students to ensure follow through by providing an email, or hand-delivered letter to students.
- ❑ The AFWC will include all updated Student Affairs policies related to drug testing, background checks and immunizations, in the FW manual, and posted onto the OT student center.
- ❑ The procedures for obtaining and uploading information into the Magnus Health Portal can be found in the OT student center under fieldwork.
- ❑ A student may be required to receive additional immunizations during the time here as an OTD student. The reason is that specific agencies have specific requirements.

For example:

Immunization #1: At entry into the OTD program, proof of immunization is required.

Immunization #2: As Year Two Students, each Level I Fieldwork experience will have specific requirements for that facility. For example: One site may request a PPD within 3 months, while another facility requests a PPD within one year.

Immunization #3: As year three students, each level II facility will have specific requirements for that facility. For example: One site may require tetanus, while another facility may not.

## **Background Check Policy**

### Policy

All NSU OTD students will comply with policies related to background check in order to ensure that they meet standards for client care and OT practice. If fieldwork sites require additional background checks, it is the student's responsibility to obtain and submit the necessary background check information.

The Student Affairs office is responsible for ensuring these processes are adhered to, in conjunction with the OT Department.

### Procedures

- ❑ Specific Student Affairs and Fieldwork procedures are outlined in their respective policies

- ❑ Level I or II background check atypical results will be reported to the OT Program Director or OTD Director, by the Student Affairs office. They will then notify the AFWC as necessary.
- ❑ The AFWC will provide an overview of the processes during annual OT program orientation.
- ❑ The AFWC will provide a reminder to first year students prior to the Fall immunization deadline.
- ❑ The Student Affairs office will routinely provide an updated list of students who have not uploaded their immunization records to the Magnus Health Portal.
- ❑ The AFWC will follow up with the students to ensure follow through by providing an email, or hand-delivered letter to students.
- ❑ The AFWC will include all updated Student Affairs policies related to drug testing, background checks and immunizations, in the Fieldwork Manual, and posted onto the OT Student Center.
- ❑ A student may be required to get multiple (up to 8) background checks during the time here as an OTD student. The reason is that specific agencies within the state of Florida do not currently have a system to share background check information.

For example:

Background Check #1: Before entry into the OTD program, a background check is completed to ensure the student is eligible for licensure.

Background Check #2: OT Interventions 2 (pediatrics) requires a DCF background check in order to participate in mandatory classroom assignments.

Background checks #3-8: Each of the four Level I Fieldwork experiences and each of the 2 Level II Fieldwork experiences may require specific back ground checks.

Note: The stringency of the background check policy required at each facility ensures safety of the clients and populations served.

### **Contract review**

All students must read the contracts for related Level II Fieldwork experiences and **sign the verification form**. The form is located in the appendix section, and in the Student Center on BlackBoard.

### **Personal Data Sheets and Photo**

Students must complete and submit personal data sheets. Personal data sheets are sent to Level II Fieldwork Educators as a first introduction of the student. The forms must be complete and professional or they will be returned to the student. Incomplete forms may result in delay of rotation start date.

The personal data sheet is the first impression the Fieldwork Educator has regarding student professionalism and should be completed accurately.

### **Confidentiality of Student Information**

Student's records, including health information and evaluations are confidential as guaranteed by the Family Educational Rights and Privacy Act (FERPA). Information about the student's performance while in the clinic or the student's health records cannot be shared with 3<sup>rd</sup> parties outside the academic program without the student's written consent. Information regarding the rights of students can be found in the College of Health Care Science's Student Handbook. Facilities can obtain a copy by downloading a digital copy from the NSU OTD website. Each clinical site is encouraged to have a similar policy regarding the confidentiality of all student records.



# Information for the Fieldwork Educator

## INFORMATION FOR THE FIELDWORK EDUCATOR

### Privileges of Fieldwork Educators

#### Online Electronic Library

The Health Professions Division of Nova Southeastern University library sponsors a program to allow access to the **extensive online electronic library** to individuals who serve as the Clinical Coordinators or the Fieldwork Educators for a student. Individuals must have their own service provider in order to access the electronic library. An application must be completed and returned to the NSU OTD program in order to obtain access. Privileges are good for one year from the effective date (when you get an email from the library stating you have access).

Those interested in access to the electronic library should contact the Fieldwork Support Coordinator, Natalia A. Ospina, at 813-574-5347 for an application.

#### Continuing Education Courses

The Occupational Therapy Program also offers a variety of **continuing education courses** throughout the year and discounts are given to Fieldwork Educators. These discounts are only for a course offered by the Occupational Therapy program. The program cannot discount courses offered by other divisions within the university. Information on upcoming course is sent to facilities on a periodic basis. If facilities have specific topics of interest please forward this information to the NSU OTD program through the AFWC, Dr. Thomas Decker, (813)574-5347, [tdecker@nova.edu](mailto:tdecker@nova.edu).

#### Professional Development Units

At the end of Level II Fieldwork experiences, each FWE will receive a certificate of appreciation from the University. NBCOT recognizes the mentoring process provided to students as the fulfillment of OT professional development, and the aforementioned certificate complies with the NBCOT format. The certificate of appreciation serves as a record for the FWE which provides **12 Professional Development Units** for a 12 week rotation (PDUs can be split between multiple FWEs).

## Resources for Fieldwork Educators



<http://floteceducation.org/>

In 2003 the Academic Fieldwork Coordinators from Barry University (Carmel Bloom); Nova Southeastern University (Pam Kasyan) and Florida International University (Agnes Sheffey) collaborated to provide the first continuing education event of what has now become the Florida Occupational Therapy Educational Consortium (FLOTEC). The organization includes academic fieldwork coordinators from all of the 14 OT and OTA programs in the State of Florida.

### **FLOTEC Mission Statement**

To promote, encourage, and foster quality fieldwork education in collaboration with Fieldwork Educators for the benefit of all Occupational Therapy Students in the State of Florida.

The website provides information on supervision of students, becoming a Fieldwork Educator, contact information for all programs and using the Fieldwork Educator role as a leadership opportunity. There is additionally sample information on creating site specific objectives.

## **SUPERVISION OF STUDENTS**

### **For the Fieldwork Educator**

Think back to when you were a student  
- what portion of the curriculum do you remember most?

Did you automatically think about your Fieldwork Educator (FKA: Clinical Instructor CI)?

The most common answer to this question across disciplines (Nursing, Physician, Occupational Therapy, Physical Therapy) is the fieldwork experiences and the Fieldwork Educator.

Fieldwork experiences are where students feel increased motivation and are able to apply skills learned in the didactic portion of the curriculum. An article by Cole and Wessel (2006) found that FWE's can "enrich the students' experiences in the following ways:

- (1) Prepare them by introducing, explaining, demonstrating, or allowing them time to obtain information.
- (2) Confirm learning by providing feedback and recapping.
- (3) Provide "hands on" experiences appropriate to students' knowledge, skills and comfort.
- (4) Challenge students by questioning, discussing possibilities, or providing time for reflection.
- (5) Respect students, value their input and allow them an appropriate level of independence.
- (6) Demonstrate professional behavior related to communication, evidence-based practice and continuing education.

The behaviors and skills taught by the Fieldwork Educator impacts the future behavior of the student for the rest of that student's professional career

### **ACOTE Guidelines for student supervision**

The ACOTE (Accreditation Council for Occupational Therapy Education) standards state that qualified personnel for supervised Level I Fieldwork include, but are not limited to, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

For Level II, ACOTE requires that the "student be supervised by an occupational therapy practitioner that meets state regulations and has a minimum of one year of practice experience, subsequent to the requisite initial certification." For a site with no occupational therapy practitioner, ACOTE requires that the Level II "student receive a minimum of six hours of occupational therapy supervision per week, including direct observation of client interaction. Additionally, the occupational therapy supervisor must be readily available for communication and consultation during working hours. Such fieldwork shall not exceed 12 weeks".

Commission on Education: Guidelines for Level II Fieldwork Experience  
(Copied from the AOTA Website <http://aota.org/nonmembers/area13/links/LINK06.asp>) can be found in Appendix A).

## **Nova Southeastern University Guidelines**

The Occupational Therapy Department at Nova Southeastern University follows the guidelines and recommendations of ACOTE. NSU prefers that a full time OT provide supervision for Level II Fieldwork experiences but this is not a formal requirement.

### **Role of the Supervisor**

The Fieldwork Educator is an invaluable component of the OT education process. Supervision by the primary Fieldwork Educator includes, but is not limited to:

- Determining the standards and competencies of OT student practice at their site
- Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as is appropriate for the setting, the severity of the client's condition, and the ability of the student.
- Instruction and feedback in the use of client evaluation, service intervention, treatment planning, discharge planning and documentation for their site.
- Exploration of and guidance in professional judgment and ethical issues
- Feedback and evaluation of student performance. The primary supervisor is responsible for spending sufficient time with the student to determine his competency and to score the fieldwork evaluation forms. In the case of Level II Fieldwork, the primary supervisor recommends, through the evaluation, whether the student passes or fails.

### **Multiple Fieldwork Supervisors**

Although many models of student supervision can be successful, for a Level II Fieldwork experience, it is recommended a student have no more than two supervisors. The number of supervisors can be determined in both Level I and II fieldwork experiences by practically looking at what the therapist's schedules are and what the student can handle without detracting from a quality learning experience. If there is more than one supervisor, it is particularly important good communication occurs between the supervisors. All supervisors contribute to feedback and evaluation. Each supervisor can do their own fieldwork evaluation form and submit it to NSU; or the supervisors can collaborate on one evaluation form.

### **Non-Occupational Therapy Professionals as Fieldwork Educators**

During a Level I Fieldwork experience many professionals on staff can act as supervisors. OTAs, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, recreation therapist, art therapist, etc., should be familiar with their site and the profession of OT. It can be very beneficial for a student to spend time with other professionals to gain a better understanding of their role and how the OTR interacts, interfaces and collaborates with them. If an OTA supervises a student for instruction on documentation, appropriate evaluations (i.e. ADL), and treatment techniques, the OTR primary supervisor should follow-up with interpretation of evaluations, treatment planning, rationale and problem solving.

## **Supervising of a Group of Students**

It is quite common to have multiple students at one fieldwork site. When one supervisor is teaching a group of students, there is an even greater need for advance planning and organization to make it an optimum learning experience that includes individualized learning objectives and learning strategies. It is most effective and efficient to form teams of students, who can provide co-treatment, initial reflection, feedback and support to sister students. Supervising multiple students provides an opportunity for peer evaluation in a non-competitive, collaborative environment. This is made possible by structuring student meetings to allow for discussion of documentation, treatment plans, and verbal processing of practice dilemmas. Students can individually revise written materials to respond to the feedback. Both drafts should be turned into the supervisor for review. Summaries of these meetings are shared with the Fieldwork Educator so that further discussion and processing can occur with the student group. It is helpful for student teams to present well-developed client case presentations, in-services, and videos of intervention at these student meetings. One-to-one supervisory feedback will be necessary on a less frequent basis.

## **Provision of a Student Orientation at the facility**

A formal, structured orientation to the facility and department as early as possible in the clinical rotation relieves many student concerns and often forestalls potential problems that are a result of “no one told me” or “I don’t know.”

Time needed for orientation is primarily dependent on the size of the facility and the student’s prior experience in that type of setting. A typical orientation, in any order, may include the following topics:

1. Introduction to key personnel, chain of command
2. Tour of the facility
3. Location of equipment and supplies
4. Desk space, office supplies, library and other resources
5. Introduction to documentation, the medical record, filing procedure
6. Introduction to patient scheduling
7. Introduction to billing
8. Observation of OT patient care
9. Emergency procedures, evacuation routes, safety rules
10. Calendar of events for department
11. Student objectives for passing at the facility and a timetable to meet these objectives
12. Review of confidentiality and patient/employee/student rights policies
13. Review of student credentials
14. Hours of operation
15. Discussion of the student’s strengths, weaknesses and goals
16. Discuss HIPAA guidelines as they apply to the facility

It is strongly recommended that each facility have a departmental Clinical Education Manual or have students review appropriate sections of the Department’s Policy and Procedure Manual.

Having students preview this document as they begin the clinical rotation is often very helpful. The student develops a feel for the organization and feels better prepared. Many times, orientation information can be extracted from the departmental policies and procedures. The following are suggestions of items that can be included in a clinical education manual:

1. Statement of patients' rights
2. Release of information/confidentiality
3. Photographic permission
4. Clinical research policy
5. Procedures for reporting illegal, unethical, and incompetent practice.
6. Affirmative action, equal opportunity statement
7. Departmental philosophy and objectives
8. Organizational chart
9. Criteria for selection of Fieldwork Educators
10. Staff development program
11. Peer/utilization/quality review program
12. Consumer satisfaction program
13. Support services available to students-parking, meals, library, lockers, info on the area, etc
14. Geographic safety rules
15. Safety rules and occurrence reporting
16. Samples of documentation forms
17. Job descriptions
18. Objectives of clinical education program

### **Provision of Expectations by the Facility**

Recommendations are made to create and maintain a fieldwork student manual for both level one and level II students.

Recommended content for a student fieldwork manual

1. Orientation Outline
2. Assignments: The facility does not need to give the students didactic type assignments. The purpose of the fieldwork experience within a curriculum is to allow the student to develop skills with supervision. Fieldwork is integral to all occupational therapy program education as a type of apprenticeship versus another location to do "book work."
3. Safety Procedures/Codes
4. Behavioral Objectives: Identify specific behavioral objectives which match directly to the academic institution or AOTA's performance evaluations. A good resource for site specific objectives can be found at AOTA or <http://floteceducation.org>.
5. Week-by-Week Schedule of Responsibilities
6. Patient Confidentiality Information (Patient Rights)
7. Guidelines for Documentation:
  - o Completed samples of all forms
  - o Acceptable medical abbreviations
  - o Discharge plan

- Billing
  - Dictation Directions, if applicable
8. The Occupational Therapy Practice Framework: Domain and Process (copy provided in the Appendix section)

Additional information that can gradually be added to the student manual

1. Organizational Chart of the Fieldwork Setting
2. History of the Fieldwork Setting
3. Department Information
  - Policy and procedures
  - Mission statement
  - Organizational chart
  - Essential job functions
  - Dress code
  - Essential Job Functions
  - General goals and objectives
  - Specific goals and objectives
  - Assignments
  - Forms and evaluation to be used by the student
  - Supervisory meeting schedule
  - Affiliation calendar: dates of beginning and end of affiliation, field trips, in-services, observations, assignment due dates, etc
  - Absentee Policy
  - Documentation form for student supervisory meetings
  - Guidelines for students supervising assistants, aides, or volunteers
4. Regularly Scheduled Meetings:
  - Dates\times
  - Purpose of meeting
5. Special Client Related Groups\Programs
  - Purpose
  - Referral system
  - Operation
  - Transport
6. Patient Confidentiality Information (*Patient Rights*)
7. Guidelines for Documentation
8. Responsibilities of:
  - Fieldwork Educator
  - Student
  - Fieldwork coordinator (if position exists)
9. Performance Evaluation
 

Procedure and guidelines used in the evaluation of

  - Student
  - Fieldwork Educator
  - Fieldwork Experience
10. The Occupational Therapy Department

- General Information
  - ☐ Philosophy and mission of facility and OT Department
  - ☐ Staff Roster
  - ☐ Description of OT facilities and programs
  - ☐ Departmental emergency procedures
  - ☐ Location of forms and equipment
  - ☐ Procedure for using agency telephone system and taking messages
  - ☐ Emergency procedures
  - ☐ Location of departmental policy manual

#### Resources

- ☐ Libraries
- ☐ Audiovisuals
- ☐ Personnel

#### Community Agencies

- Patient/Client Care
  - ☐ Evaluation and treatment procedures and forms used in the department
  - ☐ Theoretical base for treatment documentation guidelines
  - ☐ Billing procedures
  - ☐ AQ, CARF, JACHO procedures
  - ☐ Description of clientele served
  - ☐ Recommended Readings

#### ☐ The fieldwork Program

##### ☐ Student Evaluation

- Pretest/Post test of student knowledge
- Learning style inventory
- Learning contract
- AOTA Fieldwork Evaluation Form
- Procedures and guidelines used in the evaluation of student, fieldwork supervisor and fieldwork experience.



# Communication and Student Evaluation

## COMMUNICATION

### **Communication between the Student and Academic Faculty**

During Level I Fieldwork experience the course instructor, AFWC, or adjunct faculty will contact the FWE as needed. The FWE should feel free to contact the AFWC at any time.

During the Level II Fieldwork experience, students are required to communicate with the AFWC via BlackBoard course messaging, which provides feedback and support from the faculty. At the end of the fieldwork experience the completed and signed evaluation forms should be sealed and returned in the envelope provided. A copy can be provided to the student if requested, however, the final evaluation form should NOT be handed to the student to return to the University. This will avoid any discrepancies with altered grades.

### **Documentation of Communication**

When issues arise, academic faculty must document necessary communication with students, FWEs and AFWC. This information is kept confidential, and is kept in the student's departmental file. This document should include names of persons involved in the conversation, who initiated the call, content of the conversation, action plan and follow up.

### **Communication with the Clinical Sites**

All communication with the clinical site is to be between the student, FWE, AFWC, and/or the academic program. Other individuals (such as family members, friends, etc.) may not contact the clinical sites at any time.

### **Contact Information for AFWC**

Thomas J. Decker, OTD, OTR/L  
[tdecker@nova.edu](mailto:tdecker@nova.edu)  
813-574-5347  
Fax: 813-574-5330

Nova Southeastern University  
Health Professions Division  
College of Health Care Sciences  
Department of Occupational Therapy  
3632 Queen Palm Drive  
Tampa, FL 33619

## When there is a Problem at a Fieldwork Site.

Nova Southeastern University Tampa (NSU Tampa) has adopted the “STRETCH BREAK” process from **Colorado State University** to clearly articulate a communication process when a problem arises during fieldwork experiences.

Relationships between NSU’s OTD program and our valued clinical sites are most effective when there is communication between the FWEs and NSU OTD program faculty. Using fieldwork sites to educate the students is an integral part of training future occupational therapists. When fieldwork education happens smoothly the NSU OTD program faculty likes to hear when there is a good experience. Similarly, when there are problems which occur during a fieldwork experience we also need to communicate to support the student during the experience, as well as to support the Fieldwork Educator training the student.

STRETCH is a process to assist students with professional development during the transition from student to practitioner. The process is designed to guide the student toward successful completion of the academic curriculum and fieldwork when problems arise.

When a problem arises during the academic coursework, Level I and/or Level II Fieldwork, a STRETCH meeting may be called by the student, the FWE, a faculty member, or who ever may be involved and has identified the need to have further discussion on a situation.

A **problem** may be anticipated or may arise and is defined as a behavior, attitude, or other situation, which, while of concern and requiring attention, is not excessive. Problems are typically resolved with additional supervision, guidance, accommodation and support. It will be the professional judgment of the faculty, fieldwork supervisor, and/or fieldwork coordinator as to when problems become more severe and significant leading to impairment rather than merely problematic.

**Impairment** is defined as significant interference in academic and/or professional functioning, which is reflected in one or more of the following ways:

- Failure to acquire and integrate professional standards into one’s repertoire of professional behaviors, i.e. AOTA Code of Ethics, participation as a team member, professional demeanor and attitude identified on the Professional Behavior Development Assessment Form (PBDA)
- Failure to acquire academic and/or professional skills in order to reach an acceptable level of competency
- Failure to manage personal stress, psychological needs and physical needs which interfere with participation in class work and/or professional functioning
- Behaviors/Actions that are unsafe to yourself, fellow students, the client, or others, or puts them at risk for imminent physical and/or psychological harm.

Evaluative criteria, which link this definition of impairment to particular professional behaviors, are incorporated in OT academic course syllabi, the CHCS Student Handbook, Professional Behavior Development Process and in the OTD Student Fieldwork Manual.

More specifically, **problems will typically become identified as impairments** if they include one or more of the following characteristics:

1. You, the student, do not acknowledge, understand or address the problem when it is identified;
2. The problem is not merely a reflection of a deficiency which can be rectified by traditional academic or didactic instruction;
3. The quality of occupational therapy services delivered by you, the student, is negatively affected;
4. The quality of academic performance and/or class participation, attitude, professional behaviors, etc., negatively affects the class learning environment;
5. There is a pattern of problems across more than one academic class and/or it is not restricted to one area of fieldwork;
6. A disproportionate amount of energy and attention by faculty, fieldwork supervisors, and fieldwork coordinator is required; and or
7. Your behavior does not change as a function of feedback, remediation efforts, and/or time.

#### STRETCH GUIDELINES

- Department Program Director reviews all decisions which occur at STRETCH meetings
- If you, the student, have related medical and/or mental health issues, a consultant could participate in the process, at your request.
- The STRETCH guidelines are not a linear process.

## STRETCH MEETING PROCESS

NATURE OF PROBLEM	WHO/WHAT IS INVOLVED	PROCEDURES
<ul style="list-style-type: none"> <li><input type="checkbox"/> General concerns with OT curriculum &amp;/or fieldwork,</li> <li><input type="checkbox"/> Pattern of problems with curriculum &amp;/or fieldwork,</li> <li><input type="checkbox"/> Fail, Incomplete, or Withdraw from OT Dept. course &amp;/or fieldwork, or</li> <li><input type="checkbox"/> Repeated failures or Incompletes in OT Dept. coursework, or</li> <li><input type="checkbox"/> Student fails to successfully complete all Level II Fieldwork within 24 months on on-campus coursework</li> <li><input type="checkbox"/> Concerns identified on the Professional Behavior Development Assessment (PBDA)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student, 2-3 Faculty &amp;/or Fieldwork Coordinator</li> <li><input type="checkbox"/> A student advocate is recommended (i.e. University Ombudsman, EEO counselor)</li> <li><input type="checkbox"/> Release of Information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review of fieldwork &amp; academic history</li> <li><input type="checkbox"/> Determine if a pattern of concerns from fieldwork and/or academic history</li> <li><input type="checkbox"/> Faculty require an action plan completed by the student</li> <li><input type="checkbox"/> Faculty and Student identify strategies to facilitate and/or address concerns with the acting plan</li> <li><input type="checkbox"/> Student and faculty provide documentation in student's file</li> <li><input type="checkbox"/> Faculty, with student input, decide how to continue or whether to continue with curriculum &amp;/or fieldwork</li> <li><input type="checkbox"/> Designated faculty follow-up with</li> </ul>

## Student Rights and Responsibilities for a Stretch Meeting

### As a student, you have the right to:

1. Confidentiality.
2. Negotiate or restrict a release of information within agreed upon parameters.
3. Have an advocate participate in the meeting. The advocate may bring in additional information and lend support to you but cannot be a spokesperson for you.
4. Contact the faculty and staff in the OT Department to discuss concerns about the completion of the curriculum/fieldwork.
5. Review and copy your student OT Department records.
6. Discontinue an OT Department course and/or fieldwork at any point including during the final evaluation, recognizing that repeating the course and/or an additional fieldwork placement may be required.
7. Refuse suggestions or not participate in the course or fieldwork. You have the responsibility to provide alternatives to an undesirable course or fieldwork activity. There may be consequences to this decision, which would necessitate an alternative assignment, failing grade in the assignment or discontinuation of the course or fieldwork.
8. Be heard with an opportunity to present information from your perspective.
9. Information about the complaint or concerns, which are at issue in the STRETCH meeting.
10. Written advance notice of the STRETCH meeting in order to respond to the concern/s identified.
11. Written follow-up providing notification of the outcome of the STRETCH meeting.

### You have the responsibility to:

1. Act according to the AOTA Code of Ethics and Professional Behavior expectations in the OT Student Handbook, and expect respectful and ethical interaction with NSU OT Faculty and Staff.
2. Actively participate in the STRETCH process and contribute to the problem solving process.

## Expectations Following the Stretch Process

The Occupational Therapy Department at Nova Southeastern University is in agreement with the requirements stated in the AOTA Standards, that a prescribed curriculum of academic coursework and fieldwork is necessary to prepare students for entry into the profession of occupational therapy.

The OT academic curriculum provides the theoretical constructs and scientific rationale for the occupational therapy intervention process. The Department of Occupational Therapy's coursework sets the stage for entry-level practice through the intense study of the art and science of the occupational therapy process.

The fieldwork experience provides you, the student, with an opportunity to apply knowledge gained in the academic work, and at the same time, the chance to get your feet wet as a practitioner.

During the academic curriculum, including fieldwork, the student may have difficulty and receive an incomplete and/or failing grade. After a discontinued, failed or incomplete OT course or fieldwork experience, and as part of the STRETCH process, you have the responsibility to design an appropriate action plan. With assistance from faculty or a fieldwork coordinator, you will develop measurable objectives to address the issues identified. Once the action plan is completed, your readiness for continuing coursework and/or the fieldwork will be determined by the faculty and fieldwork coordinator with input from you and other parties involved such as counselors, advocates, etc.

In a situation where you do not successfully complete a fieldwork, the student will be sent to the committee on student progress. The Department may advise you to arrange for other experiences prior to continuing. The Department may require that you pursue additional coursework to resolve deficit areas and/or pursue assistance, counseling, medical consultation, special evaluation, and/or stress management strategies, within a specific time frame as determined during the STRETCH process.

The maximum number of discontinued fieldworks (whether “W”, “F”, “I”) is two, across the entire fieldwork program. In order to avoid any indication of an obligation to place someone who doesn’t meet the requirements, the department will not place a student after two (2) discontinued fieldwork experiences; and you will be unable to sit for the NBCOT certification examination and practice as a registered occupational therapist.

### **General information when evaluating student performance**

Evaluation is professional judgment about the student’s ability to meet the established standards presented on the forms provided. Evaluation of performance, whether self-assessment or evaluation by someone else, is challenging. It is a matter of professional judgment and no matter how objective we would like to be, subjective opinion cannot be avoided. Each Fieldwork Educator establishes criteria for performance that are influenced by personal expectations and values. **The initial discussion between student and Fieldwork Educator about strengths, weaknesses, and goals is, therefore, critical.** If expectations of both the student and Fieldwork Educator are clarified initially, there will be fewer misunderstandings about evaluation of performance. Unless proven otherwise, it is assumed that all Fieldwork Educators are fair and reasonable in their expectations and evaluation of students. It is also assumed that all students set high expectations for their own performance and are eager to take on the challenges presented to them.

### **Some recommendations for grading self-performance and the performance of others are:**

1. Avoid personal biases and interests that do not apply to the student's learning goals and performance. In reporting student performance, stress behaviors that the student can improve, rather than personal opinions about the student.
2. Focus on the goals. Were goals set high enough to challenge the student? Were goals set and modified to appropriate levels throughout the learning experiences?

3. Compare initial and final performance. Has the student made major gains in performance? Was performance that was "average" or "minimally acceptable" improved to "outstanding"? A final criterion is for competent entry level generalist.
4. Tell the student what it takes to be successful. What a student is expected to do to be successful should not be a secret.
5. Be confident in your judgment. Students know what they do well and what they do not. Fieldwork Educators know what is good OT and what is not.

### **Evaluation**

Evaluation of performance is completed on the form at the end of the rotation. The student is required to complete the *Placement Student Evaluation of Fieldwork Experience* prior to the final evaluation being given by the Fieldwork Educator. The Fieldwork Educator is responsible for completing the final assessment on the provided NSU OT evaluation form (example to follow). The Fieldwork Educator and student should then meet to discuss both evaluations. At the end of the rotation the Fieldwork Educator should mail both signed evaluations to NSU in the provided envelope. Evaluations without signatures or turned in by the student will not be accepted.



# Fieldwork Evaluation Assessment Tool (FEAT)

The FEAT is a tool developed by AOTF identifying characteristics related to the facility (environment), student and Fieldwork Educator, which impact the fieldwork experience.

Under each component, essential characteristics and examples are listed to start a discussion identifying clear expectations of the FE and student at a particular site. By providing a framework to explore the fieldwork experience, the FEAT can help students and Fieldwork Educators consider how to promote the best possible learning experience.

The FEAT is downloadable directly from AOTA at  
<http://www.aota.org/Educate/EdRes/Fieldwork/StuSuprvsn/38220.aspx>

# Fieldwork Evaluation Assessment Tool

<b>FIELDWORK EXPERIENCE ASSESSMENT TOOL (FEAT)</b>		
<b>Student's name:</b>	<b>Supervisor(s) names:</b>	
<b>Facility name:</b>		
<b>Fieldwork experience type (setting, population, level):</b>	<b>Date:</b>	<b>Week #:</b>

**Context:**

The Fieldwork Experience Assessment Tool (FEAT) is the result of an American Occupational Therapy Foundation qualitative study completed by six occupational therapy programs across the United States and Puerto Rico. Data were collected from fieldwork students and Fieldwork Educators. In their interviews, students and Fieldwork Educators described fieldwork education in terms of a dynamic triad of interaction among the environment, the Fieldwork Educator, and the student. Interviewees indicated that a positive educational experience occurred when a balance existed among these three key components.

**Purpose:**

The FEAT identifies essential characteristics for each of the three key components. By providing a framework to explore the fieldwork experience, the FEAT can help students and Fieldwork Educators consider how to promote the best possible learning experience. The purpose of the FEAT is to contribute to student and Fieldwork Educator discussions, so that reflection and problem solving can occur to enhance the fieldwork experience. The tool is designed to both assess the balance of the three key components, and to facilitate discussion about student and Fieldwork Educator behaviors and attitudes, and environmental resources and challenges. By mutually identifying issues present during fieldwork, the Fieldwork Educator and student can use the FEAT as a tool to promote dialogue, and foster the identification of strategies to facilitate the just-right challenge. The FEAT may be used early in fieldwork as a tool to promote dialogue, or at anytime throughout fieldwork as the need for problem solving emerges.

**Directions:**

In the Assessment Section, the FEAT is organized according to the three key components: **environment, Fieldwork Educator, and student. Under each component, essential characteristics and** examples are listed. These examples are not all inclusive, and new descriptors may be added to individualize the tool for different settings. The Fieldwork Educator and student, either individually or together, should complete the FEAT by describing each component using the continuum provided at the top of each section (limited \* just right challenge\* excessive). Following the assessment portion of the FEAT, questions are provided to guide student and Fieldwork Educator discussion and problem solving. Collaboratively reflect upon the student and Fieldwork Educator descriptions on the FEAT to identify commonalities and differences between the two perspectives, and identify patterns across the key components. Based on these discussions, develop strategies for a more balanced fieldwork experience. Consider environmental experiences and resources; Fieldwork Educator attitudes, behaviors and professional attributes; and/or student attitudes and behaviors that could enhance the experience. The examples listed within each section

are intended to guide discussion between the Fieldwork Educator and student in an effort to create a successful fieldwork experience. Additional elements may be identified and included according to the nature of the setting or the fieldwork process.

**A. Assessment Section**

<b>ENVIRONMENT</b>	
<b>I. VARIETY OF EXPERIENCES</b>	<b>Descriptions (Limited Excessive)      Just right challenge ___</b>
<p><b>A. Patients/Clients/Diagnoses</b>                      -Different diagnoses  <b>-Range of abilities for given diagnosis (complexity, function-dysfunction)</b>                      -Diversity of clients, including socioeconomic &amp; lifestyle</p>	
<p><b>B. Therapy approaches -Engage in the entire therapy process (evaluation, planning, intervention, documentation)</b>                      -Learn about different roles of therapist (direct service, consultation, education &amp; administration)                      -Use variety of activities with clients                      -Observe and use different frames of reference/theoretical approaches                      -Use occupation vs. exercise</p>	
<p><b>C. Setting characteristics -Pace (setting demands; caseload quantity)</b>                      -Delivery system</p>	
<b>II. RESOURCES</b>	<b>Descriptions (Limited Excessive)      Just right challenge ___</b>
<p><b>A. OT Staff</b>                      -See others' strengths and styles                      -Have multiple role models, resources and support</p>	
<p><b>B. Professional Staff</b>                      -Observe and hear a different perspective on clients                      -See/experience co-treatments and team work to get whole person perspective                      -Have others to share ideas and frustrations</p>	
<p><b>C. OT Students</b>                      -Able to compare observations &amp; experiences                      -Exchange ideas</p>	

<b>FIELDWORK EDUCATOR</b>	
<b>I. ATTITUDE</b>	Descriptions (Limited    Just right challenge    Excessive)
<b>A. Likes Teaching/Supervising Students</b> -Devote time, invests in students -Enjoy mental workout, student enthusiasm	
<b>B. Available/Accessible -Take time</b>	
<b>C. Supportive</b> -Patient -Positive and caring -Encourages questions -Encourages development of individual style	
<b>D. Open</b> -Accepting -Alternative methods -To student requests -Communication	
<b>E. Mutual Respect</b>	
<b>II. TEACHING STRATEGIES</b>	Descriptions (Limited    Just right challenge    Excessive)
<b>A. Structure</b> <b>-Organize information (set learning objectives, regular meetings)</b> -Introduce treatment (dialogue, observation, treatment, dialogue) -Base structure on student need -Identify strategies for adjusting to treatment environment	
<b>B. Graded Learning</b> <b>-Expose to practice (observe, model)</b> -Challenge student gradually (reduce direction, probing questions, independence) -Base approach on student learning style -Individualize based on student's needs -Promote independence (trial & error)	
<b>C. Feedback/ Processing -Timely, confirming</b> -Positive and constructive (balance) -Guide thinking -Promote clinical reasoning	

<b>D. Teaching -Share resources and knowledge</b>	
<b>E. Team Skills</b> -Include student as part of team	
<b>III. PROFESSIONAL ATTRIBUTES</b>	<b>Descriptions (Limited Just right challenge Excessive)</b>
<b>A. Role Model</b> -Set good example -Enthusiasm for OT -Real person -Lifelong learning	
<b>B. Teacher</b> -Able to share resources and knowledge	

<b>FIELDWORK STUDENT</b>	
<b>I. ATTITUDE</b>	<b>Descriptions (Limited Just right challenge Excessive)</b>
<b>A. Responsible for Learning</b> -Active learner (ask questions, consult) -Prepare (review, read and research materials) -Self-direct (show initiative, is assertive) -Learns from mistakes (self-correct and grow)	
<b>B. Open/ Flexible -Sensitive to diversity (non-judgmental)</b> -Responsive to client/consumer needs -Flexible in thinking (make adjustments, try alternate approaches)	
<b>C. Confident</b> -Comfort in knowledge and abilities -Comfort with making and learning from mistakes (take risks, branch out) -Comfort with independent practice (take responsibility) -Comfort in receiving feedback	
<b>D. Responsive to Supervision -Receptive to feedback (open-minded, accept criticism)</b> -Open communication (two-way)	

II. LEARNING BEHAVIORS	Descriptions (Limited    Just right challenge    Excessive)
<b>A. Independent</b> <b>-Have and use knowledge and skills</b> -Assume responsibility of OT without needing direction <b>-Incorporate feedback into behavioral changes</b> -Use “down time” productively -Become part of team	
<b>B. Reflection</b> <b>-Self (processes feelings, actions and feedback)</b> -With others (supervisor, peers others)	
<b>C. Active in Supervision -Communicate needs to supervisor (seek supervision for guidance and processing; express needs)</b> -Ask questions	

**B. Discussion Section: Questions to Facilitate Dialogue and Problem Solving**

1. A positive fieldwork experience includes a balance between the environment, Fieldwork Educator and student components. Collaboratively reflect upon the descriptions outlined by the student and Fieldwork Educator and identify perceptions below.

Common perspectives between student and Fieldwork Educator	Different perspectives between student and Fieldwork Educator
Environment	
Fieldwork Educator	
Student	

2. What patterns are emerging across the three key components?

3. What strategies or changes can be implemented to promote a successful fieldwork experience? Describe below:

Components of a Successful Fieldwork	Environment, Fieldwork Educator and/or Student Strategies and Changes to Promote Successful Fieldwork Experience at this Setting
<b>Environment</b>	
Experiences	
Resources	
<b>Fieldwork Educator</b>	
Attitudes	
Behaviors	
Professional attributes	
<b>Student</b>	
Attitudes	
Behaviors	

This Fieldwork Experience Assessment Tool (FEAT) was developed by The Fieldwork Research Team: Karen Adler, Karmen Brown, Lou Ann Griswold, Wendy Krupnick, Luz Muniz de Melendez and Patricia Stutz-Tanenbaum Project funded by The American Occupational Therapy Foundation and AOTA Education Special Interest Section [April 1998; revised August 2001] FEAT 13.doc



# LEVEL I

## Fieldwork Experience

## Level I Evaluation

Evaluation of performance is completed in the form of a final evaluation. NSU uses the *NSU Level I Evaluation Form*. The student is required to complete the *NSU Level I Facility Evaluation form*, an evaluation of the site and the instructor, before the final evaluation is given by the Fieldwork Educator. The Fieldwork Educator and student should discuss the student's abilities and weaknesses. Feedback should be viewed in context of the expectations from the academic faculty, required assignments, and expectations of the site.

All students will benefit from receiving honest feedback with specific strategies to meet the targeted goal. Additionally, if the FE is willing to share areas of personal growth development such as: I am working on developing skills in evaluation and treatment of clients with a stroke OR I am working on targeting intervention goals closer to client descriptions of goals, OR I am working to develop my abilities as a leader. The student will have the added benefit of learning steps a skilled clinician utilizes to meet professional goals.

### Level I Grading Policy

Level I clinical education is graded on a pass/fail basis. Passing or failing a Level I clinical affiliation is determined by the Academic Fieldwork Coordinator, Fieldwork Educator and academic faculty associated with the stated course. Grade for the associated course is determined by the academic faculty member. Syllabi for associated practice courses are mailed with confirmation paperwork 4 weeks prior to the student starting the level I rotation. Failure of a level I Fieldwork experience typically results in failure of the associated practice course.

If a student is determined to have failed a Level I Fieldwork experience she will be referred to the Occupational Therapy Program Committee for Student Progress (CSP). If there is no history of prior failure, the student will progress on to the next practice course, and complete additional didactic coursework. At the next offering of the associated practice course, the student will be required to retake both the didactic portion of the course in addition to the level I affiliation. Students may only remediate one Level I Fieldwork. Should the student fail a second fieldwork, the student will not be allowed a second opportunity to remediate and will be automatically dismissed from the program.

### Student Evaluation of the Clinical Experience

Upon the conclusion of each Level I experience, students will be evaluating their overall experience. Students are to complete the form at the end of the experience at each facility and discuss the form with the Fieldwork Educator and before leaving the facility. This evaluation form shall be included in the same mailing as the AOTA evaluation form of the student. Depending on which course a correlated Level I Fieldwork site is affiliated, all course syllabi are made available to demonstrate the required skill development. The most current syllabi are mailed to fieldwork sites, prior to the start of a fieldwork experience.

**Nova Southeastern University Tampa**  
**Entry-Level Doctor of Occupational Therapy Program**

**Professionalism and Leadership Fieldwork Experience**

**Objectives** (*measures and ACOTE Standard(s) in italics*):

Upon completion of the fieldwork experience, the student will:

1. Understand the impact of assuming an advocacy/leadership role in various organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, WFOT, advocacy organizations) have on consumer access and services, and the welfare of the community. (*B.9.1.3; B.9.2*)
2. Recognize the impact that public policy has on the profession of occupational therapy and the clients it serves. (*B.6.3*)
3. Identify the various roles the occupational therapy practitioner can and should assume to affect policy and direct occupational therapy service delivery. (*B.6.4; B.6.5*)
4. Identify the various mechanisms available to the occupational therapy practitioner to educate stake holders about the profession as a leader in health care. (*B.9.3; B.9.7*)
5. Demonstrate professional behaviors, as evidenced by adherence to established ethics and values of the profession of occupational therapy, and positive student attitudes toward clients, supervisors, and other program personnel.
6. Analyze organizational systems in regards to leadership. (*B.9.1*)
7. Articulate leadership skills and abilities, as well as areas to develop. (*B.9.6*)
8. Appreciate the skills of effective leadership/advocacy/collaboration in various organizations or agencies.
9. Identify personal qualities, attributes, and behaviors in preparation for potential leadership roles in traditional, non-traditional, and role-emerging areas of occupational therapy practice.
10. Demonstrate effective verbal and written communication skills in accordance with professional standards and agency/facility procedures and guidelines.

A schedule of daily student activities for the fieldwork experience is provided separately at the beginning of the course.



# LEVEL II

## Fieldwork Experience

## Level II Evaluation

Evaluation of performance is completed in the form of the mid-term and final evaluation. NSU uses the *AOTA Fieldwork Performance Evaluation for the Occupational Therapist (FWPE)*. The student is required to complete the *NSU Student Evaluation of Fieldwork Experience Level II*, an evaluation of the site and the instructor, before the final evaluation is given by the Fieldwork Educator. The Fieldwork Educator is responsible for completing a midterm and final assessment of the student on the AOTA evaluation form. The Fieldwork Educator and student then discuss the student's ability to self-assess. Midterm evaluations should be faxed to the department office.

If the student is at a site or in a specific department/unit within a facility for four or more weeks, a midterm and final evaluation is required. If the student is at a site or in a specific department/unit less than four weeks only a final evaluation is required.

## Level II Grading Policy

Level II clinical education is graded on a pass/fail basis. Passing or failing a Level II clinical affiliation is determined by the Academic Fieldwork Coordinator, after review of the FWPE and consultation with the Fieldwork Educator

If a student is determined to have failed a Level II clinical affiliation they will be referred to the Occupational Therapy Program Committee for Student Progress. Additionally, if there is no history of prior failure, the student will progress on to the second Level II Fieldwork. After successful completion of the second placement the student will remediate the first Level II Fieldwork after completion of a remediation plan. Students may only remediate one Level II Fieldwork. Should the student fail a second fieldwork, the student will not be allowed a second opportunity to remediate and will be automatically dismissed from the program.

## Student Evaluation of the Clinical Experience

Upon the conclusion of each Level II experience, students will be evaluating their overall experience. Students are to complete the form at the end of the experience at each facility and discuss the form with the Fieldwork Educator and/or CC before leaving the facility. This evaluation form shall be included in the same mailing as the AOTA evaluation form of the student.

## Communication about the Evaluation

During Level II Fieldwork, a formal conference the mid-term and final student evaluation needs to take place. These discussions between the Fieldwork Educator and student will take place in person. The purpose of the conference is clarification of goals and determination of student progress towards those goals. The evaluations forms also provide feedback to the Fieldwork Coordinator about the clinical sites in the development of their clinical education programs, and to assist in the resolution of problems identified by either students or Fieldwork Educators.



# Glossary of Fieldwork Terms

## Glossary of Fieldwork Terms

AOTA has specified terms related to fieldwork experiences as follows:

### **ACOTE: Accreditation Council for Occupational Therapy Education (ACOTE).**

AOTA is proud of its 85-year history of accrediting occupational therapy educational programs. AOTA's current accrediting body, the Accreditation Council for Occupational Therapy Education (ACOTE®), accredits approximately 275 occupational therapy and occupational therapy assistant educational programs. For details on specific accreditation standards go to: <http://www.aota.org/Educate/Accredit/StandardsReview.aspx>.

### **AFWC: Academic fieldwork coordinator.**

This is typically the person who coordinates the fieldwork program for an academic institution. The AFWC has to meet the *Role Competencies for an Academic Fieldwork Coordinator* set by AOTA. This is the person responsible for ensuring the fieldwork program reflects the sequence, depth, focus and scope of content in the curriculum design as well as ensuring the Fieldwork Educator and faculty collaborate in the design of the fieldwork experiences.

### **FWE/FWE: Fieldwork Educator:**

Formerly known as the clinical instructor (CI). Emphasis is now focused on the important role of the practitioner educating the student during the fieldwork experience. FWE's are qualified personnel to supervise students.

Level I Fieldwork FWE: Examples may include, but are not limited to, currently licensed or credentialed occupational therapy practitioners and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

Level II Fieldwork FWE: A currently licensed or credentialed occupational therapy practitioner who has a minimum of 1 year of practice experience subsequent to initial certification, and is adequately prepared to serve as a Fieldwork Educator.

### **OTPF: Occupational Therapy Practice Framework: Domain and Process, 2nd Edition (Framework-II)**

OTPF II "is an official document of the American Occupational Therapy Association (AOTA). Intended for internal and external audiences, it presents a summary of interrelated constructs that define and guide occupational therapy<sup>1</sup> practice. The *Framework* was developed to articulate occupational therapy's contribution to promoting the health and participation of people, organizations, and populations through engagement in occupation. It is not a taxonomy, theory, or model of occupational therapy and therefore must be used in conjunction with the knowledge and evidence relevant to occupation and occupational therapy. The revisions included in this second edition are intended to refine the document and include language and concepts relevant to current and emerging occupational therapy practice."

Note: This document is 60 pages long. All Fieldwork Educators can access this document through the library access provided as a privilege for supervising students, or a copy can be emailed to you by request to the AFWC.



# APPENDIX A:

# Evaluation Forms

# Level I Evaluation Form Sample



## Level I Fieldwork Student Evaluation

Entry-Level Doctor of Occupational

Therapy Program

**Facility:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**1. Name(s) and Title(s) of On-Site Supervisor(s):** \_\_\_\_\_

\_\_\_\_\_

\_Type (e.g., face-to-face, telephone, electronic) and average number of total weekly contacts with On-Site Supervisor:

\_\_\_\_\_

**2. Name(s) and Title(s) of Nova Southeastern University Liaison(s):** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Type (e.g., face-to-face, telephone, electronic) and average number of total weekly contacts with NSU Liaison(s):

\_\_\_\_\_

**3. Name(s) and Title(s) of people who contributed to your performance evaluation:** \_\_\_\_\_

\_\_\_\_\_

<b>A. ORIENTATION</b>	Clear	Not Provided	Unclear
1. Preplacement instructions: i.e., information regarding dress code, parking, etc. (prior to placement)			

2. Frames of Reference			
3. Administration/Management			
4. Clinic/Facility/Agency			
5. Staff			
6. Channels of Communication			
7. Student Notebook			
8. Supervision			

<b>B. FACILITY OVERVIEW</b>
1. Describe the site of intervention, and identify staff/volunteers with whom you worked.
2. Describe the client(s) with whom you worked.
3. Describe the major occupational performance areas that are of concern for the clients at this site.
4. What skills and/or tools did you use to determine these areas of occupational performance concern?
5. What were the primary areas of intervention, from an occupational performance perspective?

6. What were the primary areas of intervention, from a components perspective?
7. What were the primary ways through which you provided intervention (e.g., type of groups, one-to-one)?
8. What was the primary philosophy that guided intervention(s)?
9. Describe the way in which clients at this site were re-evaluated and/or intervention discontinued.
10. What do you feel were the primary outcomes you observed in your clients as a result of the interventions with which you were involved?
11. What site-specific and/or unique experiences did you find particularly useful during this rotation?
12. What academic courses prepared you for this rotation?
13. What knowledge and skills from these courses did you find the most useful?
14. What knowledge and skills did you not have, that you needed to have for this rotation?
15. What could have improved the educational value of this experience for you? (e.g., different orientation organization, more hands-on experience, change in type or frequency of contact with NSU Liaison, etc.)

**Summary:** Considering your overall experience, please rate the center as a *learning experience*. (Please circle.)

**Excellent**

**Good**

**Poor**

**Comments:**

---

---

**Signature of Student**

**Date**

**Signature of Supervisor**

**Date**

## Level I Fieldwork Educator Evaluation

**General Information:** (Please Print)

- a. Name of Student: \_\_\_\_\_ d. Number of Hours: \_\_\_\_\_
- b. Name of Fieldwork Site: \_\_\_\_\_ e. Dates of Placement: \_\_\_\_\_
- c. Type of Fieldwork Experience: \_\_\_\_\_

**Directions:**

1. Rate the following statements in each category as to your degree of agreement or disagreement with them concerning the performance of this student. Utilize the descriptors for each item for clarification of expected performance skills.
2. Circle the most appropriate number from 1 to 5 based on the following scale:  

1	2	3	4	5
Unacceptable	Poor	Needs improvement	Good	Excellent
3. Items which are inappropriate or which you were unable to observe should be marked NA (non-applicable).
4. Fill in comments on each major area (optional but desired).
5. At midterm, have a conference with student to discuss your evaluation of him/her and his/her completed self-evaluation. Upon completion of the rotation, re-evaluate and sign the completed form and return by mail to clinical coordinator.
6. Students are required to fill in comments on each major area to verify their own grading selection.

<b>A. Interpersonal Interactions:</b> <i>Does the student demonstrate an ability to establish and maintain effective relationships?</i>					
<b>1. Student utilizes a range of interpersonal skills to meet the demands of the situation.</b>					
1 Has an inflexible interaction style	2. Does not show a range of interpersonal interactions	3. Attempts to vary approach but is ineffective	4. Generally varies approach and type of interaction	5. Consistently and effectively varies approach	NA

<b>2. Student is able to establish an effective rapport.</b>					
1. Establishes and adversarial relationship	2. Does not establish rapport	3. Attempts to establish rapport with limited success	4. Establishes rapport in most cases	5. Establishes rapport in all cases	NA
<b>3. Student is able to set limits on undesirable behaviors.</b>					
1. Reinforces undesirable behaviors	2. Does not identify undesirable behaviors	3. Begins to identify problems but it is ineffective in limit setting	4. Recognized and has some success and attempts setting limits	5. Consistently recognizes an improves undesirable behaviors in a non-threatening manner	NA
<b>4. Student appears comfortable providing physical contact as appropriate to this setting.</b>					
1. Continues physical contact even though patient is uncomfortable	2. Avoids physical contact	3. Attempts but it is uncomfortable with physical contact	4. Recognizes importance but delivery is awkward	5. Is comfortable and spontaneous; aware of nonverbal messages	NA
<b>5. Student shows awareness of own strengths and weakness and makes efforts to improve weak areas.</b>					
1. Has unrealistic self-assessment; refuses to make improvements	2. Does not show complete awareness; makes little effort to improve	3. Shows awareness and attempts to improve	4. Is generally aware of self; has moderate success in improvement	5. Shows realistic awareness and modifies behavior	NA
<b>6. Student seeks out opportunities to learn.</b>					
1. Resists opportunities	2. Does not seek out or utilize opportunities	3. Utilizes opportunities with moderate direction	4. Utilizes opportunities with minimal direction	5. Seeks out new opportunities and incorporates independently	NA
<b>7. Student solves problems effectively.</b>					

1. No problem solving even when cued	2. Does some problem solving when maximally cued	3. Does some effective problem solving	4. Solves selected problems effectively with some innovation	5. Solves selected problems effectively with innovation	NA
<b>Total Items: (7)</b>					

<b>B. Professional Behavior:</b> <i>Does the student demonstrate professional behaviors?</i>					
<b>8. Student checks with supervisor when in doubt about proper procedure.</b>					
1. Ignores need to check	2. Doesn't check; inappropriately seeks supervision	3. Sometimes takes appropriate initiative	4. Consistently checks when making decisions	5. Uses good judgment in determining when to check	NA
<b>9. Student organizes time appropriately.</b>					
1. Does not organize	2. Organizes poorly	3. Inconsistently organizes; needs to be told how to use unstructured time	4. Usually uses time effectively	5. Consistently uses time effectively; seeks activities during unstructured time	NA
<b>10. Student accepts and follows through on assigned responsibilities.</b>					
1. Refuses to accept responsibility	2. Accepts responsibility; rarely follows through	3. Accepts responsibility; needs reminders to follow through	4. Accepts responsibility; follows through with no reminders	5. Fulfills responsibilities; seeks additional responsibilities	NA
<b>11. Student complies with policies for punctuality, attendance and appearance.</b>					
1. Is resistive to requirements	2. Lacks necessary work habits	3. Has moderate problems	4. Has minor problems	5. Exhibits exemplary work habits	NA
<b>12. Student interacts in a professional manner.</b>					

1. Is resistive to supervision	2. Lacks necessary cooperative attitude and behaviors	3. Has moderate problems accepting feedback and cooperating with others	4. Has minor problems accepting feedback; generally cooperative	5. Accepts supervision and behave cooperatively	NA
<b>Total Items: (5)</b>					

<b>C. Data Gathering/Observational Skill:</b> <i>Does the student demonstrate an ability to collect useful and accurate data from observation and/ or available written resources?</i>					
<b>13. Student analyzes available information and recognizes implications information has for intervention.</b>					
1. Uses irrelevant info and interprets it in way that may be harmful to self and others	2. Does not recognize useful and appropriate information	3. Uses some relevant information or interprets inaccurately	4. Extracts relevant information but sometimes has difficulty interpreting information	5. Analyzes and applies information appropriately	NA
<b>14. Student is able to identify problems through observation and use of appropriate assessment tools.</b>					
1. Identifies incorrect problems	2. Is unable to identify major or minor problems	3. Identifies most major but not minor problems	4. Identifies all major and minor problems	5. Identifies all problems both major and minor	NA
<b>15. Student recognizes the need for additional information and takes an active role in obtaining that information from available resources.</b>					
1. Does not see value in seeking additional information	2. Does not recognize the need for additional information	3. Seeks some relevant, additional information when prompted	4. Understand the need to seek additional information but maybe uncomfortable doing so	5. Consistently seeks new and relevant information and very comfortable doing so	NA
<b>16. Student makes relevant and accurate assessments based on the use of appropriate assessment tools.</b>					

1. Does not assess; rejects guidance	2. Assesses poorly or incorrectly; does not recognize errors	3. Needs guidance in assessment	4. is usually successful in assessing	5. Is consistently successful in assessing	NA
<b>Total Items: (4)</b>					

<b>D. Program Planning/Implementation:</b> <i>Does the student plan/organize and/or implement a program?</i>					
<b>17. Student maintains equipment, materials, and environment in good order and condition.</b>					
1. Exposes others to self to non-therapeutic environment	2. Does not attempt to maintain area; unaware of environment	3. Maintains environment with minimal reminders	4. Appropriately maintains environment; does not fully anticipate problems	5. Is aware of total environment; anticipates all problems	NA
<b>18. Student applies, grades or adapts interventions appropriately to the needs of client group.</b>					
1. Has inappropriate application, adaptation, grading	2. Does not apply, grade or adapt	3. Does apply, grade, and adapt some needs	4. Applies, grades, and adapts to most needs	5. Applies, grades, and adapts to all needs	NA
<b>19. Student considers safety factors in implementing interventions.</b>					
1. Places others and self in unsafe situations	2. Does not attend to safety	3. Considers safety of clients with moderate reminders	4. Considers safety of clients with minimal reminders	5. Always considers safety without prompting	NA
<b>20. Student uses evaluation data to identify and plan appropriate interventions as required.</b>					
1. Neither identifies nor plans as required	2. Inappropriately identifies and plans	3. Either identifies or plans appropriately	4. Identifies and plans with minimal cues	5. Identifies and plans consistently	NA
<b>Total Items: (4)</b>					

**E. Verbal and Written Communication:** *Does the student demonstrate an ability to communicate effectively with verbal*

<i>and written skills?</i>					
<b>21. Student engages in relevant communication with other personnel, appropriate to client, situation and setting.</b>					
1. Does not value; disrespectful communication	2. Does not communicate with others	3. Responds to communication initiated by others	4. Sometimes initiates communication	5. Appropriately and consistently initiates communication with others	NA
<b>22. Student gives explanation/directions that are comprehensible.</b>					
1. Does not communicate to any audience	2. Does not vary to each audience	3. Often uses technical jargon; not concise	4. Is usually clear and accurate	5. Is consistently nontechnical, clear and accurate	NA
<b>23. Student writes clear, accurate and well documented reports.</b>					
1. Does not document as required	2. Is unclear, inaccurate or undocumented	3. Is sometimes clear, accurate and documented	4. Is frequently clear, accurate and documented	5. Is consistently clear, accurate and well documented	NA
<b>24. Student's written and oral language skills are appropriate.</b>					
1. Has poor English skills, both oral and written	2. Has difficulty with both oral and written skills	3. Has difficulty with either oral or written skills	4. Utilizes appropriate oral and written skills	5. Communicates with ease consistently, utilizing both oral and written English appropriately	NA
<b>25. Student meets deadlines for reports.</b>					
1. Does not meet deadlines	2. Meets some deadlines with prompting	3. Submits but with many reminders	4. Submits with occasional reminders	5. Anticipates deadlines without prompting	NA
<b>26. Student uses terminology correctly and appropriately.</b>					

1. Resistive to learning and improving usage of terminology	2. Uses terminology poorly	3. Often uses terminology inappropriately	4. Uses terminology appropriately most of the time	5. Consistently communicates with ease	NA
<b>Total Items: (6)</b>					

**Comment on each major area:** *(Optional but desired.)*

A. Interpersonal Interactions:

B. Professional Behavior:

C. Data Gathering/Observational Skills:

D. Program Planning/Implementation:

E. Verbal and Written Communication:

**Overall Performance:** *(Might include nature of caseload, notable strengths and weaknesses; potential in this area.)*

I have read this report:

Signed Student \_\_\_\_\_ Date \_\_\_\_\_

Signed Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Absences: Number of Days/Hours: \_\_\_\_\_ Specific Dates: \_\_\_\_\_ Amount of Time

**GRADE:**

Made Up: \_\_\_\_\_

Reasons for Absences: \_\_\_\_\_

<p>For Nova Southeastern University use only</p> <p>Reviewed by: _____</p> <p>(SIGNED FACULTY)</p>	
--	---

Review date: \_\_\_\_\_



# LEVEL II

# Evaluation Forms



Occupational Therapy Department

## STUDENT EVALUATION OF FIELDWORK EXPERIENCE

Adapted from THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.

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

**Directions:** Complete this Student Evaluation of Fieldwork Experience (SEFWE) form in ink. Submit the copy to NSU

### Part I: IDENTIFYING INFORMATION

---

Student Name

---

Facility Name

---

Facility Address

---

Placement Dates: from \_\_\_\_\_ to \_\_\_\_\_

Order of Placement: 1 or 2 (circle one)

Type of Fieldwork:

---

Specialty/Practice Area

---

Name of Fieldwork Educator(s)

---

Fieldwork Educator(s) # of Years in Practice

---

**Email Address of Fieldwork Educator(s)** (We will use this email to send the recognition certificate, please write legibly.)

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

**Part II: STRUCTURE OF FIELDWORK EDUCATION PROGRAM**

**A. Student Orientation**

1. Was a formal orientation provided? Yes \_\_\_\_ No \_\_\_\_

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

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

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

**B. Written and Oral Assignments**

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

After listing common evaluations used at this site, indicate the approximate number you did; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

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

2. Comments or suggestions regarding assignments:





**PART III: SUPERVISION**

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

Name	Title	Frequency	Individual	Group

A. Check categories which seem descriptive of your supervision. (You may wish to complete one chart for each clinical supervisor)

Key 1=Rarely, 2=Occasionally, 3=Frequently, 4=Consistently

<b>FIELDWORK EDUCATOR:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Approachable and interested in students				
Made student feel comfortable and part of the department				
Provided a positive role model of professional behavior in practice				
Taught knowledge and skills to facilitate learning process				
Presented clear explanations and expectations				
Encouraged student self-directed learning				
Facilitated student's clinical reasoning				
Reviewed written work in a timely manner				
Provided feedback in a timely manner				
Provided positive feedback regarding student's strengths				
Used constructive feedback to promote student development				
Adjusted responsibilities to facilitate student's growth				
Supervision changed as fieldwork progressed				
Encouraged student to provide feedback to fieldwork educator				
Model occupation-centered practice				

B. General Comments on supervision:

## Part IV: Professional Relationships

A. Check the professional relationships that were experienced throughout your fieldwork experience.

Key: 1=Rarely, 2 =Occasionally, 3=Frequently 4=Consistently

	1	2	3	4
Collaboration between OT/OTA				
Networking with other professionals				
Networking with other OT students				
Networking with students from other disciplines				
Team approach to care				
Role modeling therapeutic relationships				
Additional educational opportunities (specify)				
Expand knowledge of community resources				

A. Which professional were role models for you in your professional growth?

Please describe:

B. What were the professions of other internship students present during your fieldwork?

C. Describe how this affected your learning experience.

D. Comments or suggestions regarding professional relationships.

## PART V: ACADEMIC PRPERATION

A. Rate the relevance and adequacy of your academic coursework relative to the needs of THIS fieldwork placement, circling the appropriate number.

	Adequacy for Placement
<b>General Education/Basic Science Coursework</b>	
(Gross Anatomy, Neuroanatomy, Kinesiology, Conditions I&II)	Low <span style="float: right;">High</span>
	1    2    3    4    5
	Relevance for Placement
	Low <span style="float: right;">High</span>
	1    2    3    4    5
<b>Media/Skills Coursework</b>	Adequacy for Placement
(Human Occupation, Creative Occupations, Research Methods, Data Collection and Assessment)	Low <span style="float: right;">High</span>
	1    2    3    4    5
	Relevance for Placement
	Low <span style="float: right;">High</span>
	1    2    3    4    5

	Adequacy for Placement
<b>OT Foundations</b>	
(Intro to OT, Occupational Analysis, OT History and Theory, Occupational Performance and Participation Throughout the Lifespan, Impact of the Environment)	Low <span style="float: right;">High</span>
	1    2    3    4    5
	Relevance for Placement
	Low <span style="float: right;">High</span>
	1    2    3    4    5

	Adequacy for Placement
<b>Professionalism</b>	
(Professionalism and Management, Professionalism and Leadership, Fieldwork Issues I & II)	Low <span style="float: right;">High</span>
	1    2    3    4    5
	Relevance for Placement
	Low <span style="float: right;">High</span>
	1    2    3    4    5

	Adequacy for Placement
<b>Research Based Courses</b>	
	Low <span style="float: right;">High</span>

(Research Methods, EBP, Research Practicum)	1	2	3	4	5
	Relevance for Placement				
	Low			High	
	1	2	3	4	5

	Adequacy for Placement				
<b>Occupational Therapy Practice Coursework</b>					
(Mental Health, Pediatrics, Physical Disabilities, Human Interactions)	Low			High	
	1	2	3	4	5
	Relevance for Placement				
	Low			High	
	1	2	3	4	5

	Adequacy for Placement				
<b>Level I Fieldwork Placements</b>					
(Mental Health, Physical Disabilities, Pediatrics, Leadership)	Low			High	
	1	2	3	4	5
	Relevance for Placement				
	Low			High	
	1	2	3	4	5

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

C. What models and frames of reference were most commonly utilized? Give examples

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

PART VI: SUMMARY

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

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

C. Would you recommend this fieldwork site as a student fieldwork experience? Why?

**PART VII: ADDITIONAL COMMENTS**

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this site. Please use another sheet if necessary.

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

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Student's Name (Please Print)

AOTA Commission on Education, Fieldwork Issues Committee  
Amended and Approved by FWIC 11/99 and COE 3/00  
Amended 4/00  
(fieldwork\miscell\sefwe.42000)

**Level II AOTA Evaluation**  
to be filed out by Fieldwork Educator



**Fieldwork Performance Evaluation  
For The Occupational Therapy Student**

MS./MR.  
NAME: (LAST) (FIRST) (MIDDLE)

COLLEGE OR UNIVERSITY

**FIELDWORK SETTING:**

NAME OF ORGANIZATION/FACILITY

ADDRESS: (STREET OR PO BOX)

CITY STATE ZIP

TYPE OF FIELDWORK

ORDER OF PLACEMENT 1 2 3 4 OUT OF 1 2 3 4

FROM: TO:  
DATES OF PLACEMENT

NUMBER OF HOURS COMPLETED

FINAL SCORE

PASS: \_\_\_\_\_ NO PASS: \_\_\_\_\_

**SUMMARY COMMENTS:**  
(ADDRESSES STUDENT'S CLINICAL COMPETENCE)

**SIGNATURES:**  
I HAVE READ THIS REPORT.

SIGNATURE OF STUDENT

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

SIGNATURE OF RATER #1

PRINT NAME/CREDENTIALS/POSITION

SIGNATURE OF RATER #2 (IF APPLICABLE)

PRINT NAME/CREDENTIALS/POSITION

SAMPLE

**RATING SCALE FOR STUDENT PERFORMANCE**

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

3 - **Meets Standards:** Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 - **Needs Improvement:** Performance is progressing but still needs improvement for entry-level practice. This is a positive rating of performance at midterm, and some ratings of 2 may be reasonable at final.

1 - **Unsatisfactory:** Performance is below standards and requires development for entry-level practice. This rating is given when there is

15. Interprets evaluation results to determine clients occupational performance strengths and challenges.

Midterm	2	3	4
Final	2	3	4

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

Midterm	2	3	4
Final	2	3	4

17. Documents the results of the evaluation process that demonstrates objective measurement of clients occupational performance.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

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

Midterm	2	3	4
Final	2	3	4

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

Midterm	2	3	4
Final	2	3	4

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

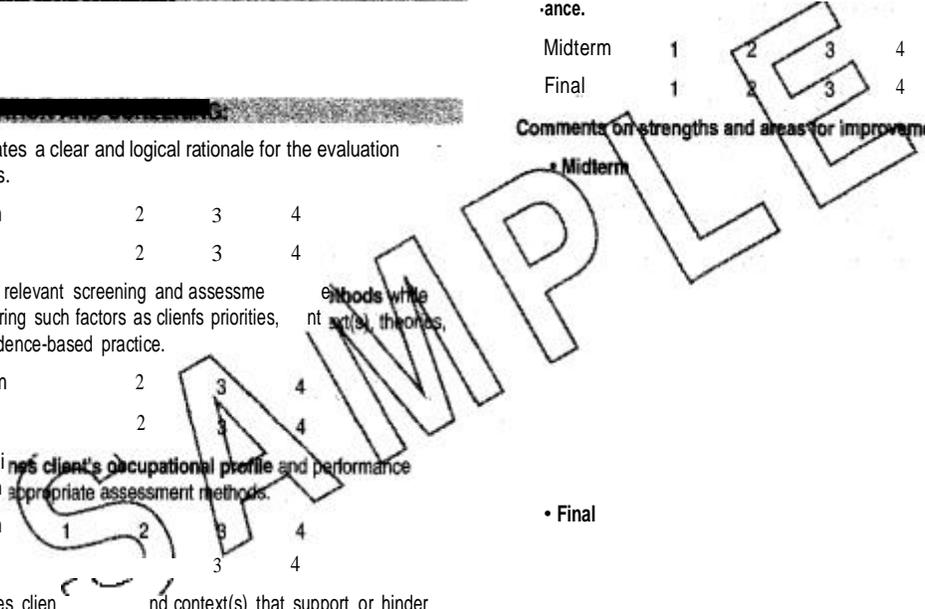
Midterm	1	2	3	4
Final			3	4

• Final

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

Midterm	2	3	4
Final	2	3	4

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



**RATING SCALE FOR STUDENT PERFORMANCE**

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

3 - **Meets Standards:** Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 - **Needs Improvement:** Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at final.

1 - **Unsatisfactory:** Performance is below standards and requires development for entry-level practice. This rating is given when there is

15. Interprets evaluation results to determine clients occupational performance strengths and challenges.

Midterm	2	3	4
Final	2	3	4

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

Midterm	2	3	4
Final	2	3	4

17. Documents the results of the evaluation process that demonstrates objective measurement of clients occupational performance.

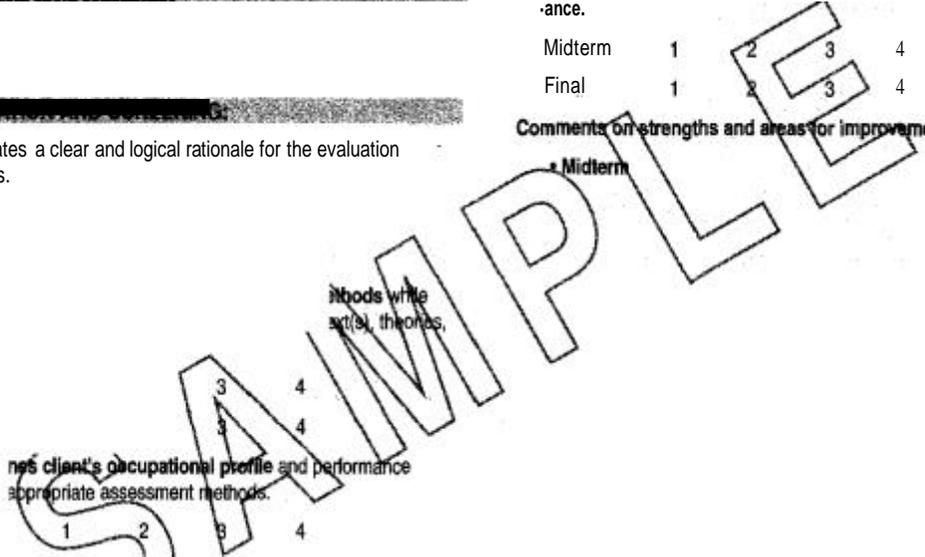
Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

Midterm

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

Needs write  
art(s), theories,  
client's occupational profile and performance  
appropriate assessment methods.



Midterm	2	3	4
Final	2	3	4

9. .

Midterm	2		
Final	2		
Midterm			
Final		3	4

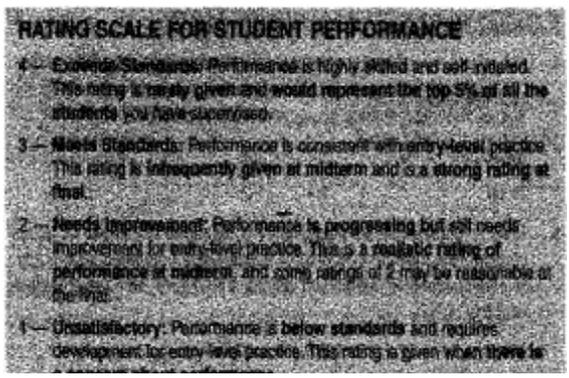
10. Assesses client and context(s) that support or hinder occupational performance.

• Final

Midterm	2	3	4
Final	2	3	4

11. .

Midterm			
---------	--	--	--



15. Interprets evaluation results to determine clients occupational performance strengths and challenges.

Midterm	2	3	4
Final	2	3	4

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

Midterm	2	3	4
Final	2	3	4

17. Documents the results of the evaluation process that demonstrates objective measurement of clients occupational performance.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

Midterm considering such factors as clients priorities, context and evidence-based practice.

Midterm	2
Final	2

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

Midterm	2	3	4
Final	2	3	4

9. Selects relevant screening and assessment methods while considering client's occupational profile and performance appropriate assessment methods.

	3	4	
	3	4	
1	2	3	4

10. Determine through Midterm Final 3 4

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

Midterm	2	3	4			
Final	2	3	4	2	3	4 • Final

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

Midterm

20. **Chooses occupations** that motivate and challenge clients.

Midterm	2	3	4
Final	2	3	4

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

Midterm	2	4
Final	2	4

22. **Implements intervention plans that are client-centered.**

Midterm	2	3	4
Final	2	3	4

23. **Implements intervention plans that are occupation-based.**

Midterm	2	3	4
Final	2	3	4

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

Midterm	2	3	4
Final	2	3	4

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

Midterm	1	2	3	4
Final	2	3	4	

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

Midterm	2	3	4
Final	2	3	4

Comments on strengths and areas for improvement:  
• Midterm

• Final

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

Midterm	2	3	4
Final	2	3	4

28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant

Midterm	2	3	4
Final	2	3	4

29. **Demonstrates understanding of the costs and funding** related to occupational therapy services at the site.

Midterm	1	2	3	4
Final	1	2	3	4

30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.

Midterm	1	2	3	4
Final	1	2	3	4

31. **Produces the volume of work** required in the expected time frame.

Midterm	2	3	4
Final	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

**RATING SCALE FOR STUDENT PERFORMANCE**

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

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2 - **Needs Improvement:** Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.

1 - **Unsatisfactory:** Performance is below standards and requires development by entry-level practice. This rating is given when there is a concern about performance.

**VII. PROFESSIONAL BEHAVIORS:**

36. Collaborates with supervisor(s) to maximize the learning experience.
- |         |   |   |   |
|---------|---|---|---|
| Midterm | 2 | 3 | 4 |
| Final   | 2 | 3 | 4 |
37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
- |         |   |   |   |
|---------|---|---|---|
| Midterm | 2 | 3 | 4 |
| Final   | 2 | 3 | 4 |
38. Responds constructively to feedback.
- |         |   |   |   |
|---------|---|---|---|
| Midterm | 2 | 3 | 4 |
| Final   |   |   | 4 |
39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability, and work site maintenance.
- |         |   |   |   |   |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final   | 1 | 2 | 3 | 4 |
40. **Demonstrates effective time management.**
- |         |   |   |   |   |
|---------|---|---|---|---|
| Midterm | 1 | 2 | 3 | 4 |
| Final   |   | 2 | 3 | 4 |
41. **Demonstrates positive Interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.
- |         |   |   |   |
|---------|---|---|---|
| Midterm | 2 | 3 | 4 |
| Final   | 2 | 3 | 4 |
42. **Demonstrates respect for diversity factors** of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
- |         |   |   |   |
|---------|---|---|---|
| Midterm | 2 | 3 | 4 |
| Final   | 2 | 3 | 4 |

32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
- |         |   |   |   |
|---------|---|---|---|
| Midterm | 2 | 3 | 4 |
| Final   | 2 | 3 | 4 |
33. Produces clear and accurate documentation according to site requirements.
- |         |   |   |   |
|---------|---|---|---|
| Midterm | 2 | 3 | 4 |
| Final   | 2 | 3 | 4 |
34. All written communication is legible, using proper spelling, punctuation,
- |         |   |   |   |
|---------|---|---|---|
| Midterm | 2 | 3 | 4 |
| Final   | 2 | 3 | 4 |
35. **Uses language appropriate to the recipient** of the information, including but not limited to funding agencies and regulatory agencies.
- |         |   |   |   |
|---------|---|---|---|
| Midterm | 2 | 3 | 4 |
| Final   | 2 | 3 | 4 |

Comments on strengths and areas for improvement:

• Midterm

• Final

Comments on strengths and areas for improvement:

• Midterm

• Final

**PERFORMANCE RATING SUMMARY SHEET**

Performance Items	Midterm Ratings	Final Ratings
<b>I. FUNDAMENTALS OF PRACTICE</b>		
1. Adheres to ethics		
2. Adheres to safety regulations		
3. Uses judgment in safety		
<b>II. BASIC TENETS OF OCCUPATIONAL THERAPY</b>		
4. Articulates values and beliefs		
5. Articulates value of occupation		
6. Communicates role of occupational therapist		
7. Collaborates with clients		
8. Articulates clear rationale for evaluation		
9. Selects relevant methods		
10. Determines occupational profile		
11. Assesses client and contextual factors		
12. Obtains sufficient and necessary information		
13. Administers Measurements		
14. Adjusts/modifies assessment procedures		
15. Interprets evaluation results		
16. Establishes accurate plan		
17. Documents results of evaluation		
18. Articulates clear rationale for intervention		
19. Utilizes evidence to make informed decisions		
20. Chooses occupations that motivate and challenge		
21. Selects relevant occupations		
22. Implements client-centered interventions		
23. Implements occupation-based interventions		
24. Modifies approach, occupation, and intervention		
25. Updates, modifies, or terminates the intervention plan		
26. Document response		
27. Demonstrate sign practice or discussion		
28. Demonstrates ability to collaborate through active participation, discussion, and self-direction		
29. Understands costs and limitations		
30. Accomplishes (or fails) all goals		
31. Produces warranted time frame		
32. Communicates verbally and nonverbally		
33. Produces clear documentation		
34. Written communication is legible		
35. Uses language appropriate to recipient		
36. Collaborates with supervisor		
37. Takes responsibility for professional competence		
38. Responds constructively to feedback		
39. Demonstrates consistent work behaviors		
40. Demonstrates time management		
41. Demonstrates positive interpersonal skills		
42. Demonstrates respect for diversity		
<b>TOTAL SCORE</b>		

**MIDTERM:**  
 Satisfactory Performance ..... 90 and above  
 Unsatisfactory Performance ..... 89 and below

**FINAL:**  
 Pass ..... 122 points and above  
 No Pass ..... 121 points and below

## REFERENCES

1. American Occupational Therapy Association. (1998). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 52, 866-869.
2. Accreditation Council for Occupational Therapy Education. (1999). Standards for an accredited educational program for the occupational therapist. *American Journal of Occupational Therapy*, 53, 575-582.
3. National Board for Certification in Occupational Therapy. (1997). *National Study of Occupational Therapy Practice, Executive Summary*.
4. American Occupational Therapy Association. (2000). Occupational therapy code of ethics (2000). *American Journal of Occupational Therapy*, 54, 614-616.
5. American Occupational Therapy Association (2002). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606-639.

## GLOSSARY

**Client Factors:** Those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures

- body functions (a client factor, including physical, cognitive, psychosocial aspects)—“the physiological function of body systems (including psychological functions)” (WHO, 2001, p.10)
  - body structures—“anatomical parts of the body such as organs, limbs and their components [that support body function]” (WHO, 2001, p.10)
- (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606-639.)

**Code of Ethics:** Refer to [www.aota.org/general/coe.asp](http://www.aota.org/general/coe.asp)

**Collaborate:** To work together with a mutual sharing of thoughts and ideas (ACOTE Glossary)

**Competency:** Adequate skills and abilities to practice as an entry-level occupational therapist or occupational therapy assistant

**Context:** Refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, physical, social, personal, spiritual, temporal and virtual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606-639)

**Efficacy:** Having the desired influence or outcome (from Neistadt and Crepeau, eds. *Willard & Spackman's Occupational Therapy*, 9th edition, 1998)

**Entry-level practice:** Refer to American Occupational Therapy Association (1993). Occupational therapy roles. *American Journal of Occupational Therapy*, 47, 1087-99.

**Evidence-based Practice:** “Conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based (health care) means integrating individual clinical expertise with the best available external clinical evidence from systematic research.” (Sackett and colleagues, *Evidence-based medicine: How to practice and teach EBM*, 1997, p. 2) (From the *Mary Law* article “Evidence-Based Practice: What Can It Mean for ME?”, [www.aota.org](http://www.aota.org))

**Occupation:** Groups of activities and tasks of everyday life, named, organized, and given value and meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

**Occupational Performance:** The result of a dynamic, interwoven relationship between persons, environment, and occupation over a person's lifespan; the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

**Occupational Profile:** A profile that describes the client's occupational history, patterns of daily living, interests, values and needs. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606-639)

**Spiritual:** (a context) The fundamental orientation of a person's life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606-639)

**Theory:** “An organized way of thinking about given phenomena. In occupational therapy the phenomenon of concern is occupational endeavor. Theory attempts to (1) define and explain the relationships between concepts or ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational therapy theory is concerned with four major concepts related to occupational endeavor: person, environment, health, and occupation.” (Neistadt and Crepeau, eds., *Willard & Spackman's Occupational Therapy*, 9th ed., 1998, p. 521)

# APPENDIX B:

# Sample Contract

Documentation must be provided that a contract or memorandum of understanding or contract between NSU and all active fieldwork sites is reviewed at least every 5 years by both parties. Programs must provide documentation that both parties have reviewed the contract. At NSU, the contracts are reviewed by the legal department, not the academic fieldwork coordinator. A sample contract and a sample addendum letter is provided so the Fieldwork Educator and student can review the document. Additionally, each NSU OTD student is required to schedule an appointment with the academic fieldwork coordinator at 813-574-5346 to read the actual contract with assigned facilities.

NSU OT department maintains a database with over 2000 potential fieldwork sites in the United States. It is the sole responsibility of the student to contact assigned fieldwork sites to determine requirements for the site. Sample requirements include: background check, employment forms, drug screens, and other information such as where to park, hours, or dress code

The standard contract

## **GUIDELINES FOR SUPERVISED FIELDWORK EXPERIENCES**

AGREEMENT BETWEEN

NOVA SOUTHEASTERN UNIVERSITY, INC. ON BEHALF OF ITS  
OCCUPATIONAL AND PHYSICAL THERAPY PROGRAMS

AND

Facility THIS AGREEMENT entered into on the

~~day by and between NOVA~~ \_\_\_\_\_  
SOUTHEASTERN UNIVERSITY, INC. on behalf of its OCCUPATIONAL AND PHYSICAL  
THERAPY PROGRAMS (hereinafter referred to as the "UNIVERSITY"), whose address is  
3200 South University Drive, Fort Lauderdale, Florida 33328, and FACILITY NAME  
(hereinafter referred to as the "FACILITY"), whose address \_\_\_\_\_.

WHEREAS, the UNIVERSITY in its educational programs for the development of occupational and physical therapists has responsibility for the training of students who require clinical education in various medical and health-related disciplines to complete their professional development; and

WHEREAS, the Occupational and Physical Therapy Programs will be enhanced because of opportunities for faculty and students to participate in patient care and administrative responsibilities through the cooperative efforts of the FACILITY and the UNIVERSITY; and

WHEREAS, the FACILITY is willing to provide such opportunities for participation in patient care and administrative responsibilities to the UNIVERSITY's Occupational and Physical Therapy students ( the "STUDENT(S)") and is further willing to assign staff to serve as clinical instructors pursuant to this Agreement; and

WHEREAS, the purpose of this Agreement is to establish a mutually beneficial affiliation between the UNIVERSITY and the FACILITY by providing UNIVERSITY's students an educational experience at the FACILITY to enhance the development of such students in the attainment of their professional goals; and

NOW, THEREFORE, for and in consideration of the premises and the mutual covenants and agreements herein contained, the parties agree as follows:

1. RESPONSIBILITIES OF THE UNIVERSITY

A. The UNIVERSITY shall assign certain STUDENT(s) to the FACILITY for purposes of clinical rotation as part of the UNIVERSITY's Occupational and Physical Therapy Programs' clinical education courses. All assigned STUDENTS shall have completed the prerequisite didactic portion of the UNIVERSITY's Occupational Therapy or Physical Therapy Program.

B. The UNIVERSITY shall provide to the FACILITY the current curriculum, syllabus with course objectives of the UNIVERSITY's Occupational Therapy or Physical Therapy Program, forms regarding the evaluation of the clinical rotation and instructions for completion of these forms. UNIVERSITY shall retain responsibility for student education.

C. The UNIVERSITY shall inform students that they must comply with the applicable FACILITY policies and procedures.

D. The UNIVERSITY shall inform STUDENTS that they must comply with the FACILITY's health requirements prior to beginning their clinical rotations at the FACILITY.

E. The UNIVERSITY agrees to maintain, for itself and the STUDENTS, professional liability insurance with limits of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. A certificate of insurance evidencing this coverage shall be provided to the FACILITY prior to the arrival of the first student at the FACILITY.

F. UNIVERSITY agrees to comply with the applicable provisions of the Federal Privacy Rule promulgated by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) as contained in 45 CFR Parts 160 and 164 ("the HIPAA Privacy Rule"). UNIVERSITY agrees not to use or further disclose any protected health information ("PHI"), as defined in 45 CFR 164.504, other than as permitted by this Agreement and the requirements of the HIPAA Privacy Rule. UNIVERSITY will implement appropriate safeguards to prevent the use or disclosure of PHI other than as provided for by this Agreement. UNIVERSITY will promptly report to FACILITY any use or disclosure of PHI not provided for by this Agreement or in violation of the HIPAA Privacy Rule of which UNIVERSITY becomes aware. If UNIVERSITY contracts with any agents to whom UNIVERSITY provides PHI, UNIVERSITY

will include provisions in such agreements whereby the UNIVERSITY and agent agree to the same restrictions and conditions that apply to UNIVERSITY with respect to uses and disclosures of PHI. UNIVERSITY will make its internal practices, books and records relating to the use and disclosure of PHI available to the Secretary of the Department of Health and Human Services to the extent required for compliance with the HIPAA Privacy Rule. UNIVERSITY may de-identify any and all PHI for educational purposes created or received by UNIVERSITY under this Agreement, provided, however, that the de-identification conforms to the requirements of the Standards for Privacy of Individually Identifiable Health Information at 45 CFR Part 160 and Part 164, Subparts A and E. To the extent that information has not been de-identified, UNIVERSITY will either return or destroy the information. To the extent that it is not feasible to return or destroy the information, UNIVERSITY will continue to safeguard the PHI beyond the termination of this contract to the extent required for compliance with the HIPAA Privacy Rule and not use or disclose the PHI for purposes other than those which make the return or destruction infeasible. UNIVERSITY also agrees to comply with the applicable provisions of the Federal Security Rule promulgated by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) as contained in 45 CFR Parts 160, 162 and 164 (“the HIPAA Security Rule”). UNIVERSITY agrees to implement administrative, physical and technical safeguards that reasonably and appropriately protect the confidentiality, integrity, and availability of electronic protected health information that it creates, receives, maintains, or transmits on behalf of FACILITY in accordance with Subpart C of 45 CFR 164. UNIVERSITY agrees to ensure that any agent, including a subcontractor, to whom it provides electronic protected health information that was created, received, maintained, or transmitted on behalf of FACILITY agrees to implement reasonable and appropriate safeguards to protect the electronic protected health information. UNIVERSITY agrees to alert FACILITY of any Security Incident of which it becomes aware. Notwithstanding the foregoing, no attorney-client, accountant-client, risk management, attorney work-product or other legal privilege shall be deemed waived by FACILITY or UNIVERSITY by virtue of this Section.

G. The UNIVERSITY agrees to provide STUDENTS with training in universal precautions (OSHA standards) for prevention of HIV and other infectious diseases.

## 2. RESPONSIBILITIES OF THE FACILITY

A. Prior to the commencement of STUDENT clinical rotations, the FACILITY shall provide to the UNIVERSITY a current set of the FACILITY's policies and procedures which STUDENTS are expected to comply with.

B. The FACILITY shall designate qualified professional(s) assigned by it as clinical instructors for STUDENTS. During the term of this Agreement, the FACILITY's clinical instructors, who shall be employees of the FACILITY, shall have the following responsibilities as they relate to the STUDENTS

i. Meet with the STUDENTS on the first day of the clinical rotation to (i) review educational objectives for each STUDENT's rotation(s), (ii) assign clinical/work schedules, and (iii) review relevant FACILITY policies and procedures.

ii. Introduce STUDENTS to key clinical and auxiliary personnel at the FACILITY.

iii. Provide clinical instruction in accordance with the UNIVERSITY's course objectives, the availability of patients and other clinical resources at the FACILITY. Clinical assignments shall include self-study and library research of clinical topics. Such assignments shall be consistent with each STUDENT's role pursuant to this Agreement.

iv. Provide each STUDENT with hands-on clinical experience. Such experience shall include, but not be limited to, (i) eliciting patient histories, (ii) performing initial physical examinations, (iii) entering permissible chart entries (such entries denoted as "O.T. or P.T. Student" and countersigned by designated supervising clinical instructor), and (iv) establishing diagnosis, goal setting, patient care planning, treatment, intervention, and discharge planning.

v. Provide each STUDENT with frequent feedback on his/her clinical and professional performance, formally review each STUDENT's progress at mid-rotation, and meet with each STUDENT during his/her last week of rotation and complete and sign all evaluation forms provided by the UNIVERSITY. Completed forms shall be mailed directly to the appropriate department of the UNIVERSITY. The FACILITY may keep a copy of the evaluation only with the STUDENT's prior written consent.

C. Make available its classrooms, library, and cafeteria, to STUDENTS while they are assigned to FACILITY.

D. The FACILITY shall permit the UNIVERSITY's Occupational and Physical Therapy Program faculty to visit the FACILITY during clinical education for purposes of ascertaining that the UNIVERSITY's educational objectives for each STUDENT's rotation are met.

E. The FACILITY shall also permit representatives of the UNIVERSITY's accrediting body to visit the FACILITY.

F. The FACILITY shall be responsible for arranging immediate emergency care of STUDENTS in the event of accidental injury or illness while STUDENTS are doing their rotations at FACILITY. The cost of such emergency care shall be borne by the STUDENTS. STUDENTS shall be required to maintain medical insurance at their own expense.

G. During the term of this Agreement and for the applicable statute of limitations, the FACILITY agrees to maintain professional liability insurance (for itself, its employees, and

agents), and general liability insurance. Such insurance coverage shall be no less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. A certificate of insurance evidencing this coverage shall be provided to the UNIVERSITY prior to the arrival of the first STUDENT at the FACILITY.

H. All health related information, education records, or information connected therewith, background check information or drug screen information, received or obtained by the FACILITY concerning any UNIVERSITY student or faculty member shall be maintained by the FACILITY in strictest and in compliance with all applicable laws and regulations pertaining to privacy, confidential, and non-disclosure.

### 3. REMOVAL OF STUDENTS FROM FACILITY

Both parties agree that in the event a conduct or performance problem arises related to the clinical rotation of any STUDENT, the FACILITY and the UNIVERSITY shall promptly attempt to effectuate a resolution. In the event a resolution of the problem cannot be reached, the FACILITY reserves the right to reasonably request withdrawal of any STUDENT whose work or conduct is not in full accord with the FACILITY's standards of performance or policies or procedures. Notwithstanding the foregoing, the FACILITY may remove a STUDENT without prior consultation with UNIVERSITY if a STUDENT poses an immediate threat to the health or safety of FACILITY's patients or employees and in any such event the FACILITY shall promptly provide written notification to UNIVERSITY of its action it has taken and the reasons therefore.

### 4. RELATIONSHIP

A. Both parties expressly intend that with respect to this Agreement the parties shall be independent contractors, and shall have no relationship other than the one provided for herein, and shall receive no other benefits besides those specifically contained herein.

B. It is understood that in no event shall STUDENTS be compensated or represent themselves as agents, officers, or employees of the FACILITY. STUDENTS shall wear pictured name tags identifying their status with the UNIVERSITY, and clearly display their name tag identifying them as an "OCCUPATIONAL THERAPY STUDENT or PHYSICAL THERAPY STUDENT". At the same time it is understood that in no event shall the employees or agents of the FACILITY be considered or represent themselves as agents, officers, or employees of the UNIVERSITY. The FACILITY maintains responsibility for patient care.

### 5. TERM

The term of this Agreement shall be for one (1) year, commencing on August 1, 2011 and expiring August 1, 2015 and shall automatically renew for yearly periods; provided, however,

that either party may terminate this Agreement at any time by furnishing at least sixty (60) days prior written notice of termination to the other. Any notice of termination shall be given by certified or registered mail, postage prepaid and return receipt requested. Any such termination shall not prevent STUDENTS then participating in clinical rotations from completing their assignments at the FACILITY.

6. NO DISCRIMINATION

Neither the UNIVERSITY nor the FACILITY shall discriminate on the basis of race, creed, religion, national origin, age, sex, or disability with respect to their activities under this Agreement.

7. ENTIRE AGREEMENT AND MODIFICATION

The terms set forth in this Agreement constitute all the terms and conditions agreed upon by the parties hereto. This Agreement may only be altered, amended, or modified by a writing duly signed by the parties.

8. LAW GOVERNING

Florida law shall govern the construction, validity, enforcement, and interpretation of this Agreement.

**SAMPLE  
CLINICAL AFFILIATION  
EXTENSION AGREEMENT**

Dear Fieldwork Educator,

Upon reviewing our records, the Agreement entered into between XYZ Facility, Inc. and Nova Southeastern University, Inc. dated March 1, 2005, to provide comprehensive learning experiences for students from the Occupational Therapy Department, is expired or older than 3 years. The Accreditation Council for Occupational Therapy Education (ACOTE) standard requires a current memorandum of understanding between institutions and fieldwork sites. To make sure our records stay up to date, we would like to extend the agreement with XYZ Facility, Inc. Please review the options on the clinical affiliation agreement/contract status form to extend the terms of the agreement.

We appreciate your willingness to provide fieldwork experiences for our students. If you have any questions please do not hesitate to contact me at 813-574-5347 or [tdecker@nova.edu](mailto:tdecker@nova.edu) .  
Sincerely,

Thomas Decker, OTD, OTR/L  
Assistant Professor &  
Academic Fieldwork Coordinator

**CLINICAL AFFILIATION  
EXTENSION AGREEMENT**

[ ] We have a current agreement with Nova Southeastern University, Inc. in place. Please indicate approval of the extension by signing the two copies of the attached letter and returning them in the enclosed envelope. One fully executed copy will be returned for your files.

[ ] Our agreement with Nova Southeastern University is more than three years old, please contact: \_\_\_\_\_ phone number: \_\_\_\_\_ or email: \_\_\_\_\_ to discuss contract renewal.

EXTENSION AGREEMENT BETWEEN  
NOVA SOUTHEASTERN UNIVERSITY, INC ON BEHALF OF ITS  
OCCUPATIONAL THERAPY PROGRAM  
AND  
XYZ FACILITY, INC

Pursuant to the contract referenced above, XYZ Facility, Inc. hereby elects to extend the term of the Agreement, from January 1, 2009 to December 31, 2012.

It is understood that all terms and conditions forming a part of the original Agreement shall remain in full force and effect during the period of extension.

Please indicate your approval of the extension as indicated above by signing below and returning two copies of this letter to Nova Southeastern University. We will then return one fully executed copy for your files.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth above.

XYZ Facility, Inc

NOVA SOUTHEASTERN UNIVERSITY,

By: \_\_\_\_\_

By: \_\_\_\_\_ Stanley H. Wilson, P.T. , Ed.I.  
Dean, College of Allied Health & Nursing

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# APPENDIX C: Course Description

## **Doctor of Occupational Therapy (OTD) Course Descriptions**

### **Year One**

#### **Summer Semester, (9 Credit Hours)**

##### **ANAT 5420: Anatomy**

This basic science course details human anatomy through laboratory activities designed for student teams to study prosected cadavers, sections, bone sets, videotapes, radiographs, and models. Computer program supplements laboratory experiences. **(5 credits)**

##### **OTD 8101: Introduction to Didactic, Clinical & Capstone Experiences**

This course introduces concepts of human occupation and the framework for active participation in learning about evidence-based practice of occupational therapy. It formally introduces the student to the delivery model of the curriculum including the concept and their responsibilities during distance and face to face sessions, self directedness and independence. The course also serves as a preservice training on safety and health precautions as well as fieldwork placement policies, professional behaviors, and relationship to curriculum design. Requirements to participate in Level 1 and Level II Fieldwork placements, and residency requirements are covered. **(1 credit hour)**

##### **OTD 8102: Foundations of Occupational Therapy**

This course traces the historical, philosophical and theoretical underpinnings of occupational therapy as it evolved into contemporary practice. The students applies theories, models, and frames of reference in understanding how social, political and economic factors continually influence current and future practice with attention given to interdisciplinary practice. **(3 credits)**

#### **Fall Semester, (12 Credit Hours)**

##### **OTD 8103: Kinesiology of Occupations**

This course promotes the understanding of normal human motion through skills learned in applying the principles of biomechanics, joint kinematics, joint kinetics, and muscle function. Experiences in the analysis and assessment of movement, muscle strength, and joint range of motion provide the student with opportunities to articulate the connection between kinesiology and occupational performance. **(3 credits)**

##### **OTD 8141: Development of Occupations across the Lifespan**

This course provides opportunities not only to learn the continuum of human development that influences health and independence across the lifespan, but also to refine observation, analysis, reflection and communication skills. The course engages the student to explore how culture, environment, spirituality, sex and age influences human occupation. Includes field trips to selected facilities. **(3 credits)**

##### **OTD 8142: Occupational & Contextual Analysis**

This course focuses on analyzing occupations and occupational performance in different contexts, including applications of technology. The course provides opportunities for students to engage in, and analyze the projects according to their occupational demands as well as the meaning of, and avenues for success and occupational competence. Students not only learn to structure, adapt, plan,

present and assess occupations for therapeutic use, but also to articulate concepts and theories that influence engagement and participation, especially within cultural, personal, temporal, virtual, physical and social contexts of occupational performance. **(3 credits)**

### **OTD 8151: Human Conditions and Occupation I**

This course focuses on how pathophysiological conditions affect intrinsic human factors so that students can make the link between the factors and occupational performance. This course integrates information from Anatomy, Medical Terminology, and Introduction to Didactic, Clinical and Capstone Experiences. **(3 credits)**

### **Winter Semester, (12 Credit Hours)**

#### **ANA 5423: Neuroanatomy**

Anatomy of central and peripheral nervous systems. Laboratory activities consist of student teams studying prosected cadavers, sections, radiographs, and models. **(3 credits)**

### **OTD 8152: Human Conditions and Occupation II**

Building on the understanding of pathophysiological conditions learned in OTD 8151, this course expands the application of occupational concepts to people with disorders or injuries to the immune, cardiopulmonary, urinary, gastrointestinal, endocrine, nervous, musculoskeletal and neurocognitive systems. **(3 credits)**

### **OTD 8143: Therapeutic Use of Self**

This course provides hands-on experiences in applying the therapeutic use of self when interacting with individuals, groups, and treatment teams. Through the course, the student designs, participates in, and runs occupation-based groups, as well as works within a treatment team. **(3 credits)**

### **OTD 8161: Evidence and Occupational Therapy Practice**

This is the first course in a 4-course series on research. It provides students with fundamental knowledge to become critical consumers of research evidence. This course focuses on topics of relatedness of research and occupational therapy practice, critical appraisal of research evidence, and research critique of both quantitative and qualitative research. **(3 credits)**

### **Year Two**

### **Summer Semester, (12 Credit Hours)**

### **OTD 8271: Occupational Therapy Interventions I (Psychosocial & Community Mental Health)**

This course focuses on the application of the Person-Environment-Occupation-Performance Model (PEOP) for occupational therapy evaluation and treatment with emphasis on wellness, prevention, and community-based therapy practice. Includes Level I Fieldwork Experience. **(6 credits)**

### **OTD 8281: Business of Practice and Management**

This course provides the opportunity to view occupational therapy from a business perspective to prepare students for different roles in the US health care system including manager/program director, supervisor, and entrepreneur. Students will articulate responses to ethical and legal issues related to the profession using information they learn about delivery systems, regulatory and reimbursement mechanisms that affect service delivery from referral to discharge. **(3 credits)**

### **OTD 8244: Innovations & Technology in Contemporary Occupational Therapy**

The student of this course takes a critical look at day to day occupations and state of the art technology such as video games, computer assisted interventions, nanotechnology, documentaion, triangulation, thematic analyses and other software, robotics, etc. Within the light of person, environmental, occupation and professional factors, the student identifies applications for a future-oriented innovative practice at any level of intervention within different contexts. **(3 credits)**

### **Fall Semester, (10 Credit Hours)**

### **OTD 8272: Occupational Therapy Interventions II (Children & Youth)**

Students apply the PEO model in identifying barriers and supports for participation and engagement of children and youth with multiple conditions within the context of diverse environments. Includes Level I Fieldwork Experience. **(10 credits)**

### **OTD 8262 Research Design**

This course is the second of four in a series of evidence based practice and research methods. Students develop a viable research proposal. At the end of the semester, students will complete a research proposal and have it ready to submit for IRB review. **(2 credits)**

### **Winter Semester, (16 Credit Hours)**

### **OTD 8273: Occupational Therapy Interventions III (Physical Disabilities)**

This course is the final occupational therapy interventions course. It addresses evaluation and treatment of adult and older adult occupational performance in various environments. Includes Level I Fieldwork Experience. **(10 credits)**

### **OTD 8262L: Research Design Lab**

This course is the lab portion of the second of four in a series of evidence based practice and research methods. Students develop a viable research proposal. At the end of the semester, students will complete a research proposal and have it ready to submit for IRB review. **(3 credits)**

### **OTD 8282: Professional Leadership**

This course will introduce the student to the leadership responsibilities and opportunities inherent in becoming a member of a profession. Students will explore basic leadership theories and examine their own leadership strengths and opportunities to expand or improve upon as well as apply applicable leadership theories and leadership self-analysis to the practical, contextual, and ethical dimensions that exist within the occupational therapy profession and contemporary practice. Emphasis will also be placed on the occupational therapist's role in professional advocacy,

professional associations, inter-professional collaboration, and role-emerging and non-traditional practice settings. **(3 credits)**

### **Year Three**

#### **Summer Semester, (12 Credit Hours)**

##### **OTD 8391: Fieldwork Experience II**

Twelve week supervised internship in approved practice setting. **Prerequisite:** Completion of Formal Pre-doctoral Certification Courses. **(12 credits)**

#### **Fall Semester, (3 Credit Hours)**

##### **OTD 8392: Doctoral Certification & Introduction to Residency Program**

Upon completion of all formal predoctoral certification and Level II Fieldwork Experiences, the student must pass competency- based examination. After successfully passing the examination, the student has the opportunity through this course to reflect on the academic and clinical components of the curriculum, including planning for the culmination of the capstone project, and receives an introduction to the doctoral experiential component. **Prerequisite:** Successful completion of 24 credits of Level II Fieldwork Experiences. **(0 credit)**

#### **Specialized Course:**

Student has the opportunity to select one of two courses listed below, related to a specialization area. **(3 credits)**

##### **☐ OTD 8300: Occupational Science**

The course presents an overview of conceptual frameworks, literature, taxonomies, and research strategies of occupational science. Topics will be examined from multidisciplinary perspectives on work, play, leisure, occupation and contexts for occupation. Students will select an area for in-depth study. **(3 credits)** or

##### **☐ OTD 8340: Wellness and Health Promotion**

This course examines occupational therapy's role in wellness and health promotion, disability postponement, and prevention in general. Students critically examine various practice models with a view toward developing and refining their own roles in these practice areas. **(3 credits)**

#### **Winter Semester, (6 Credit Hours)**

##### **OTD 8363: Capstone Project I**

This is the third in series of four courses on evidence based practice and research methods. In this course the student implements an approved study or gains research experiences in faculty research projects or simulated research. The course includes practical experiences in preparing reports of presentations for disseminating research information. There is also an option of preparing a manuscript for publication. This course fulfills the requirement for students to implement one or more aspects of research methodology, possibly including designing research instruments, collecting data, and analyzing or synthesizing data. **(3 credits)**

### **Specialized Course:**

Student has the opportunity to select one of two courses listed below, related to a specialization area. **(3 credits)**

☐ **OTD 8360: Applying Measurement Theory to Evaluation**

Provides students with a general background in measurement theory and assists students to actively apply this information to the evaluation process in occupational therapy. The application component of the course addresses evaluation at both the individual and program levels. At the completion of this course, students can critically examine and select the most appropriate tools for practice situations using the theory and principles of measurements. **(3 credits)**

☐ **OTD 8370: Sensory Processing Basis of Occupational Performance**

Examination of the theory and practice of sensory processing in occupational therapy through the original literature, and current information from neuroscience and evidence-based practice found in articles and through interaction with classmates. Students will apply this knowledge to a specific group of individuals or to a curriculum plan. Advanced-level course: It is anticipated that students will have some prior knowledge and experience in this area of practice. **(3 credits)**

### **Year Four**

#### **Summer Semester, (12 Credit Hours)**

#### **OTD 8493: Fieldwork Experience II**

Twelve week supervised internship in approved practice setting. **Prerequisite:** Completion of Formal Pre-doctoral Certification Courses and OTD 891. **(12 credits)**

#### **Fall Semester, (Dates/18 Credit Hours)**

#### **OTD 8494: Doctoral Residency**

This 16-week doctoral experiential component provides the student the opportunity to develop advanced skills, i.e., beyond a generalist level in an approved specialization area for clinical practice skills. Other options include in-depth experience in one or more of the following: research skills, administration, leadership, program and policy development, advocacy, education, or theory development. **Prerequisite:** Doctoral Certification **(16 credits)**

#### **OTD 8464: Capstone Project II – Reflections & Exit Colloquium**

This is the final course of the four-course series of research methods, and culminates with the opportunity for the student to prepare presentation of a capstone project to the community, and to reflect on the entire experience leading to an OTD degree. **Prerequisite:** Completion of Doctoral Residency and Capstone project. **(2 credits)**

# APPENDIX D: Curriculum Design

**AOTA Fieldwork Standards  
and  
Nova Southeastern University Level II Fieldwork & Doctoral Residency Objectives**

The “Standard for an Accredited Educational Program for the Occupational Therapist”, as defined by the American Occupational Therapy Association require that the Fieldwork site and the Occupational Therapy education program meet the following standards:

B.10.3 Provide fieldwork education in settings that are equipped to meet the curriculum goals, provide educational experiences applicable to the academic program, and have Fieldwork Educators who are able to effectively meet the learning needs of the student.

B. 10.5 Demonstrate that academic and Fieldwork Educators collaborate in establishing fieldwork objectives, identifying site requirements, and communicating with the student and Fieldwork Educator about progress performance during fieldwork.

B.10.14 Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.

B.10.15 In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development.

B.10.17 Ensure that the student is supervised by a currently licensed or credentialed occupational therapist who has a minimum of 1 year of practice subsequent to initial certification, and is adequately prepared to serve as a Fieldwork Educator.

B.10.19 Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as is appropriate for the setting, the severity of the client’s condition, and the ability of the student.

The objectives for the Level II Fieldwork experience for the Nova Southeastern University Program in Occupational Therapy students are listed below.

## Level II Fieldwork Objectives for the NSU Tampa OTD Program Student

- Student will develop entry level competencies for the Level II Fieldwork by the end of the experience (*entry level competence is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Performance Evaluation*)
- Student will assume full client caseload, as defined by fieldwork site, by the end of the experience.
- Student will submit correct and complete documentation in a timely manner, according to policies and procedures of fieldwork site.
- Student will consistently report to site on time and participate in 480 hours of total rotation time (40 hours per week for 12 weeks). Any discrepancy with the time, please contact the academic fieldwork coordinator.
- Student will attend all meetings as directed by supervisor.
- Student will follow all policies and procedures of as directed by the fieldwork site and Nova Southeastern University program in Occupational Therapy.
- Student will take initiative when exploring new learning opportunities.
- Student will actively participate in the supervisory process.
- Student will utilize resources available to them when planning and performing assigned duties. These resources include, but are not limited to other personnel at fieldwork site, reference material, experts outside of those available at the fieldwork site.
- Student will plan and implement treatment/ intervention plans that address the person, occupation and environment issues presented by the client.
- Student will be familiar with and utilize treatment/intervention approaches that demonstrate in depth knowledge of the various frames of reference in Occupational Therapy practice.
- Student will demonstrate professional behaviors as indicated on the Fieldwork Performance Evaluation form [FWPE]. Competence demonstrated by achieving at least the minimum passing score on the FWPE form.

**AOTA Fieldwork Standards and Nova Southeastern University Level II Fieldwork Objectives**

**FIELDWORK EDUCATOR SIGNATURE PAGE**

If you feel that these objectives are currently being met in your program, and that, to the best of your knowledge, your program design is consistent with the educational philosophy of the NSU program, please indicate your agreement with your signature and date below. If there are any questions or concerns or if you would like to further discuss any of the information in the Level II Fieldwork objective packet, please call the AFWC, Thomas Decker, OTD, OTR/L, at 813-574-5347.

Thank you again for your work with our student.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Facility

\_\_\_\_\_  
Date

**Please fax signed copy to Dr. Decker: (813) 574-5330 or return in enclosed envelope.**

# APPENDIX E:

# Student Forms

**Student Forms Can Be Found in the Student Center in BlackBoard**

Health Information- Updated in Magnus Health Portal	Personal Data Sheet- submitted to Fieldwork support coordinator
Proof of immunizations including Hepatitis B- Submitted to Magnus Health Portal	Background check – Submitted into Certified Background Check
Physician's physical examination – Submitted into Magnus Health Portal	HIPAA Training
Medical insurance and student insurance requirement signature page	OSHA Training
Evidence of successful completion of required CPR training	Agreement with facility contract
Evidence of HIV/AIDS education/ Bloodborne pathogens	Fieldwork Manual Acknowledgement – Collected in Fieldwork Issues I
Acknowledgement of AOTA, FW Site and NSU Policies	Drug Screen Request (As requested)
Acknowledgement of Student Handbook	Interview Confirmation (As requested)

**Student confirmation of agreement with facility contract  
To be completed for all Level II Fieldwork experiences**

TO: Student

FROM: Academic Fieldwork Coordinator

DATE:

SUBJECT: Fieldwork Level II Contract

In order to reconfirm your Level II placement at: \_\_\_\_\_,  
you must review the signed contract between NSU and this facility. As a student placed under this  
contract, you must abide by the regulations as stated in the contract.

Please read the contract sections that pertain to the site and the student responsibilities, on file in the  
office waiting room. Indicate that you understand the conditions of this contract by signing below.  
If you have any questions, please email me, at [tdecker@nova.edu](mailto:tdecker@nova.edu)

Please sign and submit to the Fieldwork Administrative Assistant.

I HAVE READ THE AGREEMENT BETWEEN NOVA SOUTHEASTERN UNIVERSITY AND \_\_\_\_\_ FACILITY  
NAME \_\_\_\_\_, AND I FULLY UNDERSTAND ITS CONTENTS. I AGREE TO  
COMPLY WITH ALL TERMS AND CONDITIONS RELATED TO STUDENTS.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name *(Please Print)*

**Nova Southeastern University  
Occupational Therapy Department  
Health Insurance Policy**

**Level II Fieldwork Experience**

Health Insurance is required. Students must maintain a valid health insurance policy throughout the course of study in the occupational therapy program. Failure to maintain a valid insurance policy will result in removal from fieldwork experience(s) until proof of compliance is provided. At the outset, and throughout all fieldwork experience(s), the student may be required to show proof of a valid health insurance policy.

Any costs incurred through illness and/or a hospitalization during attendance in the Occupational Therapy Program and related fieldwork experience(s) is the student's sole responsibility. Nova Southeastern University Inc., is not responsible for any costs incurred through illness and/or a hospitalization during attendance in the Occupational Therapy Program and related fieldwork experience(s)

I have read, understand and agree to comply with the health insurance policy of Nova Southeastern University.

Student name printed: \_\_\_\_\_

Student signature: \_\_\_\_\_

**Occupational Therapy Department  
College of Allied Health and Nursing  
Acknowledgement for  
Fieldwork Policies and Procedures  
And Receipt of Fieldwork Manual**

My signature below indicates I have read, understand, have had the opportunity to ask questions regarding the information in the fieldwork experience manual. My signature indicates I will adhere to the occupational therapy department's fieldwork policies and procedures.

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

# APPENDIX E:

# Essential Functions

## Introduction

NSU's OTD Tampa program prepares entry-level occupational therapists to serve as a part of an interdisciplinary team of health professionals in a variety of practice settings, such as hospitals, schools, outpatient, private practice, and home health as well as in programs they develop where occupational therapists may not yet be employed. The preamble of the accreditation standards for occupational therapy education states, “the rapidly changing and dynamic nature of contemporary health and human services delivery systems provides challenging opportunities for the occupational therapist to use knowledge and skills in a practice area as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer,” (Accreditation Council for Occupational Therapy Education [ACOTE], 2012).

## Policy

The Entry-Level Doctor of Occupational Therapy (OTD) Program at Nova Southeastern University Tampa selects applicants who have the ability to become competent occupational therapists. The OTD Tampa program’s curriculum adheres to the standards and guidelines of the ACOTE of the American Occupational Therapy Association (AOTA).

The OTD Tampa program follows these standards and guidelines in the selection and evaluation of its students, the design, implementation and evaluation of its curriculum, and the determination of who receives the OTD degree. The department bases its admission, retention, and graduation decisions not only on satisfactory academic achievement, but also on essential functions, skills, and abilities ensuring that candidates possess the necessary attributes required for graduation, licensure, and entry-level professional practice.

The program has a responsibility to the public to assure that its graduates can become fully competent and caring occupational therapists, capable of providing benefit and doing no harm. It is important that persons admitted and retained in the program possess the intelligence, integrity, compassion, humanitarian concern, physical and emotional capacity, cognitive and communication skills, and professionalism necessary to practice occupational therapy. To this end, the OTD Tampa program may dismiss a student who is unable to perform any of the essential functions, skills, and abilities, with or without a reasonable accommodation. Students are required to notify the program of any changes in their ability to perform the essential functions of occupational therapy students. Academic or clinical faculty will notify students when they are not demonstrating proficiency in the essential functions. Students with disabilities may inquire about reasonable accommodations through the Office of Student Disabilities (<http://www.nova.edu/disabilityservices/> and in accordance with the provisions of the most current NSU Student Handbook. Students with disabilities may be dismissed from the OTD Tampa program if they cannot perform the essential functions, skills, and abilities, with or without a reasonable accommodation.

The OTD Tampa program is committed to the principle of equal opportunity. The College of Health Care Sciences and the Department of Occupational Therapy Tampa does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, or veteran status.

As mentioned above, the OTD is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions specified by the program. It is the program's policy to comply with the Americans with Disabilities Act (ADA). In accordance with federal regulations established by the ADA, Section 504 of the Civil Rights Act of 1973, and state and local requirements regarding students and applicants with disabilities, the following standards are described to assist each candidate/student in evaluating his/her prospect for academic and clinical success.

Doctor of Occupational Therapy students (OTD-S) must be able to perform each of these essential functions in order to fully participate in the program and successfully complete the requirements for the Entry-Level Doctor of Occupational Therapy degree. When a student's ability to perform is compromised, the student must demonstrate alternative means, strategies, and/or abilities to perform the essential functions of the OTD-S described below.

### **Essential Function Requirements: Entry-Level Doctor of Occupational Therapy Students (OTD-S)**

Essential functions, as distinguished from fund of knowledge standards, refer to those abilities required for satisfactory completion of all aspects of a curriculum, including clinical education and the development of professional attributes required of all students at graduation. The essential functions required by the OTD curriculum are:

1. Observational
2. Intellectual
3. Cognitive
4. Communication
5. Cultural Sensitivity
6. Behavioral and Social
7. Physical
8. Professional

### **Observational Functions:**

1. Acquire a defined level of necessary information as presented through educational experiences relating to all courses prior to admission and while participating in the OTD Tampa program;
2. Achieve the required competencies in real and virtual learning environments, perceiving, assimilating, and integrating information from a variety of sources. These sources include lectures, printed materials, visual and auditory media, laboratory experiences, hands-on demonstrations, as well as collaboration and communication tools used in a virtual learning management system.
3. Adequately demonstrate sensory and perceptual abilities, observe individual and/or group performance, discriminate safe from unsafe environments and between therapeutic and non-therapeutic behaviors and contexts.

### **Intellectual Functions:**

1. Apply critical thinking skills towards creative problem-solving, mastering abstract ideas, and synthesizing information which may present ethical and other dilemma during didactic, research, clinical and mentorship experiences.

2. Measure, calculate, reason, analyze, process, synthesize, apply and retain facts, concepts, and data related to the art and science of health care and integrate information from all program sources; written materials, demonstration, lectures, class discussions, laboratory practice sessions, internet based resources, and real and simulated patients
3. Apply information obtained from classroom, laboratory, Internet-based sources and written materials to the examination, evaluation, interventions, and referral of real and simulated patients.
4. Apply theoretical knowledge and current research evidence to specific client populations and diagnoses, to develop, support and justify the rationale for appropriate patient examinations, evaluations, and interventions
5. Develop a sense of socio-medical ethics, and recognize and apply pertinent legal and ethical standards.
6. Participate in the process of scientific inquiry.

### **Cognitive Functions:**

1. Maintain a high level of alertness and responsiveness during real time and virtual didactic research and fieldwork learning situations.
2. Focus on a task for a prolonged period of time to allow for successful learning to take place.
3. Recall information and organize information in an efficient and useful manner. This includes the ability to acquire, retain, and prioritize informational data, conceptualize and integrate abstract information, apply theoretical knowledge to specific client populations and justify a rationale for therapeutic interventions, and problem-solve to create innovative and practical solutions.

### **Communication Functions:**

1. Apply when building relationships with faculty, advisors, fellow students, clients, fieldwork supervisors, other professionals, and caregivers, in his/her various roles of learner, peer, student, and college/program representative.
2. Gather, comprehend, utilize and disseminate information effectively, efficiently, and in accordance with professional standards. Students are required to communicate in the English language both verbally and in writing, at a level consistent with competent professional practice.
3. Use correct grammar and vocabulary and elicit/gather information, and describe findings verbally and in writing (e.g. evaluation reports, treatment plans, progress notes, and discharge summaries), that are comprehensible by clients, caregivers, professionals and non-professionals.

4. Use computer keyboards and accessories for composing, searching, recording, storing, and retrieving information, while using/learning common or specific applications for learning and database management

### **Cultural Sensitivity Functions:**

1. Communicate accurately, sensitively and effectively with clients and professionals from different cultural and social backgrounds.
2. Observe, recognize and understand non-verbal behavior.
3. Establish rapport with clients and communicate evaluation and treatment information effectively, while adhering to principles of confidentiality.
4. Engage in respectful, non-judgmental interactions with individuals from various lifestyles, cultures, beliefs, races, socioeconomic status, and abilities.

### **Behavioral and Social Functions:**

1. Demonstrate emotional stability and be able to develop mature and effective interpersonal relationships with other students, faculty, fieldwork supervisors, and other professionals.
2. Manage physically and emotionally taxing workloads and function effectively under stress.
3. Adapt to changing environments, display flexibility and function in the face of real-world ambiguities.
4. Commit to work collaboratively and professionally with individuals and groups in fast-paced, demanding settings.
5. Demonstrate awareness of, and manage personal biases in order to meet the needs of people from diverse cultures, age groups, and socioeconomic levels.
6. Work with individuals who are severely medically involved, injured or disabled; be limited by cognitive, emotional and functional impairments and who may exhibit extreme and aversive behaviors without being judgmental or prejudicial, in order to establish a therapeutic relationship within the profession's code of ethics.
7. Demonstrate empathy, integrity, concern for others, interpersonal skills, interest, and motivation, not only during the admissions process but also throughout occupational therapy education.
8. Demonstrate responsibility for self-assessment and the development of a life-long plan for professional growth and development
9. Practice in a safe, ethical, and legal manner, following guidelines for standard practice as established by federal, state, and local law, the University, clinical facilities, the AOTA, and related professional organizations.

10. Accept responsibility for all actions, reactions, and inactions, integrating feedback in a non-defensive manner.

### **Physical Functions:**

1. Possess sufficient motor abilities, including physical strength and coordination to effectively operate and maintain equipment, safely handle, transfer, and move clients, carry out medical procedures, perform evaluations, provide treatment intervention with a variety of clients, and in multiple, non-isolated settings.
2. Optimal gross and fine motor skills including but not limited to, the ability to walk, balance, bend, climb, stoop, kneel, crouch, rotate, integrative use of two sides of the body, coordinate eyes with hand/foot function, manipulate objects, reach overhead for the purpose of daily activities.
3. Use multiple grasp and pinch patterns, including dexterity for writing and keyboard function, and firm grasp for sustained hand/arm use as in lifting, push/pull, twisting, transferring and carrying for engagement in manual actions necessary for purposeful activities.
4. Regularly lift and/or move objects up to 10 pounds, occasionally lift and/or move objects at 25-50 pounds, and infrequently lift/move objects at greater than 50 pounds.
5. Ability to participate in activities when exposed to the following conditions: wet or humid internal environments; proximity to moving mechanical parts, fumes or airborne particles, hazardous materials, and blood borne pathogens; exposure to outdoor weather conditions, risk of electrical shock, objects of hot/cold temperature, or vibration.

### **Professional Functions:**

1. Meet challenges of didactic, research or fieldwork situation that requires immediate and appropriate responses without interference of personal or medical problems.
2. Travel to and from real time classes and fieldwork rotations on time.
3. Possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames.
4. Perform problem-solving tasks in a timely manner and prioritize and organize multiple workload needs, completing required work within the specified due dates.
5. Take initiative to direct own learning as evidenced by the ability to prepare in advance, utilize resources before asking for help and independently exploring additional information.
6. Take responsibility for own actions and outcomes.
7. Work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of other students and their

own abilities and reasoning skills via giving and receiving feedback, as well as looking for ways to improve.

8. Adhere to policies of the university, the OTD Tampa program, and fieldwork sites. This includes matters ranging from professional dress and behavior to attending to their program's academic schedule.
9. Demonstrate knowledge of and commitment to the AOTA code of ethics and the core values of NSU.

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# APPENDIX G:

# Occupational Therapy Department Contact List

## Occupational Therapy Faculty

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## Administrative Staff

NAME AND TITLE	PHONE	ROOM #	EMAIL
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