

Tampa Bay  
Regional Campus  
NOVA SOUTHEASTERN UNIVERSITY

**NSU**  
Florida

Dr. Pallavi Patel College of  
Health Care Sciences  
Department of Occupational Therapy



2022-2023  
Fieldwork Experience Education  
**MANUAL**

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

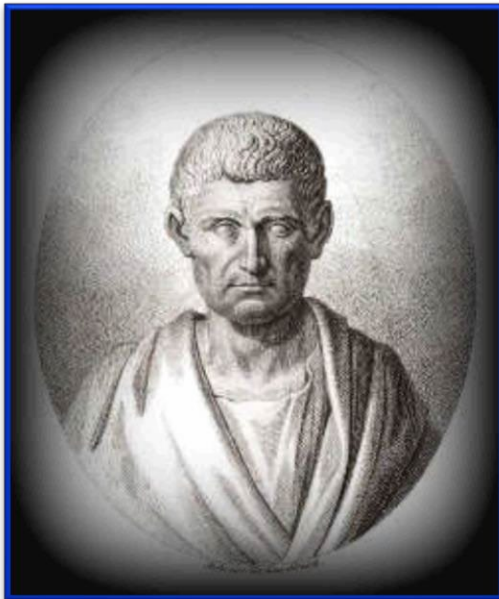
That every human being should have both physical and mental occupation.

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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Image retrieved from: <http://www.bing.com/images/search?q=images+of+william+rush+dunton&view=detail&id=B2A321FDB91383E2960DC016CD3E0866E878A6CF>

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Welcome to the fieldwork program at Nova Southeastern University, Tampa (NSU Tampa) Entry-Level Doctor of Occupational Therapy (OTD) Program. The program 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.

NSU Tampa Bay's OTD program requires all students to obtain extensive clinical education embedded within the curriculum. The NSU Tampa Bay OTD program offers a unique educational design that matches Level I Fieldwork with 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 during a doctoral experiential component at a facility that provides mentorship and in-depth experience in one of eight areas required by the Accreditation Council on Occupational Therapy Education. The faculty at NSU believes that the sequence of didactic courses capped by the clinical components prepares NSU Tampa Bay 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 Bay OTD program.

Sincerely,

*Kim Rose*

Kim Rose, OTD, OTR/L  
Assistant Professor & Academic Fieldwork Coordinator





# Doctor in Occupational Therapy Program Overview

## Philosophical, Vision, Mission, Curriculum & Outcome Statements

Nova Southeastern University's Vision 2025 Statement

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Doctor of Occupational Therapy (OTD) Program  
Tampa Bay Regional Campus \* 3400 Gulf to Bay Boulevard, Clearwater, FL 33759 \* 813-574-5340 \*

By 2025, NSU will be recognized as a preeminent, professional-dominant, doctoral-research university that provides competitive career advantages to its students and produces alumni who serve and lead with integrity.

### **NSU Tampa Department of Occupational Therapy Vision Statement**

The Nova Southeastern University – Tampa Bay Regional Campus (NSU Tampa Bay) Entry-Level Doctor of Occupational Therapy (OTD) blended (hybrid) 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.

### **Nova Southeastern University's Mission Statement**

The Mission of NSU - a selective, doctoral research university - is to deliver innovative academic programs in a dynamic, lifelong learning and research environment fostering integrity, academic excellence, leadership, and community service through engaged students, faculty, and staff.

### **NSU Tampa Department of Occupational Therapy Mission Statement**

Through its innovative curricular design and delivery model, the NSU Tampa Bay OTD Program prepares 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 expertise and clinical reasoning applied to clinical specialization, leadership, research, theory explorations, program and policy development, administration, advocacy and/or education. The department's mission is to lead the profession and community through its contributions in educational leadership, community and professional service, life-long learning, and scholarly endeavors.

### **Philosophical Foundation**

The NSU Tampa Bay OTD program views occupation and occupational performance as core 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...*" (Aristotle, 340 BC). Occupation is a complex process of doing, being and becoming; it is a medium for learning by doing and for developing roles of habit and reason (Wilcock, 1998; Fidler & Fidler, 1978). It provides a foundation, and primary focus for all matters associated with programmatic functioning. The courses in the doctoral 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 part or full-time fieldwork education and doctoral capstone experience.

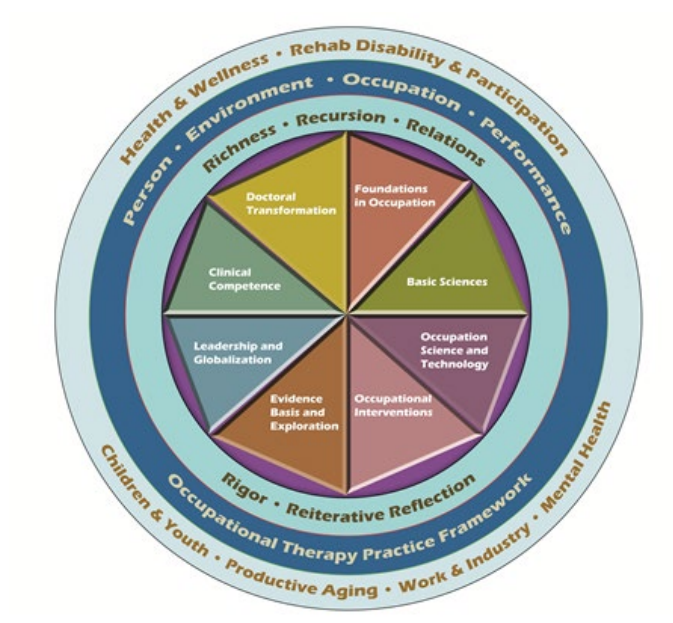


## The OTD Curriculum Model

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.

## Curriculum Sequences

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.



## NSU Tampa Bay OTD Curriculum

Course Number		Course Name	Credits
<b>Summer 2022- Year 1</b>			
ANAT	5420	Anatomy	5
OTD	8101	Introduction to Didactic, Clinical, and Research Experiences	3
OTD	8102	Foundations of Occupational Therapy	3
OTD	8141	Development of Occupation Across the Life Span	3
<b>Fall 2022- Year 1</b>			
OTD	8103	Kinesiology in Occupations	4
OTD	8142	Occupational & Contextual Analysis	3
OTD	8151	Human Conditions & Occupations I	3
OTD	8161	Evidence in Occupational Therapy Practice/Qualitative Design	3
Total			13
<b>Winter 2023- Year 1</b>			
ANAT	5423	Neuroanatomy	3
OTD	8152	Human Conditions & Occupations II	3
OTD	8143	Therapeutic Use of Self	3
OTD	8262	Research Design, Quantitative Methods (Proposal)	3
Total			12
<b>Summer 2023- Year 2</b>			
OTD	8271	Occupational Therapy Interventions I: Psychosocial & Community	6
OTD	8291	Level I Fieldwork Experience, Occupational Therapy Interventions I, Psychosocial & Community	2
OTD	8244	Innovations & Technology in Occupational Therapy	3
OTD	8262L	Research Design Lab, (IRB)	1
Total			12
<b>Fall 2023- Year 2</b>			
OTD	8263	Research Project I – Implementation	1
OTD	8272	Occupational Therapy Interventions II, Children & Youth	8
OTD	8281	Business of Practice and Management	3
OTD	8292	Level I Fieldwork Experience, Occupational Therapy Interventions II, Children & Youth	2
Total			14
<b>Winter 2023- Year 2</b>			
OTD	8273	Occupational Therapy Interventions III, Physical Disabilities	8
OTD	8293	Level I Fieldwork Experiences, Occupational Therapy Interventions III, Physical Disabilities	2
OTD	8282	Professional Leadership	3
OTD	8263L	Research Project I, Lab – Analysis, Interpretation & Paper	1
Total			14
<b>Summer 2023- Year 3</b>			
OTD	8391	Level II Fieldwork Experience	9
<b>Fall 2023- Year 3</b>			
OTD	8392*	Doctoral Certification and Introduction to Capstone Experience	2
OTD	8311	Occupational Science	3
OTD	8312	Wellness in Occupational Therapy	
OTD	8313	Applying Measurement Theory to Evaluation	3
OTD	8314	Sensory Processing of Occupational Performance	
OTD	8315	Doctoral Seminar: Topics in Contemporary & Emerging Practice	3
OTD	8364	Research Project II – Dissemination	2
Total			13
<b>Winter 2024- Year 3</b>			
OTD	8393	Level II Fieldwork Experience II	9
<b>Summer 2024- Year 4</b>			
OTD	8494	Doctoral Capstone, Reflections & Exit Colloquium	12
Grand Total			122



# Fieldwork Experience and Policies

## Level 1 and Level 2 Fieldwork

## **Student Handbook**

While this manual is meant to relate to fieldwork experiences specifically, all policies contained in the Nova Southeastern University Dr. Pallavi Patel College of Health Care Sciences (CHCS) Student Handbook are expected to be followed at all times and in all circumstances.

### **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 the doctoral capstone experience. 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 coupled with three independent intervention courses, all of which provide clinical experiences applying the PEOP 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 enters the doctoral level courses of the curriculum and then completed their second Level II Fieldwork experience normally in the Winter semester of the third year. The last component of the curriculum is the doctoral capstone experience 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.

### **Prerequisite Policies**

The Nova Southeastern University, *Dr. Pallavi Patel College of Health Care Sciences Student Handbook* requires students have health insurance 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 by the affiliated facility may 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 on the fieldwork software system, and meet additional requirements as described in the course syllabuses for fieldwork.

As a prerequisite for all fieldwork experiences, students are responsible for maintaining their own records and other site-specific requirements. The academic fieldwork coordinator (AFWC) 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

1. have access to a computer with a modem for participation in the online component of the fieldwork experience.
2. contact their site before the start date. The recommended time frame is at least 3 weeks before the beginning of a Level I rotation and for Level II rotation, 3 months prior, as well as a follow up 4-6 weeks before the start date. 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.

During both Level I and Level II Fieldworks, the student is required to enter the correct supervisor information in the software system (EXXAT) by the end of the first week. Failure to do so could result in a failing grade for Level I or II fieldwork. Further, there are several requirements/assignments for both Level I and Level II fieldwork contained the EXXAT software that must be completed in order to achieve a passing grade for that clinical education experience. The use of EXXAT and its procedures are outlined during the fieldwork meetings held during each institute beginning in year one continuously at each institute until the institute prior to their first Level II clinical education experience has been initiated.

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.

## **Student Documentation Requirements**

To ensure compliance with NSU obligations, and to ensure student safety, students must upload



immunization information into EXXAT prior to the first Level I 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

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 who are inappropriately dressed or groomed may be required to leave the facility and this will be considered an unexcused absence. Repeated violations are considered improper professional behavior and will result in referral to the Committee on Student Progress for disciplinary action, which may include termination of the fieldwork experience.

The Fieldwork Educator (FE) 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 Dr. Pallavi Patel 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 striped 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. More specific information about this can be found in the Dr. Pallavi Patel College of Health Care Sciences (CHCS) Student Handbook.

Documentation of that behavior will be completed by the Fieldwork Educator (FE) using the AOTA Evaluation form or other form if deemed appropriate if the AOTA Evaluation Form is not appropriate. Inappropriate behavior may result in removal of a student from the assigned clinical facility at the discretion of the Fieldwork Educator (FE) and the Academic Fieldwork Coordinator (AFWC) at any time. Professional behavior assessment is also at the discretion of the AFWC who may remove a student at any time for any infractions of professional behavior, which include, but are not limited to:

- Not following the FE work schedule or attempting to alter their schedule in any way without advance approval by the AFWC and FE
- Not answering any and all communications from the university staff or faculty while completing their clinical education experience.
- Contacting any other site to try to arrange alternative placement for self
- Any pattern of behavior (more than one instance of a specific behavior) deemed unprofessional by either AFWC or FE

### **Attendance/Tardiness**

Before beginning a fieldwork experience, the student will contact the site related 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 between 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 (FE) 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 (AFWC) at the University. The Fieldwork Educator and Academic Fieldwork Coordinator will determine the need for and agree on arrangements for make-up. 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 and unprofessional. It can disrupt the operation of the occupational therapy department. This applies not only to reporting to work in the morning, but beginning duties after meals, attending meetings, etc. Students MUST call Fieldwork Educators as soon as possible if they are going to be late. Persistent tardiness may jeopardize the student's successful completion the relevant clinical education. It is the student's responsibility to initiate discussion about modifying the daily schedule if there are reasons other than personal convenience, that are resulting in tardiness.

### **Counseling Students**

Fieldwork Educators are requested to seek advice from the Academic Fieldwork Coordinator should student performance or behavior problems arise. The Fieldwork Educator must use professional judgment in distinguishing between advising (recommending, suggesting) in order to improve weaknesses in student performance, and recommending professional counseling resources when a student has problems that are disrupting the ability to function.

The University has counseling staff on call for student emergencies and provides professional services for impaired students. Fieldwork Educators are encouraged to take immediate action by contacting the University faculty to provide or assist in activating if the need arises.

**Henderson Student Counseling Services**  
**[www.hendersonbehavioralhealth.org/studentcounseling](http://www.hendersonbehavioralhealth.org/studentcounseling)**  
**(954) 424-6911**

### **University Calendar**

The University calendar is suspended during fieldwork experiences. That is, the student follows the holiday and operation hours of the facility(s) in which they are assigned, rather than the University's.

Students should follow the calendar of the facility with regards to days off and holidays.

During Level II fieldwork, if the department provides weekend services or holiday coverage, the student is to be offered compensation time off consistent with the policies and procedures of the clinical site. We encourage that the time off be used within the week of this extra coverage, so the student is not overly taxed. If the clinical site provides coverage on holidays, students may be assigned holiday coverage. 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.

### **Occurrence Reports**

Should the student be involved in any accident with potential injury to self or others during clinical practice, they must comply with the facility's policies and procedures for reporting on the appropriate documents. The student must also notify the Academic Fieldwork Coordinator when an incident occurs.

If the facility has its own incident report, the University would like a copy of this document, if permitted. The purpose of this reporting is to have a record of the incident should any future legal action be taken. Students are also required to provide the university with a summary report including the following information:

Student name:
Academic Program:
Date and time of occurrence:
Names of people involved:
Brief description of the occurrence:
Name of facility:
Name of supervisor/contact person.
_____ Signature of person reporting

The purpose of this reporting is to have a record of the incident should any future legal action be taken. Students are advised to complete the summary when they complete the occurrence report so that the information is fresh in their minds.

### **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 fieldwork site. Additionally, NSU offers students free housing in selected cities in FL/GA, available on a very limited basis. If students are interested in these housing options, they must notify the AFWC as early as possible. These are the only housing options that NSU pays for. Students must be prepared to meet all their financial needs during their fieldwork experience. 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 I & II Fieldwork, as scheduled within the curriculum design, or on extenuating circumstances, within a two-year time frame, per ACOTE standards, 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 syllabus for interpersonal interactions, professional behavior, data gathering/observational skills, program planning/implementation, and verbal and written communication as outlined in the NSU fieldwork evaluation form. Students must also complete all required assignments to pass the rotation.

To pass the Fieldwork Level II Fieldwork experience, the student must meet the minimum criterion scores for the AOTA, Fieldwork Performance Evaluation (FWPE) 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. Students must also complete all required assignments to pass the rotation.

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 in 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). Based on the recommendations of CSP and department chair the student may be given the opportunity to repeat the Level I fieldwork. Should the student fail the fieldwork a second time, they will be automatically dismissed from the program.

The policy also applies to the Level II Experiential Component.

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 sometime within the following year, depending on site availability. Because of the lockstep nature of the program, any failure requires the student to sit out of the program for a year until the failed course is once again offered, at which time they can re-enter the program. Additional tuition must be paid for any remediation of a Level II failure.



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 subsequent Fall, Winter or Summer semester.
3. Due to the lockstep nature of the curriculum, the student will resume the coursework during the Fall or Summer semester of the following academic year, depending on whether the first or second Level II course is failed.
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, professional communications throughout the rotation (including program faculty and on-site professionals) and written evaluations will be used to determine the grade for the course. This includes ALL the electronic requirements for Level I and Level II Fieldwork experiences. Termination for unacceptable performance will 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 or unprofessional behavior. 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.

Withdrawals: Leaving an internship site without notifying and receiving a written response from the Academic Fieldwork Coordinator and the Program Director is viewed as a serious infraction of professional ethics and is considered abandonment of one's professional responsibilities to the patients and facility. The student will receive a failing grade in the internship and will not have the option to petition to re-enter the program. For the sake of clarity, when a student voluntarily and knowingly withdraws from a site at any point and for any reason, without the prior written approval of the AFWC, this is considered **fieldwork abandonment** and, without exception, results in failure of that Level I, Level II Fieldwork placement or Doctoral Residency.

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, attempts 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 carried out without the permission of the AFWC or faculty member designated by the AFWC. 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 (F).

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 AFWC. Make-up affiliations will not necessarily follow the typical course Level II Fieldwork 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.

## **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 students 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. Further, a facility occasionally 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 than originally scheduled.

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

To complete a course involving either a Level I or Level II Fieldwork experience the following documents must be submitted at the conclusion of the fieldwork:

- For Level I Fieldwork experiences: NSU fieldwork evaluation form, NSU student evaluation of fieldwork
- Experience for Level II Fieldwork experiences: Student evaluation of the fieldwork educator and placement (SEFWE), AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (to be completed by the occupational therapist/Fieldwork Educator), ALL Canvas assignments within the Level II Fieldwork course shell
- **ALL assignments in the EXXAT software associated with that clinical education placement**

\*\*\*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 and 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 4-6 weeks prior to a level I Fieldwork experience and 6-10 weeks prior to a Level II Fieldwork experience.

## **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: (OTD 8291 Level I Fieldwork Experience, Psychosocial & Community, OTD 8292 Level I Fieldwork Experience, Children and Youth, & OTD 8292 Level I Fieldwork Experience, Physical Disabilities.

### **The AOTA Standards**

AOTA describes 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, FE 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 and assigned in the integrated software related to fieldwork - EXXAT. 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. For students who live outside the geographical boundaries of the usual placement sites utilized by the AFWC, there is a Level I procedure that must be followed with specific deadlines required ONLY for sites with which NSU already holds contracts. The policy is as follows:

- If student has an interest in a site local to or outside the state of FL:
  - Research site ONLY if there is an existing contract on it (scope and range of services – **write a comprehensive description based on research**)
  - Call or communicate with facility and find your way to the person who makes the decision. You will say:
    - My name is ....I am a student from ..... entry level Doctor of .....program and my academic FW coordinator ( AFWC) encourages us to research facilities in which we have an interest in doing our 3-week full time Level I (state the practice area) placement and also with whom we already hold a contract. I would like to do my (choose the relevant one: Psychosocial, Children and Youth or Adult Physical Dysfunction) there and wonder whether I can have my AFWC call you to discuss this as an option for me?“
  - In an email provide AFWC with details that include: Name, phone number and email address of the person who makes the decision & **detailed description of the site including the scope and range of services provided.**

**\*\*Please NOTE:** following procedure does not guarantee placement

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.

Students must be passing the corresponding interventions course as of the Monday preceding the start of their Level 1 rotation. If a student is not passing, they will not be permitted to go on the Level 1 fieldwork experience and will subsequently fail both the interventions course as well as the fieldwork course.

## Level I Attendance Policy

All three Level I Fieldwork experience rotations are for a three-week period, 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 FE will determine whether the request and make-up plan can be collaboratively accommodated and will respond in writing. Failure to successfully complete 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 and associated Intervention course later, 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. It is recommended that each rotation be in a different practice area and preferably at two different facilities. 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 (and is petitioned for in writing by the student and approved by the AFWC ahead of time) as defined by the fieldwork placement in accordance with the site's usual and customary personnel policies if it is at least 50% of a full-time equivalent at that site.

## Nova Southeastern University Level II Fieldwork Objectives

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

- 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 full-time hours of total rotation time (approx. 32-45 hours per week for 12 weeks) for each Level II experience. Any discrepancy with the time, please contact the AFWC.
- 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 AOTA Fieldwork Performance Evaluation form (FWPE). Competence demonstrated by achieving at least the minimum passing score on the FWPE form.
- Student will follow all policies, procedures, and guidelines established by the fieldwork site. This may include orientation, immunizations, safety protocols, and student weekly goals and objectives.
- Student will complete all course assignments and participate in the mandatory discussion board on Canvas.

## **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 students' 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 gives the student an opportunity to develop and refine knowledge and skills that were initiated in the classroom, laboratory, and fieldwork experiences. Fieldwork Level II placement sites are assigned based on

current availability and collaboration with the facility to provide education, which supports the curriculum.

The AFWC is responsible for making fieldwork placements. Students may make requests through the FW selection process, but the AFWC or the Fieldwork Support Coordinator will make all contacts. Students should not request to be placed in facilities where they are currently employed or have previously been employed in any capacity. 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. It is the student's responsibility to notify the AFWC about relatives employed at assigned facilities. Exceptions may be made on an individual basis. Please contact the AFWC for more information. Students are encouraged to reflect on a desired career path and select facilities which will provide the best training to meet professional goals.

The final placement is at the sole discretion of the AFWC. The AFWC, at any time, has the authority to discard/disregard student site/placement requests. Further, if there should be any instances of unprofessional conduct or communication by the student in any capacity, the privilege of consideration of student preferences will no longer be an option.

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 or disciplinary probation, has received one or more notices of unprofessional behavior (NUB), and/or has a cumulative GPA that falls below 80 %, 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 (AFWC) and program director. In writing

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

Students can view contracted fieldwork facilities by reviewing the fieldwork options in Exxat. 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 on Exxat, which have been collected from the previous years' student interns. These forms contain valuable information that should be used when making decisions about Level II fieldwork. Failure to review these forms may result in a poor student to site match. Students are encouraged to meet with the AFWC to determine personal learning goals and identify target populations and locations.

To provide a diverse learning experience, it is recommended that students select from categories that serve two different populations and practice areas. If you have special considerations regarding your Level II selections, it is mandatory that you discuss this with the AFWC prior to placement.

The categorizations with examples are:

- 1) Older Adult: Skilled Nursing Facilities, Assisted Living Facilities, Dementia Treatment Units, Home Health
- 2) Physical Disabilities Inpatient Rehab, Outpatient, or Acute Care environments, Hand Therapy, Day Rehab, Transitional Care
- 3) Pediatrics: School System (public and private schools), Pediatric Outpatient Facilities, Pediatric Hospitals, Pediatric Nursing Facilities, Pediatric Home Health
- 4) Mental Health: Inpatient, Outpatient, Drop-in Centers, Day Treatment Centers, or other Community Based Programs.
- 5) Non-traditional: Homeless Shelters, Domestic Violence Centers, Sheltered Workshops, Correctional Facilities, Hippotherapy

### **Level II Fieldwork Placement Process**

The Fieldwork selection process is designed to match students with sites that are best suited to offer a “just right challenge” for their clinical and professional skills. Our selection process integrates information regarding previous and current performance in didactic classes, interpersonal relationships with peers, university staff, and faculty. We use information communicated to us through the students’ advisors via the Professional Development form, which is introduced in the first year of the program and reviewed annually with the AFWC and/or student advisors. The following is a general framework for how the site selection process will occur. There may be circumstances when the framework needs to be adjusted, please contact your AFWC regarding your circumstances.

#### **Step 1:**

In the summer of Year 1, the student will complete two forms.

- The first is the Professional Development tool, so that the student can reflect on their strengths and areas which require additional support. Honest self-assessment is required to ensure that discrepancies indicative of needing support to develop self-awareness can be avoided in future interactions. It is expected that students will primarily score themselves as “entry-level” and that their professionalism will grow through the course of the program.
- The second form is a Factors/Priority analysis. Its purpose is to help the student and AFWC to collaboratively narrow the focus of the search for sites based on student needs/desires. A sample of a completed form is provided below:

Factors to consider	Priority number - rationale and description
<b>Geographic location</b> (examples include Broward County, within 15 miles of Nova, on a public transportation route, etc.)	(Sample student) <b>Priority #2</b> – I should be within 15 miles of 123 Sesame Street, the address of my physician, in case of emergency
<b>Practice setting</b> (examples include peds, hand clinic, acute care, etc. See AOTA.org for examples of practice settings)	(Sample student) – no preference
<b>Typical hours</b> (examples include M-F, aligning with public school calendar, etc.)	(Sample student) – no preference
<b>Other</b> (examples include special accommodations, etc.)	(Sample student) <b>Priority #1</b> – I am primary caregiver for an ill relative so I will need a facility that will allow me to take time off for medical appointments

### Step 2:

In the summer of Year 2, the student will review the Professional Development tool for updates. Over the course of the first year the student has created evidence to support a self- or advisor- guided assessment of areas which are strengths or areas for ongoing development. Based on this information, the Factors/Priority analysis may need to be revised. Based on this information, the AFWC will begin to identify student/site matches based on the Factors/Priority form and site availability. This is a process, so the moving pieces will not be revealed to the students at this time! Please do not expect to know your placements or potential placements at this time. This could delay your placement process.

### Step 3:

In the early winter term of Year 3 (or sooner if required by site), the AFWC will contact students regarding interviews at possible site matches. If the student is not required by their potential sites to complete an interview, the student will write an Introduction Letter. This letter may be used by the site in place of an interview and compared to other student letters to select the most appropriate match for the placement. Students should use information regarding professional cover-letter writing from their didactic coursework for this task. Interviews and Introduction Letters should include an indication that the student has researched information about the site, including AOTA Data Forms and SEFWs in Exxat (if available), internet information about Mission Statement and Values, and other relevant information.

### Step 4:

After interviews and/or Intro Letter phases are completed, there will be a reveal of all final Level II FW placements, typically in March of Year 2. This may not be a comprehensive list of all final placements, as it is common to have some last-minute additions/changes after the reveal date. However, best efforts will be made so that most students know their confirmed Level II placements by this time.

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 our 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 commencement exercises.

### Once a site is confirmed

Students will be notified about initial site confirmations on a designated date released by the AFWC. After the initial release date, students will be notified about site confirmations on a rolling basis. Once a Level II site is confirmed, the student should read a copy of the contractual agreement between the university and the affiliated facility and become familiar with the paperwork and any additional requirements, such as a drug screening or background test. These requirements should be uploaded to Exxat; however, they are subject to change. When the student contacts the site 2 months in advance, they should confirm all requirements with the fieldwork coordinator. The fieldwork coordinator contact information will be found on Exxat under my placements, session.

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

- The AFWC may select the fieldwork placement for the student if at any time a more appropriate site is available, or a student fails to comply with requirements
- The student is required to review the site agreement contract between NSU and their assigned site prior to attending – it is the responsibility of the student to ensure this has been completed prior to beginning their Level II fieldwork affiliation.
- Under no circumstances is a student to communicate in any way via email, text, telephone or meeting with 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 written permission from the AFWC** and according to policy.
- If the facility requires an interview before selecting a Level I or Level II student, then the AFWC will either give the site representative the student contact details or give permission to the student to contact the facility to arrange for the interview with the facility's FE or site Fieldwork Coordinator. 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 FE 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.
- At no time will the AFWC entertain a meeting in which the student requests any change to their assigned affiliation. As outlined above, should the student have extreme circumstances that may necessitate a change, this needs to be placed in writing and emailed to the AFWC. The faculty will then hold a vote based on whether the presented circumstances warrant reassignment.

### **Required Documents**

Students are responsible for maintaining their own records, which should be uploaded on to Exxat under required documents. Through Exxat, the student will have the ability to share his/her profile with the fieldwork site through an electronic link. Examples of documents to upload to Exxat: health insurance card, CPR card, immunization documents, background checks, and any other documents to share with the fieldwork site. The AFWC will not send any of these uploaded documents to the site unless the site explicitly requires these documents to come directly from the university.

### **Level II Attendance Policy**

The Fieldwork Level II Fieldwork experiences are for a 12-week period. 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 to be eligible to take the national certification examination administered by NBCOT. Students should not plan trips or other special occasions (wedding, birthday celebration) during their fieldwork experiences. Days absent are for illness, or other emergencies. 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 later.

### **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.**

### **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 capstone experience, they will be eligible to take the national certification examination administered by the National Board for Certification in Occupational Therapy, Inc. Final university transcripts can be requested only after the university registrar has determined the student has met all university requirements for graduation.

### **Disciplinary and Appeals Policies**

Students who do not adhere to stated policies and procedures are subject 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.



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# 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 by keeping an up to date record of physical examination in EXXAT. 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 fieldwork software system 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.

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.

### **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**

A Level I background screen is completed through Castle

Branch prior to admission into the OTD program. Prior

to fieldwork experiences, many facilities will require a

Level II background check with fingerprinting prior to

those experiences. Results of these screens may affect

further participation in the OTD program. Students will

be responsible for any associated fees related to the Level



II background check. Students may be required to pay for multiple Level II background checks throughout the curriculum.

### **Immunization Policy**

All NSU OTD students will comply with policies related to and immunizations 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 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 relevant 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 relevant 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 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 relevant Health Portal.
- The AFWC will follow up with the students to ensure follow through by providing an email, or 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.

## **Personal Data Sheets and Photo**

Students must complete and submit a personal data profile on Exxat. This profile can be sent to Level I and II fieldwork educators as a first introduction of the student. The personal data profile 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 Dr. Pallavi Patel College of Health Care Science's Student Handbook.

Facilities can obtain a copy by downloading digital copy from the NSU OTD website. Each clinical site is encouraged to have a similar policy regarding the confidentiality of all student records.

## **Drug Screening Policy**

The College of Health Care Sciences maintains affiliation agreements with many health care institutions. These affiliation agreements allow for students clinical training experiences within these institutions. Students may be required to undergo random drug screening, at the request of these institutions, prior to entering the facility for training.



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# 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 click the link to register:

<http://www.nova.edu/hpdlibrary/clinical/form.html>

#### 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. Kim Yetman, (813)574-5345, [ky89@nova.edu](mailto:ky89@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://flotceducation.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, CARE, 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.





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# 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 Canvas course messaging, which provides feedback and support from the faculty.

### **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**

Kim Rose, OTD, OTR/L  
[ky89@nova.edu](mailto:ky89@nova.edu)  
813-574-5345  
Fax: 813-574-5330

Nova Southeastern University  
Dr. Pallavi Patel College of  
Health Care Sciences  
Department of Occupational Therapy  
3400 Gulf to Bay Boulevard  
Clearwater, FL 33759

## When a student experience problems

Individual student circumstances are different, so problems that do arise will be handled on a case by case basis. However, the following outline provides a general linear structure for the particular issue at hand:

I. It should be noted that this is a process and not undertaken with haste unless exceptional circumstances are present.

1. Issues are highlighted by the student. If no safety risk is evident, THEN:
2. AFWC will endeavor to collect data from both sides and provide recommendations to the student for dealing with the problem. The course of action will be undertaken by the student for a minimum of one week and possibly more, depending on the nature of the problem. The AFWC will follow up to decide whether strategies need to be modified or adapted in context. **The student is also expected to follow up during this timeframe to keep the AFWC informed.** Should the problem continue THEN:
3. The site is contacted and the most appropriate person is consulted regarding the problem the student is experiencing. Consequently, an open discussion is carried out and a plan is put in place with the site, and in conjunction with the student. This is expected to be carried out for a minimum of 1-2 weeks and possibly more depending on the nature and scope of the problem.
4. The student will follow up with the AFWC regarding the outcome of recommended strategies. If an adequate outcome is still not reached as assessed by the AFWC, THEN:
5. AFWC will follow up with site to address remaining issues with a more structured plan put in place.
6. If possible and appropriate, a site visit will be carried out and determinations made as to the next step.

Throughout this process, the student is NOT to reach out to any other sites as alternatives for the current placement. This will be grounds for an immediate CSP hearing and possibly dismissal from the program.



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# 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

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

## 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

ENVIRONMENT		
I. VARIETY OF EXPERIENCES	Descriptions (Limited Excessive)	Just right challenge ____
<b>A. Patients/Clients/Diagnoses</b> -Different diagnoses <b>-Range of abilities for given diagnosis (complexity, function-dysfunction)</b> -Diversity of clients, including socioeconomic & lifestyle		
<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 & administration) -Use variety of activities with clients -Observe and use different frames of reference/theoretical approaches -Use occupation vs. exercise		
<b>C. Setting characteristics -Pace (setting demands; caseload quantity)</b> -Delivery system		
II. RESOURCES	Descriptions (Limited Excessive)	Just right challenge ____
<b>A. OT Staff</b> -See others' strengths and styles -Have multiple role models, resources and support		
<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		
<b>C. OT Students</b> -Able to compare observations & experiences -Exchange ideas		



FIELDWORK EDUCATOR			
I. ATTITUDE	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>			
II. TEACHING STRATEGIES	Descriptions (Limited	Just right challenge	Excessive)
<b>A. Structure</b> <b>-Organize information (set learning objectives,</b> regular meetings) -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			

FIELDWORK STUDENT			
I. ATTITUDE	Descriptions (Limited	Just right challenge	Excessive)
<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



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# **LEVEL I Fieldwork Experience**

## **Forms and Evaluations**

## **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.

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.

## **Level 1 Fieldwork Preparation Checklist**




Level 1 Fieldwork Preparation Checklist

I have completed the following steps in order to participate in my Level 1 Fieldwork Experience:

- ☐ I have reviewed the course syllabus as well as the relevant sections of the Fieldwork manual and am aware of what is expected of me and the objectives of the experience.
- ☐ (Optional) I completed a Level 1 procedure within the stated time frame and properly communicated the site information to the fieldwork team.
- ☐ Once I received a confirmed placement [redacted] that was published in EXXAT, I reached out to the coordinator at the site to inquire about on boarding and any student requirements unless directed to do otherwise by the fieldwork team
- ☐ I completed all on boarding requirements prior to the stated deadline including the following (select all that apply):
- ☐ Application Forms
  - ☐ Background Check
  - ☐ Drug Test
  - ☐ N95 Fit Test
  - ☐ Immunization Requirements
  - ☐ Interview
- Other: [redacted]
- ☐ I am aware of all policies of the facility including, but not limited to, dress code, schedule, parking, supervision, safety, COVID-19 precautions, etc. and have reviewed any relevant material
- ☐ As of [redacted] I have a passing score in the corresponding interventions course for this rotation.
- ☐ I reached out to my fieldwork educator 1-2 weeks prior to the rotation to receive any first day instructions and provided them with the Fieldwork Educator Agreement form to sign prior to the start of the rotation

My signature below indicates that I have completed all the necessary steps to participate in my Level 1 Fieldwork Experience and am ready to begin on [redacted]

  
Student Signature

  
Today's Date

## Level I Fieldwork Educator Agreement Form



### DOCTOR OF OCCUPATIONAL THERAPY (O.T.D.) PROGRAM

3400 Gulf to Bay Boulevard \* Clearwater, Florida 33759-4514

PHONE: (813) 574-5340 \* 800-356-0026

WEB: [nova.edu/ot](http://nova.edu/ot)

By signing this form, I agree to the following statements:

1. I have read and understand the material provided to me regarding Level 1 Fieldwork experiences.
2. I agree with the Nova Southeastern University Department of Occupational Therapy mission, vision, educational goals, fieldwork objectives and overall design of occupational therapy fieldwork.
3. I follow state licensure (in my designated field) that ensures proper and adequate supervision of the occupational therapy student.
4. I understand that the Academic Fieldwork Coordinator at Nova Southeastern University, and faculty, is available to me at any time for further collaboration on fieldwork objectives, clinical supervision of the occupational therapy student and evidence based practice.

Student: Click or tap here to enter text.

Placement Dates: Click or tap to enter a date. until Click or tap to enter a date.

Site Name: Click or tap here to enter text.

Population: ☐Pediatrics ☐Adult ☐Mixed

Setting (select all that apply):

<input type="checkbox"/> Outpatient Rehabilitation	<input type="checkbox"/> School Based	<input type="checkbox"/> Acute Care
<input type="checkbox"/> Mental Health	<input type="checkbox"/> Inpatient Rehabilitation	<input type="checkbox"/> SNF/Long Term Care
<input type="checkbox"/> Hand Therapy	<input type="checkbox"/> Early Intervention	<input type="checkbox"/> Community Based

Other Settings: Click or tap here to enter text.

Fieldwork Educator Printed Name

Fieldwork Educator Signature, Credentials and Date

Kim Rose | OTD, OTR/L  
Assistant Professor and Academic Fieldwork Coordinator  
Office (813) 574-5345 | Cell (813) 363-3878 | [ky89@nova.edu](mailto:ky89@nova.edu)

**Nova Southeastern University Tampa**  
**Entry-Level Doctor of Occupational Therapy Program**  
**Fieldwork Experience Level I Objectives**

Upon completion of the fieldwork experience, the student will be able to:

1. Describe the potential role and functions of the occupational therapist in the FW settings and differentiate the role of the OT from that of other professionals in this setting.
2. Demonstrate professional behaviors as evidenced by following the site's policies and procedures for dress code, safety, punctuality and attendance, and clinical activities of the site.
3. 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.
4. Develop and maintain therapeutic relationships with clients that reflect knowledge of diagnostic categories, prevention aspects, therapeutic use of self, treatment strategies, client-centered care principles, and interpersonal strategies, as well as previously gained skills from the course for effecting change.
5. Analyze the needs/problems of the population using assessment tools learned in class and design, adapt, and modify appropriate occupation-based intervention strategies, based on frames of reference and models appropriate for application.
6. Design and implement appropriate occupation-based intervention strategies based on frames of reference, theoretical models, and evidence-based practice literature.
7. Demonstrate effective verbal and written communication, including program evaluation results in accordance with professional standards and agency procedures.
8. Describe how the psychosocial context of the fieldwork site contributes to the clients' psychosocial well-being.

## Level 1 Skills Checklist



OCCUPATIONAL THERAPY  
DOCTOR OCCUPATIONAL THERAPY (O.T.D.) PROGRAM  
3400 Gulf to Bay Boulevard  
Clearwater, Florida 33759-4514  
PHONE: (813) 574-5340  
800-356-0026  
WEB: [nova.edu/ot](http://nova.edu/ot)

### Fieldwork Skills Checklist

Students will review this check list with the Fieldwork Educator during the first week of their rotation. The student and Fieldwork Educator will collaborate how/when each item will be completed. Students are encouraged to participate in more experiences in addition to the items on this list as opportunities present themselves. If a task on this list cannot be completed, simply document "n/a." The Fieldwork Educator will initial/date each item below indicating completion.

This is a pass/fail assignment. Students will earn full credit for this assignment when *submitted* by the intended deadline at the end of the rotation. Students will earn no credit if submitted late without advance notice to the AFWC.

**Hands-On Skills (to be completed as setting allows and FW Educator is able.)**      **Date Completed and Initialed by FW Educator**

Interview Fieldwork Educator	1.
Observe a <i>minimum</i> of 1 professional of a different discipline (with FW Educator's approval)	1.
Plan and implement a <i>minimum</i> of 1 client-centered intervention (developmental, remedial, or compensatory approach) with FW Educator's approval and supervision; Must provide a written description of 1 intervention with submission of checklist	1.
Observe and/or participate in treatment team meeting/rounds as fieldwork experience allows	1.
<b>Documentation Skills (to be reviewed by FW Educator as able.)</b>	<b>Date Completed and Initialed by FW Educator or Student</b>
Complete Agency Profile (description of FW site – clients seen, professionals employed, services offered, etc.)	1.
Complete 4 SOAP Notes; Must provide a written copy of 1 SOAP note with submission of checklist	1. 2. 3. 4.

OT Process: Observe and/or assist FW Educator with completing an Occupational Profile, Evaluation/Assessment/Intake, and Intervention Plan (or site-specific equivalents)	1. (Occ. Prof.) 2. (Eval) 3. (Int. Plan)
OT Process: Discharge Summary	1. (D/C Summary)
Create a Client Home Program	1.
<b>FW Wrap-Up</b>	<b>Date Completed and Initialed by FW Educator or Student</b>
<u>Student:</u> Provide FW Educator with 1 evidence-based research article specific to OT practice in this setting	1.
<u>Student:</u> Review Student Evaluation of Fieldwork Experience with FW Educator	1.
<u>FW Educator:</u> Review Level I Fieldwork Performance Evaluation with student	1.



Student Signature:



Fieldwork Educator  
Signature:



## Level 1 Fieldwork Performance Evaluation

**4.Understands the formulation of an occupational profile for clients, which identifies strengths and needs.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**5.Understands the occupational therapy process.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

### Time Management Skills & Organization

**1.Arrives on time and manages time throughout the day.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**2.Completes assigned tasks and documentation on time.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**3.Maintains personal and facility work space throughout the day.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**4.Demonstrates flexibility and ability to adapt to change in routine.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**5.Demonstrates ability to prioritize tasks.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

### Engagement in the Fieldwork Experience

**1.Demonstrates active participation, positive attitude and motivation to learn.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**2.Exhibits interest in individual clients and their intervention outcomes.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**3.Identifies and anticipates potential challenges during intervention.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**4.Exhibits appropriate judgment and safety awareness for self and others.**



☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

#### Professionalism

1.Is confident in approach to clients and other professionals.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

2.Does not allow personal issues to affect professional behavior.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

3.Adheres to HIPPA regulations.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

4.Takes responsibility for personal actions.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

5.Dresses appropriately for context.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

6.Works collaboratively with peers, clients, and other professionals.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

7.Follows proper channels for line of authority.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

8.Regulates emotions appropriate to clinical setting.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

#### Initiation and Self-Directed Learning

1.Independently seeks and acquires information from a variety of resources.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

2.Asks questions that are relevant to the situation.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**3. Initiates opportunities for learning.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**4. Uses self-reflection to identify strengths and challenges**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**5. Analyzes, synthesizes and interprets information regarding clients.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

#### **Cultural Sensitivity**

**1. Demonstrates sensitivity to diverse views and opinions.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**2. Accepts individual and cultural differences.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**3. Demonstrates respect for values and beliefs of every individual.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

#### **Interpersonal Communication**

**1. Clearly and effectively communicates verbally with clients, families and professionals**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**2. Establishes rapport through therapeutic use of self.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**3. Responsive to social cues including appropriate body language and nonverbal communication.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**4. Utilizes conflict resolution strategies when necessary.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

**5. Demonstrates empathy and support of others.**

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

#### Participation In the Supervisory Process

1.Receives and responds to constructive feedback by modifying actions and behavior.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

2.Actively collaborates with Fieldwork Educator to maximize learning.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

3.Advocates for self -identified learning needs.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

#### Written Communication

1.Attends to grammar, spelling, and legibility in written assignments and documentation.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

2.Applies professional terminology (such as the Occupational Therapy Practice Framework, acronyms, abbreviations, etc.) in written communication.

☐ 1 ☐ 2 ☐ 3 ☐ 4

[Clear answer](#)

Comments:

# **NSU**

## **Florida**

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# **LEVEL II Fieldwork Experience Forms and Evaluations**

## **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 evaluation 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.

## Fieldwork Educator Agreement

### 2018 ACOTE STANDARDS: C.1.3, C.1.8, C.1.11

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ACOTE Standards require that prior to a student arriving at a FW site that we agree that communication will occur throughout the FW experience, and that FWEs are qualified and informed about the program curriculum.

Fieldwork Educator (FWE)= the person providing direct student supervision. This is the person who will provide day to day feedback to the student, and complete the student evaluation at midterm and at completion of fieldwork.

---

For verification purposes, please complete the following:

Name of FWE as it appears on NBCOT or state license:

\_\_\_\_\_

NBCOT number: \_\_\_\_\_

OR

State license number: \_\_\_\_\_ State: \_\_\_\_\_

- I agree to remain in communication with the school throughout the FW experience.
- I have received/reviewed a program curriculum link at <https://healthsciences.nova.edu/ot/mot/index.html> (MOT) or <https://healthsciences.nova.edu/ot/doctor-occupational-therapy/otd/curriculum.html> (OTD)
- I have received information about how to access the NSU library and information regarding the Dr.OT tuition voucher programs.
- I have either collaborated on the FLOTEC Site Specific Objectives, or I have selected and reviewed objectives for my site with a representative from NSU.
- I certify that I am adequately prepared to serve as a FWE through one of the following (please check at least one):
  - I have attended a FWE Workshop, such as offered by AOTA, FLOTEC, or other entity
  - Completion of AOTA "Self-Assessment Tool for Fieldwork Educator Competency"
  - I have demonstrated service competency through \_\_\_\_\_ years of direct patient care
  - I have developed a peer-reviewed FW education program with manual
  - Other (describe):

X \_\_\_\_\_  
Printed name and credentials

X \_\_\_\_\_  
Signature and date

## Suggested Weekly Sequence

### Suggested Weekly Level II FW Progression

#### Week 1:

- Read student manual, if available at site
- Review assignments with supervisor and establish a weekly meeting time
- Review expectations including:
  - philosophy, communication, teaching style
  - dress code, hours, sick calls, timeliness, etc.
- Student will be oriented to Fieldwork site including:
  - The program, the OT team, the interdisciplinary team members
  - Available equipment, treatment areas, and resources
  - Emergency policies/procedures
- Attend any orientation trainings required within the site's system
- Introduce and access EMR or other documentation formats
- Document at least one treatment session with close supervision and feedback
- Review evaluation format and assessments.
  - Select at least one assessment to review in depth (perhaps one to be performed in upcoming weeks).
- Observe full schedule/assist as needed.
- Describe OT/need for OT services to clients or staff
- Student will maintain log of clients seen (without identifying information)
- By the end of week 1, performing chart reviews independently and efficiently including reason for referral, locating therapy and activity orders, present illness/reason for admission, past medical history, precautions.
- Perform objective measures including but not limited to active/passive range of motion, manual muscle testing, neurological testing (finger to nose, rapid alternating movement, and serial opposition), sensation, brief cognitive.

#### Week 2:

- Assist your FWE during patient care and begin to perform patient social hx interviews.
- Discuss performance component deficits and their effect on occupational performance
- Document 1-2 evaluations and/or progress notes a day throughout this week with supervision and assistance as needed. Your FWE will give you feedback during review and cosigning of your documentation.
- At weekly meeting, supervisor will offer constructive feedback on student's initial performance
- Co-treat with FWE's caseload at FWE's discretion
- Individual caseload of 1-3 low-acuity clients/students per day (or equivalent of 10% caseload)
- Continue specific training sessions with Fieldwork Educator and/or other staff. (i.e. In SNF - Transfers, equipment operation, ADL sessions, NDT techniques, feeding precautions, DME, ADL AE, SI, modalities, etc.)
- In order to prepare for new clients/students, prepare intervention plans by Monday of the next week for those clients/students that you will be treating
  - Review with your FWE. Information that may be included: client's name, diagnosis, and date of birth, observations of the client, and a list of noted assets and limitations.
  - For each objective, list one or more methods/media you might use. Try to select clients with differing diagnoses each week
- Demonstrate ability to transfer patient with direct supervision/assistance with proper body mechanics and environmental set-up

#### Weeks 3-4:

- Individual Caseload of 2-3 mixed acuity clients/students (or equivalent of 30% caseload)



- Daily documentation (not evaluations or progress notes) for your clients/students on caseload with extra time at beginning or end of each day – or – point of service documentation. This will still require close supervision and feedback
- Work on final project if there is low census or cancellations
- Shadow a professional from another discipline (speech therapy, psychology, physical therapy, Adaptive Physical Education)
- Evaluate 1 client/student if possible and do write up with less feedback needed from FWE
- Establish service competency with your Fieldwork Educator. (ADL assessment, ROM, MMT, grip/pinch, screening checklist, handwriting observation, PDMS-2, VMI, MVPT-3, etc.)
- Weekly discussion/feedback session with supervisors
- Decide on a topic and date for your in-service/case study, project and/or journal article review.

#### Weeks 5 – 6:

- Individual Caseload of 6 – 8 clients/students (50-60% caseload)
- Document on patients with decreased assistance and time. Your FWE will give feedback during review and cosigning of your documentation.
- Perform evaluations with decreased assistance and time (about 50% assistance and only 50% extra time)
- Discuss roles and collaboration with OTAs in your setting – if no OTAs, discuss contributing factors and how OTAs could potentially have a role in a similar setting
- During 6<sup>th</sup> week, complete the mid-term and review with your FWE. Upload midterm into Exxat
- Develop student goals for second half of affiliation

#### Week 7 – 8:

- Continue direct observation from your FWE about 50% of the time (based on FWE's discretion) while the other 50% of the time is without direct observation.
- Individual Caseload of 75%
- Complete and document evaluations/progress notes/discharges and 5-6 daily therapy tx sessions a day with decreased corrections made by your FWE.
- If there are OTAs at site, it may be appropriate at this time take leadership and to assign patients to the COTAs (at FWE discretion)
- If there are Level I OT/OTA FW students onsite, it may be appropriate to take leadership responsibility in their supervision (at FWE discretion)
- Shadow other disciplines and/or other specialty areas affiliated with your site. Present a report comparing/contrasting OT as it is practiced at your site

#### Week 9-10 (based on FWE's discretion):

- Very minimal observation about 25% or less of the time will be spent with your FWE
- Complete 6-7 OT evaluations and/or tx sessions a day without assistance from your FWE and document all of them in a timely manner. Your FWE will give feedback during review and cosigning of your documentation
- (If applicable) Continue to assign COTA txs and communicate with the COTA(s).
- Responsible for obtaining of entry level functioning by the end of week 10 with distant (not direct) supervision provided by your FWE

#### Week 11 (based on FWE's discretion):

- Continue to eval/tx full caseload then document in a timely manner with distant supervision provided by your FWE
- (If applicable) Continue to assign COTA tx and communicate with the COTA(s).
- Complete/present final project

Week 12 (Exit strategy)

- Continue to eval/tx full caseload and document in a timely manner with distant supervision
- Continue to assign COTA txs and communicate with COTA(s)
- Assist in arranging for student's completion of unfulfilled observations/participations
- Complete the Student Evaluation of Fieldwork Form. Your FWE will review your performance using the AOTA Fieldwork Performance Evaluation. Review them with your FWE.
- Upload all final documents into Exxat

## Fieldwork Performance Evaluation Rating Scoring Guide



aota.org

### Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020)

#### Rating Scale

- 4- Exemplary performance
- 3- Proficient performance
- 2- Emerging performance
- 1- Unsatisfactory performance

#### Rating scale definitions

Exemplary performance	Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.
Proficient performance	Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.
Emerging performance	Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
Unsatisfactory performance	Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

#### FWPE for OTS Scoring:

- All items included must be scored to receive a Pass on the FWPE for OTS
- A sum score of 111 or higher will be required to receive a Pass on the FWPE for OTS
- A score of 3 or higher on the items
  - # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
  - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and

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- # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTS

#### FWPE for OTAS Scoring:

- All items must be scored to receive for a Pass on the FWPE for OTAS
- A sum score of 91 or higher will be required to receive a Pass on the FWPE for OTAS
- A score of 3 or higher on the items
  - # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
  - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and
  - # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTAS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTAS

## AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student



aota.org

### Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

FUNDAMENTALS OF PRACTICE	
1	Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research
2	Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
3	Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety
BASIC TENETS	
4	Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
5	Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
6	Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
SCREENING AND EVALUATION	
7	Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.
8	Obtains sufficient and necessary information from relevant sources throughout the evaluation process. Examples: record or chart review, client, family, caregivers, service providers
9	Selects relevant screening and assessment tools based on various factors. Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance
10	Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.  Occupational profile: Summary of the client's occupational history and experiences, patterns

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	<p>of daily living, interests, values, and needs.</p> <p><b>Occupational performance:</b> Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.</p>
11	<p><b>Evaluates and analyzes client factors and contexts that support or hinder occupational performance.</b></p> <p><b>Client factors:</b> Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.</p> <p><b>Contexts:</b> Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts.</p> <p>Includes the consideration of all client centered components including psychosocial factors</p>
12	<p><b>Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.</b></p> <p>Examples: follows assessment protocols, adheres to time guidelines</p>
13	<p><b>Modifies evaluation procedures based on client factors and contexts.</b></p> <p>Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions</p>
14	<p><b>Interprets evaluation results to determine the client's occupational performance strengths and challenges.</b></p>
15	<p><b>Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.</b></p>
<b>INTERVENTION</b>	
16	<p><b>Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.</b></p>
17	<p><b>Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.</b></p> <p>Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals</p>
18	<p><b>Uses evidence from research and relevant resources to make informed intervention decisions.</b></p>
19	<p><b>Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.</b></p> <p>Includes the consideration of all client centered components including psychosocial factors</p>
20	<p><b>Implements client-centered and occupation-based intervention plans.</b></p>

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	Includes the consideration of all client centered components including psychosocial factors
21	Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes. Examples: prevention, restoration, maintenance, promotion
22	Modifies task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
23	Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.
24	Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.
<b>MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES</b>	
25	Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. Examples: paraprofessionals, nurses' aides, volunteers
26	Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27	Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications
28	Meets productivity standards or volume of work expected of occupational therapy students.
<b>COMMUNICATION AND PROFESSIONAL BEHAVIORS</b>	
29	Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, service providers, administration, the public
30	Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
31	Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
32	Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
33	Responds constructively to feedback in a timely manner.
34	Demonstrates consistent and acceptable work behaviors.

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	Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
35	Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected timeframe
36	Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
37	Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity

## FWPE Guide for Fieldwork Educators



aota.org

### FWPE Guide for Fieldwork Educators

**Audience:** Fieldwork educators who supervise OT/OTA students at the fieldwork sites and need to complete the Fieldwork Performance Evaluation (FWPE) for the students

**Purpose:** Walk through the steps to access and complete the mid-term and final FWPE forms in Formstack

#### How to access and complete the mid-term FWPE form

Fieldwork educators do **NOT** need a Formstack login to access the FWPE forms. You will receive an email invitation from your school's fieldwork coordinator before the mid-term FWPE is due.

- Email is from [noreply@formstack.com](mailto:noreply@formstack.com), please whitelist this email address
- A link to the mid-term FWPE form is included in the email
- Click on "Get Started" to access the form
- Then click on "Open Form" next to the form name

[noreply@formstack.com](mailto:noreply@formstack.com) Unsubscribe

12:14 PM (2 minutes ago) ☆



**You have been invited to Student Portal Portal!**

Click the button below to accept your invitation to the **Student Portal** Portal:

[Get Started!](#)

— The Formstack Team

[Unsubscribe](#)

Copyright © 2020 Formstack, LLC. All rights reserved. This is a customer service email.

**Student Portal**

Student Evaluation

[danmontanotest@gmail.com](mailto:danmontanotest@gmail.com)

AOTA - Fieldwork Performance Evaluation Mid-term OTS  
Fieldwork Performance Evaluation

[Open Form](#)

- Follow the directions listed on the first page for completing the Fieldwork Performance Evaluation. All the scores will be calculated for you automatically. You will have a chance to review the total score along

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with the scores for each question before you submit your evaluation. **Mid-term evaluation doesn't have PASS/FAIL status.**

- Once you have completed the mid-term evaluation, you will receive an email confirmation with an attached PDF copy of your submission to the email address listed in the form.

**Note: Only the primary fieldwork educator listed on the form will receive the email.**

- The confirmation email will include a link to complete the final evaluation. You will also receive an email reminder with the link to the final evaluation before it is due.

noreply@formstack.com  
to me

12:21 PM (0 minutes ago) ☆

Hi Dani Montano,

Thank you for submitting your mid-term evaluation. Attached is a copy of your evaluation.

Regards,

California State University

The link for your final evaluation is listed [here](#).

You will also be receiving a reminder email before the completion of your fieldwork.



## Completing the Final Evaluation

- Before the final evaluation is due, you will receive an email reminder with a link to complete the final evaluation. Some of the data from the mid-term evaluation will be pre-populated into the final evaluation, including the scores from the mid-term evaluation.



### I. FUNDAMENTALS OF PRACTICE

#### Final

##### RATING SCALE FOR STUDENT PERFORMANCE

All items in this area must be scored and all items on the transcription in order to pass fieldwork.

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

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

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

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

1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.  
Examples: Medication, Medicaid, client privacy, social media, human subject research

☐ 1 (Developing Performance)  
☐ 2 (Emerging Performance)  
☐ 3 (Proficient Performance)  
☐ 4 (Exemplary Performance)  
Total

2 (Emerging Performance)  
0/1000

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- A warning message will be shown on the summary page if any score is 1 or the scores for the ethics and safety areas are below 3. You may edit those scores by choosing the "back" button and updating accordingly if it was a mistake.



**PERFORMANCE RATING SUMMARY SHEET (FINAL)**

Satisfactory Performance : ..... 11 and above  
Unsatisfactory Performance : ..... 10 and below

<b>FINAL TOTAL</b> <input type="text"/>	<b>PASS/FAIL</b> <input type="text"/>
--	--

**A score under 3 on Question 1, Question 2 or Question 3 on the Final Evaluation will fail this student.**

<b>1. (FINAL) AOTA CODE OF ETHICS</b> <input type="text"/>	<b>2. (FINAL) SAFETY REGULATIONS</b> <input type="text"/>	<b>3. (FINAL) SAFETY OF SELF/OTHER</b> <input type="text"/>	<b>4. (FINAL) ARTICULATES VALUES...</b> <input type="text"/>
---	--	--	---

**Note: the final evaluation also includes a pass/fail status based on the scores.**



**PERFORMANCE RATING SUMMARY SHEET (FINAL)**

Satisfactory Performance : ..... 11 and above  
Unsatisfactory Performance : ..... 10 and below

<b>FINAL TOTAL</b> <input type="text"/>	<b>PASS/FAIL</b> <input type="text"/>
--	--

- An email confirmation with an attached PDF copy of your submission will be sent to the **PRIMARY** fieldwork educator's email address listed on the form.
- A separate email with the certificate attached will also be sent to the **PRIMARY** fieldwork educator's email address listed on the form after the final evaluation is completed.

Formstack Documents - no-reply@formstack.net

SEP 1 10:59 PM (2 minutes ago)

College of Health Professions  
Division of Occupational Therapy  
1515 Rutledge Avenue, MSC 982  
Charleston, SC 29425-5625  
P: 843-792-2252 | F: 843-792-2529

Sep 01, 2020

Dear Jane Doe, (s)

I hope this message finds you well. On behalf of the California State University, I am writing to express my thanks and appreciation to you for mentoring and supervising Dani Dani at California State University from Sep 01, 2020 to Oct 15, 2020. This supervision lasted for 8 weeks.

Attached is a Verification of Occupational Therapy Level II Fieldwork Student Supervision document that can be used for your next NBCOT re-certification cycle. The NBCOT Professional Development Unit (PDU) value for Level II fieldwork is 1 and per student supervised, up to a maximum of 18 units allowed per 3-year cycle.

You are the reason for the success of our students! Your time, energy, and commitment to educating future occupational therapists is truly appreciated. I have enjoyed collaborating with you and I look forward to working with you in the future. Best wishes!

Sincerely,



Marissa K. Simmons, PhD, OTR/L, A/C  
Assistant Professor / Academic Fieldwork Coordinator  
[simmons@csuc.edu](mailto:simmons@csuc.edu)





Dr. Pallavi Patel College  
of Health Care Sciences  
**NOVA SOUTHEASTERN  
UNIVERSITY**

# 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: 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.

# **APPENDIX A:**

## **Sample Contract**





OCCUPATIONAL THERAPY  
DOCTOR OCCUPATIONAL THERAPY (O.T.D.) PROGRAM  
3400 Gulf to Bay Boulevard  
Clearwater, Florida 33759-4514  
PHONE: (813) 574-5340  
800-356-0026  
WEB: [nova.edu/ot](http://nova.edu/ot)

## Fieldwork Contract Initiation Request Form

In order to ensure providing all required information to initiate a clinical contract, please complete all the information below and return to the Fieldwork contact person you are working with.

Site Name (legal name)		
Site Address		
Site Phone Number		
Name of Contact Person		
Credentials of Contact Person		
Title of Contact Person		
Phone Number of Contact Person		
Email of Contact Person		
Address of Contact Person if different than Site		
Name of Person Signing Contract		
Title of Person Signing Contract		

**AGREEMENT BETWEEN**  
**NOVA SOUTHEASTERN UNIVERSITY, INC.**  
**AND**

THIS AGREEMENT is entered into by and between **Nova Southeastern University, Inc.**, a Florida not for profit corporation ("University"), having a place of business at 3200 South University Drive, Fort Lauderdale, Florida 33328, and \_\_\_\_\_ on behalf of itself and its affiliated facilities ("Facility" or "Facilities"), having a place of business at \_\_\_\_\_. The University is entering into this Agreement on behalf of its Dr. Pallavi Patel College of Health Care Sciences' Programs in Physical Therapy, Occupational Therapy, and Speech-Language Pathology.

WHEREAS, the University offers educational programs for the development of physical therapists, occupational therapists and speech-language pathologists, and has responsibility for the training of students who require clinical education and fieldwork experiences in various medical and health-related settings to complete their professional development; and

WHEREAS, the Physical Therapy, Occupational Therapy, and Speech-Language Pathology education programs ("Education Program") will be enhanced because of opportunities for students to observe and participate in patient care through the cooperative efforts of the Facility and the University; and

WHEREAS, the Facility operates one or more facilities that deliver patient care and is willing to provide such opportunities for participation in patient care and administrative responsibilities to the University's physical therapy, occupational therapy, and speech-language pathology students (the "Student(s)") at the facilities listed in Appendix "A" hereto and made a part herein and which may be modified to reflect current associates 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 and associated Facilities by providing University's Students a clinical or other practicum educational experience at the Facility to enhance the development of such Students in the attainment of their professional goals.

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 rotations as part of the Education Program. All assigned Students shall have completed the prerequisite didactic portion of the Education Program.

B. The University shall provide the Facility with the current clinical course objectives of the Education Program and evaluation and any other forms to be completed by Facility with respect to the STUDENT experiences.

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 a clinical rotation at the Facility.

E. The University agrees to maintain, for itself and the Students, professional liability insurance with limits no less than One Million Dollars (\$1,000,000) per claim and Three Million Dollars (\$3,000,000) annual aggregate. The professional liability insurance shall remain continuously in effect (through prior acts coverage in renewal policies, tail coverage or otherwise) during the period of the applicable statute of limitations. Such coverage may be provided by commercial insurer, captive insurer, self-insurance or a combination thereof. A certificate of insurance evidencing this coverage shall be provided to the Facility prior to the arrival of the first student at a Facility.

F. 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 rules, regulations, policies and procedures to which Students are expected to comply.

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 supervise Students and 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 "P.T., O.T., SLP Student" and countersigned by 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 clinical and professional performance, formally and accurately review each Student's progress by meeting to review evaluations at mid-rotation and during the last week of rotation, and timely complete and sign all evaluation forms provided by the University. The Facility may keep a copy of the evaluation only with the Student's written consent.

C. Make available parking, classrooms, library and/or medical references, and cafeteria (at Student's expense) to Students while they are assigned to the Facility.

D. The Facility shall permit the Education Program's faculty to visit the Facility during rotations 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 bodies to visit the Facility upon providing reasonable prior written notice.

F. The Facility shall be responsible for providing or arranging for emergency care of Students in the event of injury or illness when Students are on Facility premises. The Students shall be responsible for the cost of such care. Students shall be required to maintain medical insurance during the rotation at their own expense.

G. The Facility agrees to maintain commercial general insurance in amounts no less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) annual aggregate and professional liability insurance (for itself, its employees and agents) in amounts 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 at time of execution of this Agreement. If claims-made, the professional liability insurance shall remain continuously in effect (through prior acts coverage in renewal policies, tail coverage or otherwise) during the period of the applicable statute of limitations. The Facility represents and warrants that supervisors to Students who are not employees of the Facility, shall maintain professional liability coverage in amounts no less than specified herein for the Facility.

H. The Facility shall maintain in strict confidence all Student education records, including, but not limited to academic, health, background check, and drug screen report information, provided to or obtained by the Facility, and in connection therewith, shall comply with all applicable laws and regulations.

I. The Facility agrees that Students will not replace staff nor will they provide health care services to patients except as part of a supervised educational program.

### 3. EXCLUDED PARTIES

Each party hereby certifies to the other that neither it nor its agents and employees involved in the operation of this Agreement at the Facility have been debarred, suspended or otherwise excluded from Medicaid, Medicare and/or any other applicable federally funded health care program.

---

4. HIPAA REQUIREMENTS

The parties agree to comply with the Health Information Technology for Economic and Clinical Health Act ("HITECH Act"), Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320d ("HIPAA") and any current and future regulations promulgated thereunder, including, without limitation, the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 ("Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Part 142 ("Federal Security Regulations"), and the federal standards for electronic transactions contained in 45 C.F.R. Parts 160 and 162, all collectively referred to herein as "HIPAA Requirements". The parties agree not to use or further disclose any Protected Health Information (as defined in 45 C.F.R. Section 164.501) or Individually Identifiable Health Information (as defined in 42 U.S.C. Section 1320d), other than as permitted by the HIPAA Requirements and the terms of this Agreement. The parties agree to make their internal practices, books and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the Federal Privacy Regulations. In addition, the parties agree to comply with any state laws and regulations that govern or pertain to the confidentiality, privacy, security of, and electronic and transaction code sets pertaining to, information related to patients. The University may de-identify any and all Protected Health Information for educational purposes created or received by the 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 45CFR Part 164, Subparts A and E. Solely for the purpose of defining the Students' role in relation to the use and disclosure of Facility's Protected Health Information, the Students are defined as members of the Facility's workforce, as that term is defined by 45 CFR 160.103, when engaged in activities pursuant to this Agreement. However, the Students are not and shall not be considered to be employees of Facility.

5. 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 a 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 the 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 notify the University in writing of its action and the reasons for removal.

6. RELATIONSHIP

A. Both parties expressly intend that with respect to this Agreement the parties shall be independent contractors, and neither party shall have the power to bind the other party or contract in the name of the other party. All persons employed by a party in connection with this Agreement shall be considered employees or contractors of that party and shall in no way, either directly or indirectly, be considered employees or agents or contractors of the other party.



B. Students shall participate in the Program hereunder for the sole consideration of obtaining an educational experience. It is understood that in no event shall Students be compensated or represent themselves as agents 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 a "Physical Therapy, Occupational Therapy or Speech Language Pathology Student". At the same time, it is understood that in no event shall the employees or agents or contractors of the Facility be considered or represent themselves as agents or employees or representatives of the University.

C. The Facility shall at all times maintain responsibility for patient care, regardless if care is delivered by the Students.

7. TERM

The initial term of this Agreement shall be for one (1) year, commencing on \_\_\_\_\_, 20\_\_ and expiring on \_\_\_\_\_, 20\_\_, and thereafter, shall automatically renew for yearly terms; provided, however, that either party may terminate this Agreement at any time by furnishing at least sixty (60) days prior written notice to the other. Any such termination shall not prevent Students then participating in clinical rotations from completing their assignments at the Facility pursuant to the terms and conditions of this Agreement.

8. NOTICE

Any and all notices required or permitted hereunder shall be in writing and deemed effective: (i) upon hand delivery with a receipt obtained, (ii) upon receipt, refusal of receipt or the date noted as uncollected when sent by certified or registered mail, return receipt requested and postage prepaid, or (iii) the earlier of receipt or two (2) business days after deposit with a nationally recognized overnight delivery service (e.g., Federal Express), to the address set forth below or to such other addresses as a party may provide the other in writing pursuant to this paragraph.

As to UNIVERSITY: Nova Southeastern University  
3200 South University Drive  
Fort Lauderdale, FL 33328  
Attn: Dean, Dr. Pallavi Patel  
College of Health Care Sciences

As to FACILITY: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. NO DISCRIMINATION

The parties shall comply with all anti-discrimination laws (including, without limitation, those relating to race, color, religion, sex, national origin, age, disability, marital status, veteran status, sexual orientation, gender identity or other protected status) relating to their respective activities pursuant to this Agreement.

10. ENTIRE AGREEMENT AND MODIFICATION

This Agreement constitutes the entire understanding of the parties with respect to the matters covered herein, and supersedes any prior or contemporaneous agreements, representations or discussions, whether written or oral. This Agreement may only be altered, amended, or modified by a written instrument duly signed by the parties.

11. LAW GOVERNING

This Agreement shall be governed by and construed in accordance with the laws of the state of Florida, without regard to its conflicts of law principles. With respect to any action arising out of this Agreement, the parties accept the exclusive jurisdiction of the state courts in Florida, and agree that venue shall lie exclusively in Broward County, Florida.

12. COUNTERPARTS AND SIGNATURES OF THE PARTIES

This Agreement may be executed in one or more counterparts, each of which shall be an original, but all of which taken together shall constitute one and the same agreement. The parties represent and warrant that the person signing on behalf of the party has authority to sign as its representative. An electronic signature of a party pursuant to law, or a signature of a party transmitted by electronic means, shall be deemed an original signature for purposes of this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement effective on the last date set forth below.

_____	<b>NOVA SOUTHEASTERN UNIVERSITY, INC.</b>
<b>By:</b> _____	<b>By:</b> _____
<b>Title:</b> _____	<b>Title:</b> Dean, Dr. Pallavi Patel College of Health Care Sciences
<b>Date:</b> _____	<b>Date:</b> _____



# **APPENDIX B:**

## **Student Forms**



**OCCUPATIONAL THERAPY**  
**DOCTOR OCCUPATIONAL THERAPY (O.T.D.) PROGRAM**  
3400 Gulf to Bay Boulevard \* Clearwater, Florida 33759-4514  
PHONE: (813) 574-5340 \* 800-356-0026  
WEB: [nova.edu/ot](http://nova.edu/ot)

**Dr. Pallavi Patel College of Health Care Sciences**  
**Department of Occupational Therapy**

**Acknowledgement for**  
**Fieldwork Policies and Procedures and**  
**Receipt of Fieldwork Experience Education Manual**

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

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

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

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

\_\_\_\_\_

Clinical Site COVID-19 Vaccination Acknowledgment Form

As part of the program curriculum, you are required to complete a clinical/practicum(s) experience to earn a degree. The clinical practicum and rotation site to which you are assigned may have additional immunization requirements for participation in their programs, including but not limited to, the COVID-19 vaccination. As a condition of participating in the clinical practicum/experience, students agree to comply with the policies and procedures, including the immunization requirements, of the clinical practicum and/or rotation site to which they are assigned.

Students participating in clinical practicum/rotations acknowledge the following:

- I understand that the clinical site that I am assigned may require the COVID-19 vaccination, or other immunizations, for participation in my clinical practicum or rotation.
- I understand that the University is not required to provide alternative sites for clinical practicums or rotations should I be placed at a site that requires COVID-19 or other immunizations.
- I understand that failure to comply with the immunization requirements for practicum or rotation sites may result in the delay of program completion and/or the inability to satisfy the graduation requirements in my program.
- I understand that should I have questions regarding site-specific immunization requirements, I will contact my program director.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Date

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

{00974328.DOCX. 1 }

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# **APPENDIX C:**

# **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 Dr. Pallavi Patel 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.

DRAFT

# **APPENDIX D:**

# **Occupational Therapy Administrative Staff Department Contact List**

Administrative Staff

NAME AND TITLE	PHONE	EMAIL
<b>Karla Quiñones</b> Program Support Coordinator	(813) 574-5315	<a href="mailto:kquiones@nova.edu">kquiones@nova.edu</a>
<b>Laurene Bowe</b> Fieldwork Support Coordinator	(813) 574-5341	<a href="mailto:lb459@nova.edu">lb459@nova.edu</a>

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Health Professions Division – Dr. Pallavi Patel College of  
Health Care Sciences Department of Occupational Therapy-  
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3400 Gulf to Bay  
Boulevard Clearwater, FL  
33759  
Fax Number (813) 574-5330  
Occupational Therapy Department  
Area code and prefix for all phone 813-574 + Ext.  
The toll free number is (800) 356-0026  
The international toll free number is (800) 541-6682