



**Midwestern University  
Occupational Therapy Program**

**Occupational Therapy Doctorate (OTD)  
Fieldwork Manual**

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## **Introduction**

This manual was created by the Midwestern University (MWU) Occupational Therapy OT Program to support the students and fieldwork sites throughout the fieldwork experience. The faculty of MWU extends a thank you to all of the practicing professionals who take the time and effort to complete this step in the process of preparing our students to become professional occupational therapists. Students use this manual throughout the Program as a guide and learning tool during their fieldwork experiences. We congratulate the students who have reached this point in their education and wish them continued success.

This manual is designed to provide basic information to both the fieldwork students and to those professionals who are giving of their time and talents to educate OT students. Included is general information about AOTA's fieldwork requirements, Midwestern University's Occupational Therapy Program, and specific information related to the fieldwork program. Additional information regarding the occupational therapy program philosophy and curriculum design may be found in the [Program Manual](#). This manual serves as part of the syllabus for the students undertaking Fieldwork in conjunction with the Program Manual, and it also provides procedures, guidelines, and processes for both the Fieldwork sites and the students related to Fieldwork.

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## **Overview of Fieldwork Program**

### **The Fieldwork Program and Purpose**

Learning theories support the supposition that didactic material, supplemented with experiential opportunities, facilitates optimal learning. One way occupational therapy programs provide experiential learning opportunities is through required fieldwork rotations. The goal of Midwestern University's Occupational Therapy Doctorate (OTD) Program is to exceed the standards set by the Accreditation Council of Occupational Therapy Education (ACOTE). It is the student's responsibility to fully engage in all fieldwork opportunities and to integrate the didactic component of the program into the fieldwork experience. This manual serves to provide information to enhance the fieldwork experience, as well as provide guidelines for post-fieldwork procedures. Please read this manual carefully and contact the Director of Clinical Education if you have any questions.

Supervised fieldwork experiences in occupational therapy are an integral part of both the educational process and professional preparation. It is intended to complement academic preparation by offering additional opportunities for growth, learning to apply knowledge, developing and testing clinical skills, and for validating and consolidating those functions that comprise professional competence.

The Occupational Therapy (OT) Program at Midwestern University educates students as generalists with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced. Fieldwork education is to be provided in settings that are equipped to meet the curriculum goals, and provide educational experiences applicable to the academic program. While recognizing the diversity of students and their career goals, the OT Program ensures that each student receives this broad exposure through placement in varied fieldwork settings and with clients across the lifespan.

The purpose of fieldwork experience is to provide occupational therapy students with the opportunity to integrate academic knowledge with application skills at progressively higher levels of performance and responsibility. The unique contributions of fieldwork experience include the opportunity to test first-hand the theories and facts learned in academic study and to refine skills through client interaction under the supervision of qualified personnel. Fieldwork also provides the student with situations in which to practice interpersonal skills with patients/clients and staff and to develop characteristics essential to productive working relationships. Through the fieldwork experience, future practitioners achieve competence in applying the occupational therapy process and using evidence-based interventions to meet the occupational needs of diverse client populations. Fieldwork assignments may occur in a variety of practice settings, including medical, educational, and community-based programs.

### **Fieldwork Experiences**

All OTD students are required to complete three Level I Fieldwork rotations (1.0 credit each) and two 12-week (12 credits each) Level II fieldwork rotations.

Level I Fieldwork are offered in the summer and fall quarters of the second academic year. The three Fieldwork I experiences are aligned with the three OT Practice courses and are

offered concurrently. Therefore, each OTD student will complete one Level I Fieldwork rotation in a setting that serves children, adults, and persons with psychosocial dysfunction as they simultaneously are enrolled in and complete their OT Practice courses for children, adults, and psychosocial/group process.

Level II courses are offered in the second and third years of the OTD curriculum.

Fieldwork IIA is offered January through March of the second academic year. Fieldwork IIB is offered September through November of the third academic year.

### **OT Fieldwork Practice Settings**

Practice settings set forth by ACOTE are also used in the Fieldwork Data Forms. Fieldwork data Forms are available for students to view in the OT Program. Students may be placed in any of the following settings or other emerging areas of practice that are available at the time of the fieldwork match:

#### 1. Hospital based settings

- In-Patient Acute
- In-Patient Rehab
- SNF/Sub-acute/Acute Long Term Care
- Outpatient Hands
- Hospital / Unit Pediatrics
- Pediatric Hospital Outpatient
- In-Patient Psych/ Outpatient

#### 2. Community based settings

- Pediatric community
- Behavioral Health
- Older Adult Community Setting
- Older Adult Day Program
- Outpatient/ hand private practice
- Adult Day Program for DD
- Home Health
- Pediatric Outpatient Clinic

The Occupational Therapy Program at Midwestern University adheres to the ACOTE guidelines which state that a graduate from an ACOTE accredited occupational therapy program must be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service. Fieldwork education is to be provided in settings that are equipped to meet the curriculum goals, and provide educational experiences applicable to the academic program. While recognizing the diversity of students and their career goals, the OT Program ensures that each student receives this broad exposure through placement in varied fieldwork settings and with clients with varying levels of performance across the lifespan. Beginning in the application interview process and throughout the curriculum, the student is counseled as to the importance of fieldwork in diverse settings. The student fieldwork placement process is monitored by the Director of Clinical Education to ensure that students' fieldwork placements are varied. The OT Program also evaluates compliance with this standard through retrospective review of its placement history.

## **Student Supervision**

### **Qualifications for Supervision**

#### **Level II Students**

Level II students must be supervised by a licensed or otherwise regulated occupational therapist who has a minimum of one year of experience subsequent to initial certification (Standard C.1.14, ACOTE, 2017). The program verifies Level II fieldwork educators' credentials prior to the fieldwork rotation.

#### **Level I Students**

Qualified personnel for supervised Level I fieldwork include but are not limited to, currently licensed or regulated occupational therapy practitioners, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists (Standard C.1.9, ACOTE, 2017). Other personnel may also serve as fieldwork educators if they are able to provide adequate supervision to meet the objectives of the experience and the site.

### **Supervisory Models**

Although many sites utilize the one-student to one-fieldwork educator supervisory model, many models are acceptable for student supervision. Acceptable supervisory models for fieldwork include the collaborative three-student to one-fieldwork educator or two-student to one-fieldwork educator model. Additionally, more than one fieldwork educator (e.g., two-fieldwork educator to one-student) can share student supervision. Please contact the Director of Clinical Education or the Assistant Fieldwork Coordinator with any questions about student supervision. The OT Program has a variety of resources and supports for student supervision. Please also see the resources available in the Appendix section.

### **The Supervisory Process**

Fieldwork educators who supervise students must remain sensitive to the changing needs of each student while, at the same time, promoting the student's development of effective therapeutic relationships, evaluation and treatment techniques, and clinical problem-solving skills. In addition, the fieldwork educator must facilitate the assumption of professional responsibility, behavior and attitudes, self-confidence, and personal growth. The Director of Clinical Education and the Assistant Fieldwork Coordinator are available to collaborate with Fieldwork Educators throughout the fieldwork process.

In addition to regularly scheduled meeting times, supervision includes spontaneous discussions, instruction, and guidance. The student/supervisor relationship should be a shared growth experience built on mutually determined needs and objectives. Fieldwork educators give students the feedback essential to their development as therapists and receive students' feedback, which is important to continuing development as fieldwork educators. The need for open, direct, and timely communication cannot be over emphasized.

Fieldwork educators provide a solid foundation and framework of knowledge and experience from which the student can develop a professional identity and philosophy. Independent functioning, thought, and experimentation are encouraged. Different approaches to student supervision may be indicated for different students. There is no single "right" way for the student supervisor to approach every problem or situation. Student supervision is essentially a relationship, and each student offers a new and different experience to the fieldwork educators. Through experience, each fieldwork educator will develop their personal abilities and philosophy concerning the "techniques" and "approaches" useful for supervising students.

Fieldwork requirements are guidelines that represent minimal expectations of performance. The amount and depth of knowledge and experience the student gains depends on the degree to which the student shares the responsibility for learning. The end result of the Level II fieldwork experience is to prepare the student to assume the responsibilities of an entry-level occupational therapist in a given area of practice.

Ongoing communication will occur through web discussions, emails, telephone calls and fieldwork site visits during the time students are on their fieldwork rotations. The Director of Clinical Education makes every effort to stay in communication with students and fieldwork educators throughout the process. Fieldwork educators and students are encouraged to contact the Director of Clinical Education with any questions or concerns as soon as possible.

It is the students' responsibility to communicate with the Director of Clinical Education when there are issues, health concerns, including pregnancy, absenteeism, anxieties, or other matters that may impact their performance and successful completion of these courses.

### **Advising**

All fieldwork advising is handled by the Director of Clinical Education and the Assistant Fieldwork Coordinator. The Program Director is immediately informed and continually updated on the progress of any student experiencing difficulties during a clinical experience. Other faculty advisors, when necessary, may be involved in the process. Students who have concerns about their fieldwork progress, or Fieldwork Educators who have concerns, should contact the Director of Clinical Education immediately.

### **Costs**

All students must be prepared financially to assume the costs that will accompany any fieldwork assignment. In addition to full tuition and fees, expenses may include: additional immunizations, drug testing, physical examinations, finger printing, transportation, travel, parking, housing, and meals, as well as incidental costs such as materials for a special project. It is advisable for the student to have access to a car during fieldwork in the event that public transportation is inadequate or they have to travel some distance to their location.

Due to the limited availability of fieldwork sites throughout the Chicagoland and suburban areas, all students must be prepared to affiliate at sites away from their permanent address

for one 12-week placement, which would then require relocation. Students must be prepared financially to assume the costs associated with this temporary relocation. When it is possible, consideration will be given to those students who have special needs or circumstances.

### **Guidelines for Assigning Fieldwork Placements**

The Director of Clinical Education and the Assistant Fieldwork Coordinator are committed to providing a carefully orchestrated effort to ensure optimal fieldwork experiences. The process involves the Director of Clinical Education and the Assistant Fieldwork Coordinator collaborating with fieldwork sites and students, when possible, to maximize student learning experiences. Students will be assigned fieldwork placements based on available reservations from fieldwork sites for each rotation. The Director of Clinical Education and the Assistant Fieldwork Coordinator may utilize various factors when assigning fieldwork placements, including, but not limited to, cumulative GPA scores, student interests, geographic residence, preferred learning styles, and previous exposure/experiences. Ultimately, the final decision regarding all fieldwork placements is the responsibility of the Director of Clinical Education. Placement conflicts will be handled between the Director of Clinical Education and/or the Assistant Fieldwork Coordinator and the student.

Students will be notified of their final reservation at a site no later than one week prior to the initial starting date of Level I fieldwork rotations and no later than eight weeks prior to the initial starting date of Level II fieldworks. Student requests to change their fieldwork placement after fieldwork reservations have been confirmed will not be honored. Conflicts, cancellations, and special circumstances do not apply to the above-noted timeline and will be handled on a case-by-case basis as deemed appropriate by the Director of Clinical Education. Fieldwork reservations are subject to change due to cancellations and unforeseen circumstances. In these circumstances, every attempt will be made to make changes that reflect the most positive learning experiences for all students.

In the event that extraordinary circumstances occur that have the potential to affect fieldwork placement, the student is responsible for notifying the Director of Clinical Education immediately. The Director of Clinical Education and Program Director will then determine if the circumstances warrant special consideration.

## **Level I Fieldwork**

The purpose of Level I fieldwork is to introduce students to occupational therapy practice while concurrently engaging in academic coursework related to practice with children/youth, adults, and in settings focused on the psychosocial needs of individuals. "Level I fieldwork is integral to the program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process" (Accreditation Council for Occupational Therapy Education [ACOTE], 2017, p.35). 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 (Standard C.1.9, ACOTE, 2017)

### **Level I Fieldwork - OTD Students**

The Level I fieldwork experiences are each worth 1.0 credit and are situated in the summer and fall quarters of the second didactic year to be held concurrent to each of three OT Practice courses. Level I-A experiences are concurrent to OT Practice: Children; Level I-B experiences are concurrent to OT Practice: Adults; and Level I-C experiences are concurrent to OT Practice: Psychosocial or Group Process courses. These experiences focus on children/adolescents, adults, or individuals with psychosocial concerns, respectively. The student will receive a grade of pass or fail for each Level I rotation. The OT Program has course objectives for each course. However, we also collaborate with sites on site-specific objectives. We provide an Objectives Verification Form and ask for any additional site-specific objectives.

**Course Objectives.** At the completion of this FW course, the student will be able to:

1. Use sound judgment in regard to safety of self and others, and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice (ACOTE Standard B.2.8).
2. Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context (ACOTE Standard B.4.7).
3. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction (ACOTE Standard B.5.7).

### **Level I Fieldwork Evaluations**

1. The Level I Fieldwork Student Evaluation is sent to the site Fieldwork Coordinator. A copy is also located in the Appendix section of the Fieldwork Manual.
2. The Student Evaluation of Level I Experience is provided to each student. A copy is also located in the Appendix section of the Fieldwork Manual.

Both evaluations need to be completed and signed by both the fieldwork educator and the fieldwork student. The student is required to submit the evaluations online, email, or fax them to the Director of Clinical Education.

## **Level II Fieldwork**

Level II fieldwork follows Level I fieldwork in the curriculum. Further, Level I experiences cannot be substituted for any part of a Level II experience. The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists (ACOTE, 2017, p. 35). Level II fieldwork is an in-depth experience, "focusing on the application of purposeful and meaningful occupations" (ACOTE, 2017, p. 35). It is required that the student be exposed to a variety of clients across the life span and to a variety of settings. Each 12-week rotation emphasizes the development of disciplined, higher-level critical thinking skills necessary to plan and provide high-quality client care. Students are supervised by registered occupational therapists who have a minimum of one year of practice experience.

A student must complete all coursework at a passing level and have a minimum cumulative GPA of 3.0 to be eligible for Level II fieldwork placement. A student must complete all Level II fieldwork at a satisfactory level in order to graduate and be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) Examination. ACOTE Standards require that students complete a minimum of 24 weeks of full-time Level II fieldwork. This may be completed on a full-time or part-time basis, but may not be less than half time as defined by the fieldwork site (Standard C.1.10, ACOTE, 2017).

### **Level II Fieldwork**

The OTD students complete their Level II-A fieldwork rotations across two academic quarters (winter and spring) of the second year of the OTD curriculum. Therefore, the II-A credit load is divided into two 6-credit courses (OTHED 1636 & 1637). Students complete their Level II-B fieldwork rotations in the fall of the third year of the OTD curriculum as a 12-credit course (OTHED 1738). The OT Program has course objectives for each course. However, we also collaborate with sites on site-specific objectives. We provide an Objectives Verification Form and ask for any additional site objectives.

### **Level II Fieldwork Course Objectives**

Upon completion of this course the student will be able to:

1. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. (ACOTE Standard B.2.7).
2. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. (ACOTE Standard B.2.8).
3. Use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community. (ACOTE Standards B. 4.1).

4. Evaluate client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and nonstandardized assessment tools includes
  - The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
  - Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
  - Performance patterns (e.g., habits, routines, rituals, roles).
  - Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
  - Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. (ACOTE Standard B.4.4).
5. Interpret the evaluation data in relation to accepted terminology of the profession and relevant theoretical frameworks, and interdisciplinary knowledge. (ACOTE Standard B. 4.8).
6. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. (ACOTE Standard B. 4.10).
7. Use evaluation findings based on appropriate theoretical approaches, models of practice, and frames of reference to develop occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components:
  - The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
  - Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems)
  - Performance patterns (e.g., habits, routines, rituals, roles).
  - Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
  - Performance skills, including motor and praxis skills, sensory-perceptual skills,

emotional regulation skills, cognitive skills, and communication and social skills. (ACOTE Standard B.5.1).

8. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation. (ACOTE Standard B.5.2).
9. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods). (ACOTE Standard B.5.3).
10. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration. (ACOTE Standard B.5.5).
11. Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception). (ACOTE Standard B. 5.6).
12. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety. (ACOTE Standard B. 5.18).
13. Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public. (ACOTE Standard B. 5.19).
14. Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan. (ACOTE Standard B.5.21).
15. Select and teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance, participation, and well-being. (ACOTE Standard B.5.24).
16. Identify and demonstrate techniques in skills of supervision and collaboration with occupational therapy assistants and other professionals on therapeutic interventions. (ACOTE Standard B.5.25).
17. Describe the role of the occupational therapist in care coordination, case management, and transition services in traditional and emerging practice environments. (ACOTE Standard B.5.27).
18. Plan for discharge, in collaboration with the client, by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment. This process includes, but is not limited to, identification of client's current status within the continuum of care; identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home

programming to facilitate the client's progression along the continuum toward outcome goals. (ACOTE Standard B.5.29).

19. Terminate occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. This process includes developing a summary of occupational therapy outcomes, appropriate recommendations, and referrals and discussion of post-discharge needs with the client and with appropriate others. (ACOTE Standard B.5.31).
20. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered. (ACOTE Standard B.5.32)
21. Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect society and the practice of occupational therapy. (ACOTE Standard B.7.4)
22. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice* and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings. (ACOTE Standard B.9.1).

## **Level II Fieldwork Evaluations**

1. The AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapist is sent to the Director of Clinical Education and Fieldwork Educator, and the evaluation is also available for completion online through the MWU Rotation Management System. A sample copy is also located in the Appendix section of the Fieldwork Manual. The FWPE should be completed at midterm and at completion of fieldwork. In order to be considered passing, students must obtain the following scores:
  - 6-week midterm evaluation: Satisfactory - a minimum score of 90
  - 12-week final evaluation: Satisfactory - a minimum score of 122
2. The Student Evaluation of the Fieldwork Experience (SEFWE) is provided to each student and must be submitted online. A copy is also located in the Appendix section of the Fieldwork Manual.

Both evaluations need to be completed and signed by both the fieldwork educator and the fieldwork student. The student is required to ensure that both evaluations are submitted online or emailed or faxed to the Director of Clinical Education. The final course grade is determined by the Director of Clinical Education and is based on FWPE scores, feedback from the Fieldwork Educator, and successful completion of course assignments.

Ongoing communication between the students, the Director of Clinical Education, and the Fieldwork Educator occurs through email, web-based course assignments, phone calls and

site visits. The Fieldwork Educator and/or the student should contact the Director of Clinical Education or Assistant Fieldwork Coordinator if there are any concerns at any time.

## **Fieldwork Requirements and Policies**

### **Student Requirements**

Students must meet the following requirements throughout their enrollment in the program. Students are required to maintain copies of documents that demonstrate compliance with these requirements in their personal portfolios, and should be prepared to share copies with the University or with fieldwork sites upon request.

All requirements must be updated or completed and documentation submitted at least two (2) weeks prior to expiration to prevent issues with compliance. Failure to do so may result in a delay of entering fieldwork when scheduled and may subsequently delay the student's progression through the program and graduation.

- Immunizations:
  - Series of three Hepatitis B vaccinations and titers
  - Mumps, Rubella (German Measles), Rubeola (Measles) and titers
  - Varicella and titers
  - Tetanus/Diphtheria/Pertussis
  - Two-step Tuberculosis skin test or Quantiferon test (updated annually)
  - Influenza (updated annually)
- Physical examination upon admission and update annually
- Healthcare Insurance
- Background check (standard check completed by the University)
- American Heart Association Certification in Basic Life Support for Healthcare Providers (adult/child)
- HIPAA (training annually)
- OSHA (training annually)
- Bloodborne Pathogens / Universal Precautions (training annually)
- Successfully passing required classes with 3.0 GPA

Fieldwork sites may have additional requirements (e.g., drug test, fingerprinting, background checks, interview, etc.) that a student must meet to participate in their rotation. The Essential Skills and Abilities noted in the Occupational Therapy Program Manual as requirements for participation in courses and lab experiences are also required for fieldwork rotations.

### **Student Health Records**

All students are required to submit a current copy of their immunization and vaccination history as a part of the matriculation agreement. Each student is responsible for the appropriate maintenance of his or her health requirements and submission of immunization documents to the Wellness Center. Each student should keep current copies of a "Health and Immunization Report" form in their personal portfolio or fieldwork file.

## **Criminal Background Check**

The Joint Commission on Accreditation of Hospitals and Healthcare Facilities now requires that all healthcare workers have a criminal background check prior to working within the organization whether or not they are paid employees. Standard background checks are completed by the University on all students upon matriculation. Additional specialized background checks for some fieldwork sites may or may not be provided by the University and included in their program fees. Students will be required to comply with additional facility requirements and may be asked to pay for a background check and/or fingerprinting and provide the necessary information to do so through the fieldwork site. A prior misdemeanor or felony conviction may affect completion of fieldwork requirements for graduation.

## **Basic Life Support (BLS) for Healthcare Providers Certification**

All students are required to maintain currency in American Heart Association Basic Life Support Certification (adult/child) for Healthcare Providers and to present evidence of current Certification throughout the program. Students must provide the Occupational Therapy Program with a copy of current certification.

## **Additional Trainings**

All students receive training annually on Health Information Portability and Accountability Act (HIPAA), Occupational Safety and Health Administration (OSHA), and Bloodborne Pathogens / Universal Precautions. Students receive a certificate of successful completion which can be shared with sites. The certificates are also maintained electronically by the University.

## **Liability Insurance**

The university provides evidence of liability coverage for each student assigned to a fieldwork rotation. This is submitted annually to the fieldwork sites as directed by the Occupational Therapy Program.

## **Attendance**

Students are required to attend all scheduled days, meetings, trainings, and/or rounds associated with the fieldwork rotation. This schedule may include evenings, weekends, or holidays. If the rotation requires or recommends students to participate in additional activities, the student is expected to do so. Part-time jobs or extracurricular activities are not acceptable excuses for absences. All students MUST notify the Director of Clinical Education or Assistant Fieldwork Coordinator AND the Fieldwork Educators if they are going to be absent at any time from a rotation. All students are expected to be in daily attendance throughout each rotation unless prior arrangements have been made with their Fieldwork Educator AND the Director of Clinical Education. Unexcused tardiness and absences from a rotation may jeopardize a student's success in completing fieldwork.

Due to the minimum number of weeks required for fieldwork, students will be required to make up all time missed due to illness or emergencies. If there are any questions regarding making up time, please contact the Director of Clinical Education. Students who do not complete experiential time requirements for Fieldwork I or II are at risk for failing those courses.

### **Personal and Professional Responsibilities**

Students must know and adhere to regulations of the University and "The Occupational Therapy Code of Ethics" (see Resource section). Students must also comply with regulations of the College, the Program, and fieldwork facilities.

### **Professional Attire**

The therapist's appearance influences patient, client, family and staff reactions to the therapist. Fieldwork students are expected to maintain professional standards of dress and grooming. Identification (ID) badges are required for entrance to all fieldwork settings. Students are required to wear either their MWU ID badge or an ID badge provided by the fieldwork site during the time they are on a fieldwork assignment.

Students are expected to conform to the dress code requirements established by the setting to which they are assigned. Clothing and footwear should be clean, functional, and modest at all times: uniforms, lab coats, or scrubs may be required. Students are expected to wear Midwestern University identification badge at all times. For health and safety reasons, only a minimal amount of simple jewelry is recommended. Hair, if longer than shoulder length, should be held away from the face in some manner. This is necessary for the protection of the student when working with equipment and also as a courtesy to the client. Students are expected to present themselves in a manner that reflects the practice of good hygiene. Students are expected to avoid the use of perfumes and colognes.

### **Financial Aid**

Students completing Level II Fieldwork are still enrolled as full-time students and are required to follow University policy. Therefore, if Fieldwork II rotations should fall outside of University and OT Program timeframes, it is the student's responsibility to communicate with the Registrar's Office and the Financial Aid Department, as there may be financial ramifications.

### **Scholarships and Financial Assistance Programs**

Any student who is receiving financial assistance in the form of scholarships or other resources from a hospital or clinic must inform the Director of Clinical Education immediately upon signing a contract. A copy of the contract you sign with the facility should be given to the Director of Clinical Education. Due to the conflict of interest which may arise in this situation, students may not be allowed to do Fieldwork in a center where they have made a commitment to work upon graduation in exchange for financial assistance

## **Students with Disabilities**

Students should refer to the policy listed under "Disability Services" in the MWU Student Handbook for further information.

## **Students' Frequently Asked Questions about Fieldwork**

To see answers to students' frequently asked questions about fieldwork, please visit <https://www.aota.org/Education-Careers/Fieldwork/Answers.aspx>.

## **Temporary Medical Conditions**

As stated in the University Handbook, Student Services will provide assistance to students who experience temporary medical conditions that interfere with their ability to fully participate in their academic program. Examples of temporary conditions include, but are not limited to, broken bones, hand or back injuries, pregnancy complications, short term impairment following surgery or other medical procedures or nursing after pregnancy. Documentation may be required from a health care provider to support the student's request. The manner and type of assistance will be determined in consultation with the faculty of the student's program of study. Students with temporary medical conditions are still required to meet the educational and technical standards of the University and their program. If a student is not able to meet the educational and technical standards with reasonable assistance, the student will be placed on medical leave of absence.

## **Time Limits for Completion of Coursework**

The curriculum for the Occupational Therapy Doctorate degree is a continuous, full-time program, extending 33 months from matriculation to graduation. The maximum allotted time for completion of this program is 49.5 months. It is also required that all Level II fieldwork requirements must be fulfilled within 16.5 months of completion of the didactic portion of the program.

## **Fieldwork Performance**

Level I and Level II fieldwork experiences are designated as courses in the academic program. Students will receive a grade of pass (P), fail (F) or incomplete (I) for each Level I and Level II fieldwork experience. Grades are based on the criteria in the course syllabi that include completion and submission of all evaluations, completion of all course requirements, and approval of the Director of Clinical Education and the Program Director. A student must achieve at least minimal competence as determined by the FWPE in order to pass a Level II fieldwork course.

### **Satisfactory Performance**

Students are required to conduct themselves professionally and obtain a passing score on their performance evaluations. Each assignment in a fieldwork experience is an important measure of competency in the practice of occupational therapy. Therefore, it is important that students complete all assignments and requirements of the site. It is expected that students may spend several hours outside of fieldwork to complete assignments or other site requirements.

### **Unsatisfactory Performance**

If a student has concerns about their performance, it is their responsibility to contact the Director of Clinical Education. If a student is at risk of failing a fieldwork experience, the Fieldwork Educator/supervisor should call the Director of Clinical Education immediately to inform the program of the student's status. The Fieldwork Educator should document the behavior, a plan of remediation, and the result. A Learning Contract may be utilized for this purpose.

The decision to terminate an affiliation is based on the assessment of: 1) the student's difficulties and the potential to remain in the fieldwork setting without being disruptive to patient care; 2) the student's response to supervisory feedback; and 3) the student's potential to change skills, judgments, and/or professional behaviors to successfully complete the fieldwork rotation in a reasonable amount of time, and 4) Willingness of the site to allow the student to return if the student takes a leave of absence (LOA). If a fieldwork is terminated for any of the above reasons, An Academic Review Committee (ARC) meeting may be required.

If a student fails a fieldwork course, the process of Academic Review as documented in the University Catalog will be implemented. If the student repeats a fieldwork course, the student will re-register for the same course during the next quarter the course is offered.

### **Incomplete in Fieldwork**

Students receiving an INCOMPLETE as a grade for fieldwork are not required to pay tuition during the quarter when the INCOMPLETE is removed. However, the student must pay fees, notify the MWU Registrar and financial aid departments, and assume responsibility for any additional expenses incurred due to the extended time frame.

## **Leaves of Absence**

Any discontinuation of Level II fieldwork as a result of withdrawal, failure, or any other reason, must be requested formally as a leave of absence (see MWU Student Handbook). A leave of absence is not "automatically granted".

## **Reference**

Accreditation Council for Occupational Therapy Education (ACOTE). (2017). 2011 Standards and Interpretive Guide Version: April 2017 Interpretive Guide Version. Available at <https://www.ota.org/-/media/corporate/files/educationcareers/accredit/standards/2011-standards-and-interpretive-guide.pdf>

## **Resources**

### **Links to Online Resources**

1. The American Occupational Therapy Association Code of Ethics (2015):  
<http://ajot.aota.org/article.aspx?articleid=2442685>
2. The American Occupational Therapy Association Self-Assessment Tool for Fieldwork Educator Competency: [https://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20\(2009\).pdf](https://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20(2009).pdf)
3. Understanding the OT/OTA Fieldwork Performance Evaluations:  
<http://www.aota.org/Education-Careers/Fieldwork/Supervisor/Inservice.aspx>
4. Personal Data Sheet:  
<http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/persdata.ashx>
5. Fieldwork Education Resources link to American Occupational Therapy Association: <http://www.aota.org/Education-Careers/Fieldwork/Supervisor.aspx>
6. AOTA Steps to Starting a Fieldwork Program: <http://www.aota.org/Education-Careers/Fieldwork/NewPrograms/Steps.aspx>
7. American Occupational Therapy Association Ethics documents:  
<http://www.aota.org/en/Practice/Ethics>
8. Illinois Department of Financial and Professional Regulation:  
<http://www.idfpr.com/profs/occtherapy.asp>
  - a. Illinois Occupational Therapy Licensure Application
  - b. Illinois Occupational Therapy Practice Act
  - c. Illinois Occupational Therapy Rules
9. National Board for Certification in Occupational Therapy Candidate Information:  
[https://www.nbcot.org/-/media/NBCOT/PDFs/Cert\\_Exam\\_Handbook.ashx](https://www.nbcot.org/-/media/NBCOT/PDFs/Cert_Exam_Handbook.ashx)
10. Illinois Occupational Therapy Association Fieldwork Resources:  
<https://www.ilota.org/fieldwork-resources>

### **Articles for Fieldwork Educators/Supervisors:**

- Andonian, L. (2017). Occupational therapy students' self-efficacy, experience of supervision, and perception of meaningfulness of Level II fieldwork. *The Open Journal of Occupational Therapy*, 5(2). <https://doi.org/10.15453/2168-6408.1220>
- Campbell, M. K., Corpus, K., Wussow, T. M., Plummer, T., Gibbs, D., & Hix, S. (2015). Fieldwork Educators' Perspectives: Professional Behavior Attributes of Level II Fieldwork Students. *The Open Journal of Occupational Therapy*, 3(4). <https://doi.org/10.15453/2168-6408.1146>
- Iloff, S. L., Tool, G., Bowyer, P., Parham, D., Fletcher, T. S., & Freysteinson, W. M. (2019). Occupational Therapy Student Conceptions of Self-Reflection in Level II Fieldwork. *Journal of Occupational Therapy Education*, 3 (1). <https://doi.org/10.26681/jote.2019.030105>

- Kinsella, A. T., & Piersol, C. V. (2018). Development and Evaluation of a Collaborative Model Level II Fieldwork Program. *The Open Journal of Occupational Therapy*, 6(3). <https://doi.org/10.15453/2168-6408.1448>
- Snyder, K. (2018). Exploring Students' Use of Feedback During Occupational Therapy Level II Fieldwork Experiences. *Journal of Occupational Therapy Education*, 2 (2). <https://doi.org/10.26681/jote.2018.020204>
- Wallingford, M., Knecht-Sabres, L. J., Lee, M. M., & St. Amand, L. E. (2016). OT Practitioners' and OT Students' Perceptions of Entry-Level Competency for Occupational Therapy Practice. *The Open Journal of Occupational Therapy*, 4(4). <https://doi.org/10.15453/2168-6408.1243>

### **Appendices**

Please see the links to the following appendices on the MWU OT Program website:

- Appendix A: Occurrence Report
- Appendix B: Learning Contract
- Appendix C: Weekly Check-In Form
- Appendix D: Student Questionnaire
- Appendix E: Student Self-Assessment
- Appendix F: Fieldwork Performance Evaluation (FWPE) (Sample)
- Appendix G: Student Evaluation of Fieldwork Experience (SEFWE)
- Appendix H: Level I Fieldwork Student Evaluation
- Appendix I: Student Evaluation of Level I Fieldwork
- Appendix J: Verification Form for Level I
- Appendix K: Verification Form for Level II
- Appendix L: Directions for Using MWU Library for OT Preceptors