

**Trinity Washington University  
Master of Occupational Therapy Program  
Fieldwork Manual**

## TABLE OF CONTENTS

### I: GENERAL

- A. Fieldwork Overview.....4
- B. Course Sequence and Description

### II: FIELDWORK POLICIES AND PROCEDURES

- A. Contract/Site Selection Process.....9
- B. Student Assignment Process.....10
- C. Communication.....12
- D. Placement Conflict Statement.....12
- E. Special Accommodations.....13

### III. ROLES AND RESPONSIBILITIES

- A. Academic Institution/AFWC.....13
- B. Clinical Facilities and Fieldwork Educators.....14
- C. Students Responsibilities.....15
- D. Medical Requirements.....16
- E. Criminal Background Check and Drug Screen.....16
- F. Liability Insurance.....17
- G. Maintaining Confidentiality – HIPAA.....17
- H. Dress Code.....18
- I. Contacting the Site.....19

### V. FIELDWORK LEVEL I

- i. Description.....17
- ii. Hours and Requirements.....19
- iii. Student Learning Objectives.....20
- iv. Grading and Evaluations.....20
- v. Attendance Policies.....21
- vi. Forms.....22

## VI. FIELDWORK LEVEL II

i.	Description.....	21
ii.	Hours and Requirement.....	22
iii.	Student Learning Objectives.....	22
iv.	Grading and Evaluations.....	23
v.	Attendance Policies.....	24
vi.	Forms.....	25
vii.	Procedures for Students at Risk for Failure.....	25

## VII. APPENDICES

- Acknowledgment of Receipt and Review of MOT Fieldwork Manual
- HIPAA Student Acknowledgement Form
- Level I Supervisor Qualification Form
- MOT Level I Learning Objectives Collaboration Form
- Level I Attendance Sheet
- AOTA Level I FW Competence Evaluation for OT and OTA Students
- Level I Student Fieldwork Performance Evaluation
- Site Selection Criteria Form for Level II Rotations
- Level II Confirmation of Fieldwork Educator's Professional Qualifications
- Fieldwork Site Visit Form
- MOT Level II Learning Objectives Collaboration Form
- MOT Student/Supervisor Weekly Review Form
- Personal Data Sheet
- Fieldwork Educator Resources List

## Fieldwork Overview

Fieldwork (FW) is an integral part of the MOT program and is threaded throughout the curriculum. Embedded clinical and FW experiences are a requirement for graduation from Trinity's MOT program. The profession requires the completion of FW to become an occupational therapy practitioner.

According to the 2018 Accreditation Council for Occupational Therapy Education (ACOTE) accreditation standards:

*Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career*

*responsibilities. Fieldwork work experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of a qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with program's fieldwork education requirements (Section C.1.0).*

The FW experience is a collaborative process designed to promote the development of clinical reasoning skills, reflective, client-centered practice, and adherence to ethical standards. MOT students are provided with opportunities to apply theoretical principles attained through didactic coursework to clinical practice through observation, the practice of assessment, and intervention, under the supervision of qualified personnel.

FW experiences provide opportunities to interact with clients, caregivers, and professionals in diverse practice settings. Through instruction, feedback, and hands-on participation in the occupational therapy process, students gain the skills necessary to address the occupational needs of persons, groups, and populations to develop into the role of entry-level occupational therapy practitioner.

The Trinity MOT program recognizes the vital role that FW and related clinical experiences play in the education of occupational therapists. Trinity's MOT program requires 69 graduate credits and involves seven semesters of full-time study, with Level I FW integrated throughout the curriculum beginning semester two, year one. All Level I FW experiences are equal in rigor. Level I FW consists of four 32-hour rotations in various traditional and emerging settings.

Upon completion of didactic coursework, students enroll in two 12-week, full-time Level II FW rotations in traditional or emerging practice settings. Students must complete a total of 24 weeks of full-time Level II FW to be eligible for graduation. Level II FW is vital to becoming a knowledgeable, competent, and confident occupational therapy practitioner.

## **FIELDWORK PROCEDURES**

### **Contract/Site Selection Process**

For a student to be placed at a FW site, there **must** be a signed contract with Trinity Washington University, including the MOT program. The contract is an agreement that outlines the respective responsibilities of the university and the FW site. Each contract must be reviewed and signed by the Trinity administrators and by the FW site's designated representatives to reflect a fully executed contract.

The contract process may take up to 6 months or more to complete. Unexpected circumstances may further delay or prevent the contract from being executed. The MOT program cannot guarantee that a contract being pursued to meet a student's request will be wholly completed despite the efforts and timely submission of the AFWC.

The MOT program evaluates and selects FW sites continually. Site selections are based on the site's ability to effectively meet the program's specific educational objectives and provide adequate supervision as outlined by ACOTE (2018) standards, all of which prepare the student to become an entry-level generalist occupational therapist in that setting. The selection and monitoring process includes communication and discussions, which may be done via an in-person or virtual site visit, email, and phone call. The FW site and university share information that includes specific site data, course syllabi, and FW objectives.

Current FW site agreements and contracts are maintained in the university's electronic database. The AFWC solicits and requests reservations from FW sites based on the number of students that need to be placed and the appropriateness of the site for the needs of the student. The AFWC confirms a currently executed contract and the number of placements that the facility will provide for Trinity MOT students.

Criteria for site selection:

1. Willingness to enter into a contractual agreement to participate in student education.
2. Provide opportunities for practical application of principles learned in the academic program and appropriate to the student's learning needs.
3. Provide opportunities for carrying out professional responsibilities with appropriate supervision and professional role modeling.
4. An adequate number of qualified staff to provide appropriate supervision for students as defined by federal and state regulations. Level II supervisors must be registered/licensed occupational therapists with a minimum of one year of experience.
5. Documented student performance objectives that delineate what the student must achieve to be successful, based upon entry-level staff performance requirements for the site (objectives are usually explicitly related to performance evaluation)
6. Verification of the site's ability to meet course objectives in accordance with the department's curriculum design (signed Fieldwork Objectives form)
7. Complete an evaluation of the student's performance using required Trinity University forms.

The process for selecting Fieldwork sites includes the following:

1. The AFWC or their delegated representative will discuss the MOT program with the site coordinator or other site representatives.
2. The AFWC or their delegated representative will present information about the site to faculty and the program director for a robust discussion.
3. Once an agreement is made to pursue a partnership, the AFWC will share the institution's MOU/clinical contract template with the site coordinator or other site representative.

4. If both parties agree to the criteria for MOT fieldwork, an MOU/clinical contract is fully executed as indicated with signatures on the document from both parties.

### **Student Assignment Process**

The placement process is ongoing, and scheduling with FW sites that have current contracts occurs year-round. Fieldwork advisement begins in the student's first semester. All eligible students are encouraged to participate in the selection process by indicating their interest in a particular setting or site. However, there is **NO GUARANTEE** that the student will be placed at a requested or preferred site, as placements are based upon availability and appropriateness of the site to meet the academic needs of the student. The AFWC requests placements from facilities. The facility may either accept or reject the request. Final placement decisions rest with the AFWC.

All FW sites are considered a resource of Trinity's OT programs, not the individual student. Students are not to contact currently or prospectively contracted sites to establish personal FW placement without prior permission of the AFWC. If a student discovers or has knowledge of a new facility, in-state or out-of-state, that may be appropriate for Level I and/or Level II FW placements, the student is to give that information to the AFWC, who will make the proper contacts to establish a contract. If the site is deemed compatible and able to provide an experience consistent with ACOTE standards and Trinity's curricular objectives, the AFWC will work to establish a contract and collaborate on FW learning objectives. Upon execution of that agreement, the site becomes a part of the program's pool of FW sites, and as such, is open to all students for consideration.

The following criteria are used for assigning students to FW sites:

- a. The site's ability to provide the student with an appropriate FW experience
- b. Student requests regarding the geographical area and setting
- c. Interest and compatibility with the site
- d. The best fit for the learning environment is whether the student would benefit from a slow versus fast-paced setting.
- e. Student current cumulative GPA and faculty input may be used where more than one student is interested in a site
- f. A drawing or lottery may be implemented, where students choose available FW site names and are given a time frame to trade sites with other students. After which, they must confirm via email to the AFWC by the specific deadline.

All students must participate in FW advising sessions to discuss the desired location and/or type of setting. Students are welcome and encouraged to review and discuss the list of facilities with whom the Trinity MOT program has contractual agreements during FW advising sessions. The AFWC will contact those sites to inquire about FW opportunities. Students must be flexible and understand that alternative locations may be required. Students must be prepared to travel a 60-mile radius or more for each of their fieldwork experiences/rotations.

When a student is assigned to a site, the student receives an email with the dates of the FW

experience, location, site contact, and other relevant information. The student must acknowledge receipt of the placement. Failure to respond could potentially delay or prevent that student from meeting the FW requirements for the associated course.

**Level I Fieldwork Assignment:** Trinity's MOT program incorporates three Level I FW experiences into the curriculum. Each FW experience requires a minimum of 32 hours.

Beginning in orientation, the AFWC will discuss and explain the purpose and types of Level I FW experiences available. Students must be prepared to complete Level I FW within the Greater DC Metropolitan Area.

**Level II Site Assignment:** Students submit their Fieldwork Preference Form and complete FW advising to collaborate with the AFWC. Students may update their preference form as needed and schedule FW advising sessions with the AFWC. The AFWC may also request FW advising sessions as new information becomes available. The AFWC, in collaboration with faculty, will complete a professional behaviors assessment on each student and use the results as a part of fieldwork advising in the student's 5<sup>th</sup> semester before going out on Level II FW.

Students are required to complete two full-time, 12-week Level II FW rotations in two different practice settings.

The AFWC will meet with students to introduce the requirements for Level II FW completion, sample Level II FW objectives, AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student, and the Student Evaluation of Fieldwork Experience.

Once FW sites have been assigned, students cannot cancel or change sites. Extenuating or emergency situations will be handled on a case-by-case basis. This will require evidence of the emergency and approval from the AFWC and the program director.

If the site cancels a FW rotation, the AFWC will meet with the student to establish an alternate plan. Every attempt will be made to place the student in a similar facility. However, student placement will be made based on site availability and the appropriateness of the facility to meet the academic needs of the student. The student should be aware that this might result in delayed placement, which could postpone the date of graduation.

### **Placement Conflict Statement**

Students may not be placed in nor participate in FW at any site or under any supervisor, which may be construed as a conflict of interest. This includes, but is not limited to, the following:

- a) Any facility with a supervisor the student has worked with in the last five years before beginning Level II FW.
- b) Any facility in which the student has prior associations or relationships, which may include, but are not limited to, relatives/family members (by blood, marriage, or adoption), friends, civic associations, or employment.
- c) Any facility where the student or family member(s) have a stake or ownership.

## **Communication**

Trinity's occupational therapy department is committed to promoting successful FW experiences by maintaining effective communication with FW educators and students. The department utilizes formal and informal communication systems to build partnerships with colleagues in the community. The AFWC is responsible for initial verbal and written communications with clinical site coordinators and FW educators. There is an ongoing commitment to evaluate and inform the FW component of the program with collaboration on student objectives, assignments, and clinical visits throughout the student evaluation process.

Open and effective communication between the student, FW educator, and AFWC is critical to a successful FW experience. The AFWC will communicate with the FW educator at least once during the rotation. WHEN FEASIBLE, the AFWC will coordinate to complete a site visit during Level II experiences. If an on-site visit is not possible, the AFWC may complete a virtual site visit or phone call to collaborate with the FW educator and student. The outcome of the site visit conversation will be documented in Starfish.

If a minor concern or issue arises while participating in FW, the student, and FW educator are encouraged to address it immediately between the two parties. However, the AFWC is available via email or telephone to assist with problem-solving and offer suggestions for alternative communication strategies. To maintain effective and open communication, the student, FW educator, and AFWC should operate within the following guidelines:

- a) During Level I and Level II FW, minor concerns or problems should be addressed between the student and the FW educator immediately.
- b) The AFWC must be contacted by the student and FW educator about any concerns or issues that cannot be immediately resolved or may affect the student's successful completion of FW. The AFWC will take support and advise the student and FW educator about how to proceed.
- c) If the student or FW educator contacts the AFWC with concerns before attempting to work out the issues with the other party, the AFWC will actively listen and then direct the student or FW educator back to the other party with suggestions for problem-solving and/or alternative communication strategies.
- d) If the student and/or FW educator are not satisfied that the issue or concern has been resolved during their discussion, then the assistance of the AFWC should be requested.
- e) The AFWC is available to assist both parties individually or together to think through problems and concerns, suggest alternative communication techniques, and develop viable solutions.

In cases where a site visit is possible, the AFWC or MOT faculty representative will be available to meet with the student and the FW educator on-site or virtually.

## **Special Accommodations**

Students with an identified disability may request reasonable accommodations from a FW facility. Students with a disability need to inform the AFWC well in advance of the need for



accommodations on FW, and the student must also contact Trinity's Office of Disability Support Services to discuss accommodations prior to the start of the placement. Students are not required to inform the facility of their disability. The student must give explicit written permission to the AFWC and/or faculty to discuss their disability with a FW facility or FW educator.

## **ROLES AND RESPONSIBILITIES**

### **Academic Fieldwork Coordinator (AFWC) Responsibilities**

The AFWC is a full-time employee of Trinity's MOT program and is responsible for the program's compliance with ACOTE FW education requirements. The AFWC is responsible to:

- a) Provide leadership and direction regarding ACOTE accreditation FW requirements.
- b) Initiate and maintain contracts between clinical facilities and the MOT program to ensure a legal agreement covers any placement at a clinical FW site.
- c) Coordination of contract agreements and student clinical placements.
- d) Maintain information regarding Trinity courses and FW to be available for students and clinical instructors to review as needed.
- e) Maintain files of current information on FW facilities annually and when significant changes occur.
- f) Establish and maintain relationships with on-site FW educators through email, phone, virtual, and on site-visits to FW sites as possible.
- g) Collaborate with FW educators to establish FW parameters, i.e., requirements, timeframes, and schedules before the onset of FW experiences and rotations.
- h) Collaborate with FW educators to define measurable objectives for FW education before the onset of FW experiences and rotations.
- i) Schedule students for occupational therapy FW, in collaboration with the FW facility, assigning only students who have satisfactorily met the academic requirements.
- j) Collaborate with students and faculty to coordinate placements that best fit each student's professional development needs.
- k) Document learning outcomes and assessment data.

### **Clinical Facility Responsibilities**

**The Site Clinical Coordinator/Fieldwork Coordinator** is an employee or representative of the facility designated as the contact person for student placements. This person may or may not oversee the day-to-day clinical experience of the student.

**The Fieldwork Educator** is an employee or representative of the facility. They are responsible for direct supervision of the student. The FW educator is responsible for instructing and training at the FW site following the current AOTA and ACOTE standards, Trinity and the facilities' educational goals, and policies and procedures of the facility.

The facility and AFWC will collaborate to:

- a) ensure that FW educators have a minimum of one year of experience and meet licensing requirements of the state in which they practice (required by AOTA)
- b) ensure that FW educators are adequately prepared to supervise a student. The facility will contact the AFWC for resources as needed prior to the onset of the FW experience and rotation.
- c) provide updated information about the facility and education program. This includes philosophy, purpose, types of clients, assessment measures, treatment theories and techniques, learning experiences available, measurable objectives, rules and regulations of the facility, and methods of evaluating students (these are included in the AOTA Data form).
- d) ensure there is a current memorandum of understanding or clinical affiliation agreement between the facility and Trinity Washington University
- e) establish learning objectives prior to the onset of the FW experience and rotation. The facility may provide site-specific learning objectives related to the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student

The fieldwork site will:

- a) provide students with a thorough orientation to the facility, including policies and procedures, rules, regulations, medical requirements, general expectations, and channels of communication for the facility.
- b) communicate FW objectives and assignments as necessary to successfully complete the FW experience.
- c) provide a progressive learning experience in expectation and the level of supervision, as appropriate. Ensuring that the supervision provided is direct and decreases as appropriate for the setting to build entry-level competency skills (ACOTE, 2018, C.13)
- d) assign patients/clients appropriate to the student's level of education and experience.
- e) provide regular coaching and instruction to the student to optimize their performance. Weekly formal feedback and goal setting with student is recommended.
- f) evaluate student regularly. If there is a problem, this should be discussed with the student as soon as possible, documenting evidence of the problem. This should be forwarded to the AFWC, along with a plan for addressing areas of concern. Notify the AFWC of serious issues as soon as possible.

Trinity encourages open communication and works with the facility and student to resolve clinical FW issues. If a student's performance concerning patient treatment is unsatisfactory, and/or the student cannot function satisfactorily to meet the measurable objectives of the FW experience, the student's FW may be terminated by the facility and/or the occupational therapy department.

Upon completion of FW, evaluate student performance using the designated performance evaluation. Student performance will be communicated to the MOT program in a timely manner. The FW educator will submit original forms, appropriately dated, and signed according to the timetable established for that rotation.

### **Students Responsibilities**

Students are expected to be active during the learning process and have the following responsibilities:

- a) Maintain and show proof of up-to-date immunizations, medical requirements, and Basic Life Support CPR certification as outlined by the facility and academic program. Students should be prepared to provide up-to-date personal information as required by the facility (i.e., additional background check, nicotine and/or drug test, health information, etc.)
- b) Demonstrate professional behaviors, which begin in the classroom, and extend to the FW experience. Students will be assessed using Trinity's Professional Behavior Assessment. Professional behaviors include but are not limited to:
  - a. Regular and prompt attendance
  - b. Attentiveness and engagement in academic and clinical instruction
  - c. Professional presentation in attitude and attire
  - d. Showing respect for peers, instructors, and other professionals
  - e. Working cooperatively with all persons without bias or prejudice
  - f. Receiving feedback and modifying behaviors as a part of the learning process
- c) Contact assigned FW sites confirming the date of the FW experience with the FW educator, according to the timetable established by the academic program prior to the start of FW rotation. Students must also confirm all FW site requirements (for example, work schedule, dress code, medical requirements, parking, etc.).
- d) Arrange and maintain transportation for each FW experience/rotation duration.
- e) Adhere to ethical standards of AOTA, Trinity, and the clinical facility, which include but are not limited to:
  - a. Abide by the legal rights of the client confidentiality according to HIPAA. Students must respect the confidentiality of privileged information about patients/clients and facility to family members, friends, or others who should not have access to this information.
  - b. Maintain appropriate and professional relationships with clientele.
  - c. Show clients respect and consideration without bias toward race, creed, or gender.
- f) Comply with the rules and regulations of the facility assigned. Such regulations may include dress, behavior, and attendance.
- g) Consistently observe universal precautions, infection control procedures, and all safety protocols outlined by AOTA, the FW facility, and Trinity.
- h) Accept supervision and constructive criticism.
- i) Maintain flexibility.
- j) Take the initiative for your learning by seeking evidence and asking for assistance, as necessary.
- k) Complete assignments on time from the academic program and the clinical/FW site
- l) Participate in meetings and professional development opportunities and document such

experiences.

- m) Complete accurate evaluations of self, the facility, and the FW experience.
- n) Submit Student Evaluation of the Fieldwork Experience (SEFWE), collaboration forms, and assignments to the AFWC.
- o) Demonstrate competency by the end of FW experience, as evidenced by a passing grade on the AOTA FWPE.

### **Medical Requirements**

Students are ultimately responsible for keeping the following records current and accessible for use during FW rotations. Some FW sites require additional certifications or immunizations along with the below requirements. It is the personal and financial responsibility of the student to ensure compliance with all FW site health requirements. Information regarding site requirements may be obtained from the AFWC and should be confirmed with the site during the student's initial contact with the FW educator. Students enrolled in the MOT program at Trinity Washington University must present proof of the following requirements via the clinical clearance database.

- Current CPR certification: American Heart Association Basic Life Support for Healthcare Providers. No fully online courses (renewal every two years)
- PPD or Tine tuberculin test (annually)
- Influenza (annually)
- COVID-19
- Proof of health insurance (annually)
- Physical Exam on University Health Form, which includes (Immunizations)
- Immunizations (measles, mumps, rubella, varicella) completed by a doctor and proven through titer results
- Hepatitis B vaccination series or signed declination form
- Adult T-Dap (tetanus, diphtheria, and pertussis) vaccination
- Polio vaccine
- Student Statement of Responsibility

Students must upload all documents into the assigned clinical clearance database. Students should be prepared to submit these documents to their FW site as requested.

### **Criminal Background Check & Drug Screen:**

- A criminal background check will be required prior to Level I and II FW experiences/rotations. Students must go to <https://exxat.com/>. Follow the instructions, and input the code specific to Trinity Washington University's MOT program. This background check will cover a national database review, an OIG review, and a residency history. If your FW site requires additional review types, please contact the AFWC, who can assist you in the background check process.
- State law may require some sites to require an adult/child abuse clearance before students are allowed into the clinical setting. If needed, any associated fees will be the responsibility of the student.

- Updates may be required based on the fieldwork site.

**Liability Insurance:**

Liability insurance is required for Level I and Level II FW students. Trinity Washington University carries liability coverage for all registered students participating in FW.

**Maintaining Confidentiality – HIPAA Guidelines for FW students:**

According to AOTA, the following are guidelines for students participating in Level I and Level II FW:

"Per HIPAA guidelines, students cannot report this information in fieldwork assignments such as case study presentations:

- Name
- Location – includes anything smaller than the state, such as street address
- Dates – all, including date of birth, admission, and discharge dates
- Telephone numbers
- Fax numbers
- Electronic email addresses
- Social Security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate or license numbers
- Vehicle identification numbers and license plate numbers
- Device identifiers and their serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full-face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code.
- For written reports, the following information **can** be shared:
  - Age (age 90 and over must be aggregated to prevent the identification of older individuals)
  - Race
  - Ethnicity
  - Marital status
  - Codes (a random code may be used to link cases, if the code does not contain, or is not a derivative of, the person's social security number, date of birth, phone/fax numbers, etc.).

Students, as well as therapists, often keep "working files" in their desks. This is still allowed under HIPAA guidelines; however, this information must be locked in a file cabinet when not in use and must be shredded when no longer needed." HIPAA Guidelines for Fieldwork (2015). Retrieved from <http://www.aota.org/Education-Careers/Fieldwork/Supervision/HIPAA.aspx>

## **Dress Code**

During Level I FW, unless otherwise instructed by the site, students are required to wear the approved Trinity Washington University OT student polo shirt and khaki/black style pants to the FW site. Closed toes shoes are required. No hats are to be worn while on FW. The polo shirt is available via This is available for purchase at <https://novauniforms.com/product-category/bundles/trinity-washington-university-occupational-therapy/>

During Level II FW, students must follow the professional dress policy of the FW site. Students must be appropriately dressed. Cleanliness, professionalism, tasteful presentation, and safety are the primary considerations for your appearance.

- All clothing should be clean, neat, and unspotted.
- Perfume/aftershave (if worn) must be mildly scented, not excessive. Any prominent scent has the potential to be offensive or cause an allergic reaction in a sensitive patient/coworker.
- Fingernails should be kept clean with filed, smooth edges. Long nails that could harm a patient's skin or be broken during work are unacceptable. No brightly colored, flashy polish/designs or chipped nail polish.
- Long hair must be tied back during patient care. The front and sides of long hair may be pulled back if that is sufficient to prevent hair from falling forward.
- Appropriate leg and foot covering will be worn as deemed by the facility.
- Tops should be of opaque fabric (not see-through), fit properly, not too tight, or too loose, and long enough to remain tucked in with movement (i.e., no bare midriffs). T-shirts may not be worn that convey a casual appearance; they may not have imprinted wording. Depending on the setting, collar shirts and ties may be appropriate for men.
- Pants should fit properly, loose enough to allow for mobility, but not to present a safety hazard by getting caught in equipment. Denim jeans or similar jean styles, leggings, shorts, or skintight stretch pants are unacceptable.
- Skirts and dresses may be worn at an appropriate length, not more than 1" above the knee, and have no slits above the knee.
- Jewelry should be simple and minimal to avoid snagging on patient clothing, scratching the patient's skin, or getting entangled in equipment.
- Other than ears, piercings should not be visible while working with clients.

## **Contacting the site**

Once an FW placement is confirmed, each student is responsible for contacting the facility to inform them that they will be arriving for Level I or Level II FW. Students should introduce themselves and inquire about any documentation to be completed before arriving, dress code, travel, parking, and any further instructions.

Taking on Level I and Level II students is a tremendous responsibility. At the end of your FW experience, it is appropriate to write a letter of appreciation to your clinical instructor to show your appreciation for their time and dedication.

## **FIELDWORK LEVEL I**

### **Description**

Trinity Washington University's Level I FW program is an integral part of the MOT curriculum and is consistent with the university's philosophy. Per ACOTE (2017), The goal of Level I FW is to introduce students to the FW, apply knowledge to practice, and to develop an understanding of the needs of the clients. Level I FW includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Experiences allow students to translate in-class content into concrete observation skills, professional behaviors, and supervised therapeutic interactions. During Level I FW, students are not expected to develop independent performance but to develop skills and prepare for participation in Level II FW. The FW experience may occur in various formats and within a variety of settings. Each level I experience, no matter the format or setting, is comparable in rigor. Assignments will be associated with each experience.

Qualified personnel for supervision of Level I FW include but are not limited to occupational therapy practitioners, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

### **Level I FW Requirements**

Students are assigned to three Level I FW experiences, focusing on adult physical rehabilitation, psychosocial/behavioral health, and pediatrics. Level I FW instructional methods may include simulated environments, faculty practice, faculty-led site visits, or supervision by an FW educator in a practice environment. Students may participate alone, in pairs, or in small groups. To ensure equal rigor across all Level I instructional methods, students complete 32 hours of each Level I FW experience per course. The AFWC and faculty collaborate to ensure rigor is comparable during the Level I FW experience. Level I students are evaluated by FW educators using a formal performance evaluation feedback rubric that incorporates professional behaviors, cultural competence, and beginning clinical reasoning behaviors. Students are also assessed using course-specific assignments. Students reflect on their FW experiences through directed assignments.

### **Level I FW Sequence and Description**

#### **Semester II**

##### **OTM 534 Pediatric Interventions**

This course focuses on OT practice with infants, children, and adolescents with health conditions or disabilities that interfere with occupational performance and participation. Students will learn about common conditions and diseases and develop clinical skills in assessment interpretation, intervention, and documentation. This FW experience is designed to enrich the didactic and lab content of the course by providing opportunities for observation and participation with pediatric clients, families, and professionals in a clinical setting.

#### **Semester IV**

##### **OTM 614 Psychosocial/Behavioral Foundations and Interventions**

This course covers psychosocial and cognitive aspects of occupational performance, reviews

common behavioral conditions that limit occupational performance, and examines the role of OT with individuals and groups with cognitive and behavioral disorders. Students learn theories of OT in mental health and develop skills needed for assessment interpretation, intervention, and documentation. Traditional and evidence-based interventions will be presented. Students will be able to observe and participate in the therapeutic process with individuals and/or groups with behavioral and/or cognitive impairments.

#### OTM 624 Interventions with Adults

This course covers occupational therapy for individuals in early, middle, and late adulthood with physical disabilities or health problems that interfere with occupational performance. Theories and frames of reference related to physical dysfunction will be presented, and students will learn to select, grade, and modify treatment activities for clients with various diagnoses and impairments.

### **Level I FW Student Learning Objectives**

Level I FW objectives for Trinity MOT students are as follows:

- a) Apply the *AOTA Code of Ethics and Ethics Standards, Core Values and Attitudes of Occupational Therapy Practice*, and *AOTA Standards of Practice* in the FW setting.
- b) Ensure patient safety and confidentiality, including consistent use of standard precautions, observance of relevant Health Insurance Portability and Accountability Act (HIPAA) regulations, and effective patient care skills as appropriate to the setting and scope of practice.
- c) Demonstrate appropriate professional behaviors, including the ability to self-critique performance and accept feedback from peers, FW supervisors, and course instructors.
- d) Identify roles and values of various disciplines of the inter-professional care team in the delivery of care.
- e) Develop comfort and communication skills with clients, caregivers, and care team members.
- f) Demonstrate respect and appreciation for patients, clients, and populations with diverse backgrounds and consideration of psychological and social factors that influence engagement in occupation.
- g) Demonstrate therapeutic use of self, including the awareness of the effect of one's personality, insights, perceptions, and judgments upon interactions with clients and families in individual and group settings.
- h) Effectively communicate relevant observations through oral and written means, incorporating professional terminology.
- i) Gather appropriate data from client observation, client/caregiver interviews, and other professionals, and review of client records to understand occupational needs.
- j) Demonstrate beginning skills in interpreting evaluation findings to plan and implement contextually relevant evidence-based interventions that utilize occupations and activities to support individuals' occupations, performance skills, performance patterns, and environment.
- k) Identify appropriate assessments and interventions to improve patient engagement in occupations based on psychosocial, cognitive, and emotional assets and deficits.



### **Level I FW Evaluation**

FW educators evaluate students in a variety of ways. Assessments may incorporate professional behaviors, cultural competence, and beginning clinical reasoning behaviors. Students are also assessed using course-specific assignments. Professional behaviors are assessed as a part of the FW experience. The points achieved for assignments will account for 25% of the final grade in the associated course. The student will complete a Student Evaluation of Fieldwork Experience via Moodle. A description of the expectations and assignments can be found on the courses Moodle page.

The evaluation results are communicated to the student, including areas of strength and areas needing further development. Students who receive a grade of "F" in any course will be automatically dismissed from the program.

### **Level I FW Attendance Policy**

Attendance for Level I FW is mandatory. Days and times missed for holidays, inclement weather, or illness must be made up. Failure to make up this time may result in automatic failure of the course. Emergencies will be handled case by case.

### **Level I FW Forms**

FW forms and surveys can be obtained from the AFWC and will be available via Moodle/EXXAT. Forms will be provided for use during the FW preparation process before initiating each FW experience. Level I FW forms and surveys may include:

- Level I Objectives Review Form
- Student Performance Evaluation
- Timesheet
- Student Evaluation of Fieldwork Experience

## **LEVEL II FIELDWORK**

### **Description**

Level II FW rotations take place following the completion of didactic coursework. It is designed as the final stage in the integration of academia and clinical practice to promote clinical reasoning skills, enable ethical and reflective practice, and to develop the student into a competent occupational therapy professional under the supervision of a licensed and certified occupational therapist acting as educator and role model. Level II FW aims to develop competent, entry-level generalist occupational therapy practitioners. This involves an in-depth, full-time experience delivering occupational therapy services to various clients in at least two practice settings over a 24-weeks. Level I fieldwork is not substituted for any part of Level II fieldwork.

Per ACOTE, Level II students must be supervised by a currently licensed occupational therapist. The supervising therapist must have a minimum of 1 year of full-time practice experience after

initial certification and be adequately prepared to serve as a FW educator (C.1.13).

### **Level II FW Requirements**

Trinity MOT students begin Level II FW in semester six. All students must complete Level II FW as a part of their preparation for professional service by spending twelve (12) weeks full-time in two different clinical settings for twenty-four (24) weeks. The second Level II FW rotation must differ from that in rotation one. Level II FW promotes clinical reasoning, reflective practice skills, and professionalism to demonstrate entry-level competence as a generalist. Level I fieldwork is not substituted for any part of Level II fieldwork. Eligible students must register for the following classes to participate in the FW II rotation:

- **OTM 691 Level II Fieldwork - Rotation 1** is the first of two required, 12-week supervised FW rotations. Students work with the AFWC to arrange a placement. By the end of the 12 weeks, students must demonstrate the ability to evaluate, treat, document, and discharge clients as required for entry-level practice in the same or similar setting. A passing score on the AOTA FW form is required for graduation.
- **OTM 692 Level II Fieldwork – Rotation 2:** The second 12-week supervised FW rotation must provide a different experience and/or setting than OTM 691. Students work with the AFWC to arrange a placement. By the end of the 12 weeks, students must demonstrate the ability to evaluate, treat, document, and discharge clients as required for entry-level practice in the same or similar setting. A Passing score on the AOTA FWPE form is required for graduation.

Level II FW rotation must be concluded within 24 months after completing didactic academic coursework.

### **Level II FW Student Learning Objectives**

- a) Demonstrate entry-level competencies for the practice setting by the end of the FW experience as defined by achieving the minimum passing score or above on the AOTA Level II Fieldwork Evaluation for the Occupational Therapy Student.
- b) Consistently demonstrate integrity, always adhering to the AOTA Code of Ethics and FW site policies and procedures.
- c) Implement and practice safety regulations and precautions, anticipating potential hazards, and exercising sound judgment regarding the safety of self and others during all FW tasks.
- d) Articulate clear and logical rationale for selecting assessment tools and methods for the evaluation process.
- e) Clearly and confidently articulate the values and beliefs of the OT profession, and assert the value of occupation as a method and desired outcome of OT to clients, families, significant others, colleagues, service providers, and the public.
- f) Demonstrate competence in evaluation and assessment of clients through appropriate information gathering, selection and administration of assessment tools, and interpretation of assessment results.
- g) Incorporate and apply evidence from current research, professional literature, assessments, experience, and expert clinicians to inform practice.

- h) Devise and implement realistic, attainable, functional, and appropriate client-centered goals based on individual needs and strengths.
- i) Demonstrate ability to select, plan and implement appropriate therapeutic interventions to enhance safety, health, and wellness in the participation of valued occupations.
- j) Demonstrate ability to design, implement and modify interventions centered on the person (including psychological, social, and cognitive factors), environment, and occupation, as client-centered care is planned and implemented.
- k) Demonstrates awareness and ability to adjust or modify assessment and intervention procedures based on client needs, behaviors, and cultural factors.
- l) Demonstrate clinical reasoning to evaluate and determine the appropriate point in the therapeutic process to modify treatment and transition clients from one service level or frequency to the next, based on clinical reasoning and empirical evidence.
- m) Submit correct and complete documentation of evaluations and progress notes in a timely manner, according to the policies and procedures of the FW facility, local, state, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.
- n) Demonstrate professionalism and positive work behaviors through timeliness, preparedness, dependability, and work site maintenance.
- o) Demonstrate an active role in the learning process and supervisory relationship by taking the initiative, seeking, and responding positively to feedback, modifying behaviors, taking responsibility for own competence, and self-reflection.
- p) Demonstrate professionalism and positive work behaviors through verbal and non-verbal communication with clients, family members, significant others, facility staff, professionals, and the public.
- q) Demonstrate respect for diversity, including the socio-economic, cultural, spiritual, and lifestyle choices of others.
- r) Demonstrate skill in the delivery and management of OT services, including the appropriate use of OT aides, OTAs, collaboration with other team members, and management of administrative procedures.
- s) Assume a full client caseload, as defined by the FW site, by the end of the FW rotation.

### **Level II FW Evaluations**

FW grades are assigned by the AFWC and are issued as a "P" = Pass or "NP" = No Pass, based on a combination of the student's performance on FW and completion of the site visit as appropriate.

Student performance during each Level II rotation will be graded using AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE) completed by the FW educator at mid-term and the end of FW. The student must also evaluate each Level II FW rotation using the Student Evaluation of the Fieldwork Experience (SEFWE).

The FW educator provides a midterm evaluation of the student's progress. The FW educator and student identify and discuss the student's strengths and areas of needed improvement.

Suggestions are offered so the student may reach the goal of an "entry-level practitioner" by the end of the FW rotation. If the student receives an unsatisfactory grade at midterm, the student

and the FW educator will report the score to the AFWC. The team may collaborate on a plan for the second half of the FW rotation. Evaluation of the student's performance must also take place during the final week of FW rotation using the FWPE.

**Passing Grade (P):**  $\geq 111$  or above as the final score  
 $\geq 3$  on grading items #1-3  
 $> 1$  on all grading items

At the time of the student's review, the student will also share the completed SEFWE with the FW educator.

Assignments: Site-specific content and assignments will vary according to site requirements and the population served.

### **Attendance Policy**

All students must complete at least 12 weeks of full-time hours per Level II rotation. Students are expected to schedule specific days and hours with the FW educator and/or site coordinator. The student is expected to comply with the FW site's attendance policies and procedures for routine workday scheduling and absences.

Students should clarify their site's policy for "calling-in" due to illness and for late arrivals (ex. "Call your FE in the OT Department 1 hour before your expected time of arrival if you are ill). Students must also contact the AFWC at the Trinity if they have missed any days at the FW site. Students need to be aware that there are NO "official" sick days, vacation days, or other forms of leave during the Level II FW rotations. Any absence for whatever reason MUST be made up during the FW rotation, which will often mean extending the length of the FW rotation. Make-up time is to be coordinated with the FW educator. Prolonged absence for any reason may result in the termination of the FW placement. The AFWC will review the circumstances of the prolonged absence, and the student may be reassigned based on site and FW educator availability.

### **Forms for Level II Fieldwork**

FW forms can be obtained from the AFWC, OT programs' administrative assistant, or on the course Moodle page. Forms will be provided for use during each FW rotation during the FW preparation process before initiating each FW experience. Level II FW forms/surveys may include:

- Student Preference Form
- Personal Data Sheet
- AOTA Fieldwork Performance Evaluation of the Occupational Therapy Student (FWPE)
- Student Evaluation of the Fieldwork Experience (SEFWE)

### **Procedures for Students at Risk of Failure**

In the case that a student is at risk of not meeting the minimum requirements needed to pass a FW experience at any time, the following procedure should be followed:

#### Student Responsibilities:

1. Meet with the FW educator to discuss the concerns as soon as possible.
2. Contact Trinity's AFWC as soon as possible to inform them of the concerns.
3. If the student does not meet the minimum requirements to pass the Level II FW rotation at the midterm, the FW educator *may* consider collaborating with the student to develop a performance contract and timeline for the continuation of the FW. The student is responsible for generating a written plan for addressing the areas of concern identified in the contract. The student is to provide copies of the documents to the AFWC.

#### Fieldwork Educator Responsibilities:

1. Review the evaluation with the student and advise the student.
2. If the student is in danger of failing/not meeting the minimum requirements needed to pass the FW rotation, notify the AFWC via email and/or telephone as soon as possible.
3. Submit a scored copy of the FW Performance Evaluation of the Occupational Therapy Student and any other documentation to the AFWC prior to or immediately following reviewing the information with the student.
4. Develop a written contract with timelines of what the student needs to do to remediate the problem behaviors and continue in the FW rotation. Email documents to the AFWC.
5. Collaborate with the student to design a performance improvement plan appropriate for achieving the objectives. Email documents to the AFWC.

## References

Accreditation Council for Occupational Therapy Education. (2012). 2011 Accreditation Council for Occupational Therapy Education (ACOTE) Standards. *American Journal of Occupational Therapy*, 66, S6-S74.

American Occupational Therapy Association. (2010). Occupational therapy code of ethics and ethics standards. *American Journal of Occupational Therapy*, 64, S17-S26.

## VI. APPENDICES



# Trinity

## Student Acknowledgement Form

### Acknowledgment of Receipt and Review of MOT Fieldwork Manual

I, \_\_\_\_\_, have read and understand the FW policies as outlined in the MOT Fieldwork Manual. I agree to follow and take responsibility for my actions as outlined in the manual.

\_\_\_\_\_ If I choose to take courses of action other than those outlined, I will accept full responsibility for any consequences because of those actions.

\_\_\_\_\_ I know that I can find this FW Manual on the Trinity website.

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

\_\_\_\_\_  
Date





# Trinity

## Occupational Therapy Programs HIPAA Student Acknowledgment Form

Per HIPAA guidelines, students cannot report this information in fieldwork assignments such as case studies presentations:

- Name
- Location - includes anything smaller than a state, such as street address
- Dates - all, including date of birth, admission, and discharge dates
- Telephone numbers
- Fax numbers
- Electronic email addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate and/or license numbers
- Vehicle identification numbers and license plate numbers
- Device identifiers and their serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code.

For written reports, the following information **can** be shared:

- Age (age 90 and over must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status
- Codes (a random code may be used to link cases, if the code does not contain, or be a derivative of, the person's social security number, date of birth, phone/fax numbers, etc.)

- See more at: <http://www.aOTA.org/Education-Careers/Fieldwork/Supervisor/HIPAA.aspx#sthash.l8t0t9SW.dpuf>

-Please refer to <https://www.hhs.gov/sites/default/files/privacysummary.pdf> for complete HIPPA policy information.

---

Student Signature of Acknowledgement

---

Date



# Trinity

## Occupational Therapy Programs Level I Fieldwork Supervisor Qualifications Form

Dear Fieldwork Educator,

Hello, and thank you for participating in Trinity Washington University's Occupational Therapy Fieldwork program. Below are the standards the Accreditation Council for Occupational Therapy Education (ACOTE) set forth as it relates to Level I Fieldwork. Please review the information, answer the qualification question, and sign below that you have read and understand the standards set forth as it relates to the supervision of a Level I Student. Please return this form **before starting** the Level I FW experience.

### Fieldwork I

Per ACOTE *Standards*, "The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of the client," (ACOTE,2018). The purpose of Level I fieldwork is not to facilitate independence, but to provide the student with the opportunity to translate in-class learning into concrete observation skills, develop professional behaviors, and participate in supervised therapeutic interactions. Students benefit by having the opportunity to participate in certain aspects of the occupational therapy process within a clinical or community setting. Participation may include gathering data through observation, chart review, and patient/client interview; interpreting assessment results to develop a client/occupational profile; documenting goals and/or progress; and planning an activity, group, or treatment session under the direct supervision of a qualified professional.

Qualified personnel for supervision of 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 (C.1.8). Please indicate below, the qualifications of the personnel who will supervise the student(s)

The student(s) will be supervised by an: \_\_\_\_\_ OTR/L \_\_\_\_\_ Other: Please specify \_\_\_\_\_  
Years of experience: \_\_\_\_\_

<b>Facility Name:</b>	<b>Facility Address:</b>
<b>Facility Supervisor:</b>	<b>Signature:</b>



## MOT Level I Learning Objectives Collaboration Form

As an accredited university, Trinity is required by the Accreditation Council for Occupational Therapy Education (ACOTE) to establish a plan for collaboration between our program and participating fieldwork sites and to verify consistency with Trinity's educational philosophy and curriculum design.

The objectives for the Level I Fieldwork experience for a student in the Trinity Washington University Master of Occupational Therapy program, are listed below. Please review the objectives below. If you feel these objectives are currently being met in your program, please indicate your agreement with your signature and date below. The blank opening is optional for the site to fill in site-specific learning objectives. Please sign, date, and make a copy of the form for your files. Return via fax or email to the AFWC.

As a result of successful completion of Level I Fieldwork, students should be able to:

- Apply the AOTA *Code of Ethics and Ethics Standards, Core Values and Attitudes of Occupational Therapy Practice*, and *AOTA Standards of Practice* in the FW setting.
- Ensure patient safety and confidentiality, including consistent use of standard precautions, observance of relevant Health Insurance Portability and Accountability Act (HIPAA) regulations, and effective patient care skills as appropriate to the setting and scope of practice.
- Demonstrate appropriate professional behaviors, including the ability to self-critique performance and accept feedback from peers, FW supervisors, and course instructors.
- Identify roles and values of various disciplines of the inter-professional care team in the delivery of care.
- Develop comfort and skill in communicating with clients, caregivers, and care team members.
- Demonstrate respect and appreciation for patients, clients, and populations with diverse backgrounds and consideration of psychological and social factors that influence engagement in occupation.
- Demonstrate therapeutic use of self, including the awareness of the effect of one's personality, insights, perceptions, and judgments upon interactions with clients and families in individual and group settings.
- Effectively communicate relevant observations through oral and written means, incorporating professional terminology.
- Gather appropriate data from client observation, client/caregiver interviews, and other professionals, and review of client records to understand occupational needs.
- Demonstrate beginning skills in interpreting evaluation findings to plan and implement contextually relevant evidence-based interventions that utilize occupations and activities to support individuals' occupations, performance skills, performance patterns, and environment.

- Identify appropriate assessments and interventions to improve patient engagement in occupations based on psychosocial, cognitive, and emotional assets and deficits.

**(Please attach additional Site-Specific Objectives)**

\_\_\_\_\_  
Fieldwork Coordinator/Educator (print name)

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Fieldwork Coordinator/Educator

\_\_\_\_\_  
Facility Name

\_\_\_\_\_  
Address



# Trinity

## Level I Attendance Sheet

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

Site Name: \_\_\_\_\_

Fieldwork Educator(s) Name(s): \_\_\_\_\_

Rotation: \_\_\_\_\_

Date:	Sign-In Time	Sign-Out Time	TOTAL Hours
TOTAL Hours			

Student's Printed Name  
\_\_\_\_\_

Fieldwork Educator's Printed Name  
\_\_\_\_\_

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

Fieldwork Educator's Signature  
\_\_\_\_\_

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

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

**American Occupational Therapy Association (AOTA)**  
**LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS**

## 1 INTRODUCTION

---

The purpose of Level I fieldwork is to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork.

The *Level I Fieldwork Competency Evaluation for OT and OTA Students* complements the *AOTA Fieldwork Performance Evaluation for the OT Student* and *for the OTA Student*. It is designed to assess performance skills that build a foundation for successful completion of Level II fieldwork.

This tool is divided into five sections:

- I. Fundamentals of Practice
- II. Foundations of Occupational Therapy
- III. Professional Behaviors
- IV. Screening and Evaluation
- V. Intervention

The first 3 sections are identified as mandatory, as they are applicable to all practice settings and assess basic skills. The last 2 sections are *optional*, allowing an OT/OTA academic program to select relevant sections for a particular Level I experience in that program. The AFWC should make this clear to the FWEd. The criterion for satisfactory performance is determined by the OT/OTA academic program.

## 2 DIRECTIONS

---

This tool is to be completed by the identified FWEd for the level I experience. The rating scale ranges from:

U	<b>Unacceptable</b>	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	<b>Below Standards</b>	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.

M	<b>Meets Standards</b>	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	<b>Exceeds Standards</b>	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	<b>Outstanding</b>	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

**COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."**

### 3 LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

---

<b>STUDENT INFORMATION:</b>			
<b>Student Name:</b>	<div style="display: flex; justify-content: space-between; width: 100%;"> <span>First</span> <span>Middle</span> <span>Last</span> </div>	<b>Date:</b>	
<b>Site Name:</b>		<b>Semester:</b>	
<b>Student ID:</b>		<b>Practice Setting:</b>	
<b>Student's School:</b>	Trinity Washington University		
<b>Hours Completed:</b>		<b>Course Number:</b>	
		<b>FW Sequence:</b>	<div style="display: flex; justify-content: flex-end; gap: 10px;"> <span>1x</span> <span>2 <input type="checkbox"/></span> <span>3 <input type="checkbox"/></span> <span>4 <input type="checkbox"/></span> <span>5 <input type="checkbox"/></span> <span>6 <input type="checkbox"/></span> </div>

<b>PRIMARY FWEd INFORMATION</b>			
<b>FWEd Name:</b>	<div style="display: flex; justify-content: space-between; width: 100%;"> <span>First</span> <span>Last</span> <span>Credentials</span> </div>	<b>Past Experience:</b>	<div style="display: flex; justify-content: space-between;"> <span>(# of FWI Students)</span> <span>(# of FWII students)</span> </div>
<b>FWEd License #:</b>		<b>FWEd Credentials:</b>	<input type="checkbox"/> OT:                      OTA:
<b>Years of Experience:</b>			<input type="checkbox"/> Other:

Have you attended the AOTA FWEd Certificate Course?  Yes  No

If other:

Indicate the student's level of performance using the scale below.

U	<b>Unacceptable</b>	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	<b>Below Standards</b>	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	<b>Meets Standards</b>	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	<b>Exceeds Standards</b>	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	<b>Outstanding</b>	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

### 3.1 COMMENT REQUIRED FOR ALL ITEMS SCORED "B" OR "U."

#### 3.1.1 I. FUNDAMENTALS OF PRACTICE

THE STUDENT:

U B M E O

<p><b>1. Adheres consistently to AOTA's <i>Occupational Therapy Code of Ethics</i>.</b>          Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client.          COMMENTS:</p>	
<p><b>2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety.</b> Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor.          COMMENTS:</p>	



3.1.2 II. FOUNDATIONS OF OCCUPATIONAL THERAPY

THE STUDENT:	U B M E O
<p><b>1. Articulates values and beliefs of occupational therapy.</b></p> <p>Verbalizes definition of occupational therapy as relevant to FW setting or audience.</p> <p>COMMENTS:</p>	
<p><b>2. Utilizes relevant evidence to make informed practice decisions.</b></p> <p>Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence based practice. Identifies and provides evidence that is relevant to setting or clients.</p> <p>COMMENTS:</p>	

3.1.3 III. PROFESSIONAL BEHAVIOR

	U B M E O
<p><b>1. Time management skills.</b></p> <p>Consider student's ability to be prompt, arriving and completing assignments on time.</p> <p>COMMENTS:</p>	
<p><b>2. Organization.</b></p> <p>Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities.</p> <p>COMMENTS:</p>	
<p><b>3. Engagement in FW experience.</b></p> <p>Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes.</p> <p>COMMENTS:</p>	
<p><b>4. Self-directed learning.</b></p> <p>Consider student's ability to take responsibility for own learning and to demonstrate motivation.</p> <p>COMMENTS:</p>	
<p><b>5. Reasoning and problem solving.</b></p> <p>Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process.</p>	

<p>COMMENTS:</p>	
<p><b>6. Written communication.</b></p> <p>Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills.</p> <p>COMMENTS:</p>	
<p><b>7. Initiative.</b></p> <p>Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed.</p> <p>COMMENTS:</p>	
<p><b>8. Observation skills.</b></p> <p>Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations.</p> <p>COMMENTS:</p>	
<p><b>9. Participation in supervisory process.</b></p> <p>Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:</p>	
<p><b>10. Verbal communication and interpersonal skills with patients/clients, staff, and caregivers.</b></p> <p>Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence.</p> <p>COMMENTS:</p>	
<p><b>11. Professional and personal boundaries.</b></p> <p>Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues.</p> <p>COMMENTS:</p>	

<p><b>12. Use of professional terminology.</b></p> <p>Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:</p>	
---	--

Copyright © Philadelphia Region Fieldwork Consortium. Used with permission. Direct questions c/o [caryn.johnson@jefferson.edu](mailto:caryn.johnson@jefferson.edu)

**IV. SCREENING AND EVALUATION** (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
<p><b>1. Contributes to screening/evaluation process.</b> Communicates observations. Identifies resources for evaluation process. Could include chart review. COMMENT:</p>	
<p><b>2. Completes an interview and drafts an occupational profile.</b> COMMENT:</p>	
<p><b>3. Identifies potential goals from evaluation process.</b> COMMENT:</p>	
<p><b>4. Drafts documentation consistent with practice setting.</b> COMMENT:</p>	

**V. INTERVENTION** (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
<p><b>1. Contributes to intervention process.</b> Could include preparing clinic area and identifying resources and evidence. COMMENT:</p>	
<p><b>2. Identifies interventions consistent with client evaluation and goals.</b> COMMENT:</p>	

<p><b>3. Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified.</b></p> <p>COMMENT:</p>	
<p><b>4. Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach.</b></p> <p>COMMENT:</p>	
<p><b>5. Administers interventions that are occupation-based and client-centered within guidelines of facility.</b></p> <p>COMMENT:</p>	
<p><b>6. Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response.</b></p> <p>COMMENT:</p>	
<p><b>7. Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response.</b></p> <p>COMMENT:</p>	
<p><b>8. Drafts documentation for intervention using typical procedures used in FW practice setting.</b></p> <p>COMMENT:</p>	

**Summary:**

**Student  
Signature  
Date:**

**FWEd Signature**

**Date:**

Additional resources available at <https://www.aota.org/Education-Careers/Fieldwork.aspx>

Copyright© 2017 by the American Occupational Therapy Association, except as indicated. This form may only be reproduced by occupational therapy and occupational therapy assistant academic programs for the purposes of student evaluation. For all other uses, contact [www.copyright.com](http://www.copyright.com).



**Trinity Washington University  
Occupational Therapy Programs  
Student Evaluation of Fieldwork Experience – Level 1**

The Student Evaluation of Fieldwork Experience is an important tool for fieldwork educators, university faculty, and other students. This evaluation provides information vital to each program. Information from the student is one method utilized in evaluating the effectiveness of academic preparation as well as the value of the fieldwork learning experience.

Student's name: \_\_\_\_\_

Name of Facility: \_\_\_\_\_

Facility Address: \_\_\_\_\_

Name/Credentials of Supervisor: \_\_\_\_\_

Supervisor's Years of Experience: \_\_\_\_\_

Level 1 Rotation: Physical Rehab \_\_\_ Behavioral Health \_\_\_ Pediatrics \_\_\_ Emerging \_\_\_

Type of Setting: Outpatient \_\_\_ Inpatient Rehab \_\_\_ Hospital \_\_\_ School System \_\_\_ Other \_\_\_

**Supervision**

	5	4	3	2	1
Supervisor provided adequate orientation					
Supervisor effectively provided positive reinforcement					
Supervisor effectively provided constructive feedback					
Supervisor provided opportunities to review and discuss client/patient information					

Supervisor provided opportunities to discuss the clinical reasoning behind the OT process					
---	--	--	--	--	--

How were you oriented to the Level I student responsibilities?

Describe the level of interaction with your supervisor. Was this adequate to meet your learning needs?

Describe the opportunities you had to observe or participate in Include examples as appropriate:

- a. Patient/client interview (tools used)
  
- b. chart review
  
- c. assessment of patient/client performance in an area of occupation (ADL, IADL, leisure, education, work)?
  
- d. assessment of patient/client performance skills (MMT, sensory, cognitive, developmental, etc.)
  
- e. interventions related to the development of preparatory techniques (strength, ROM, cognitive training, coping skills, etc.)?
  
- f. occupational-based interventions (ADLs, IADLs, functional mobility, work, etc.)?
  
- g. documentation?

After reviewing the level, I FW course objectives, choose two objectives that were met and provide an example.

---



---



---



---



---

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

\_\_\_\_\_  
Date



# Trinity

## Master of Occupational Therapy Site Selection Criteria Form for Level II Rotations

Name of Facility: \_\_\_\_\_

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

<i>Criteria</i>	<i>Response</i>
Current accreditation Body/date _____	Yes No
Provide a variety of diagnoses aligned with the curriculum and content of the academic institution Diagnoses include:	Yes No
Provide a variety of therapeutic activities and interventions when treating patients/clients (occupation-based, purposeful, preparatory methods)	Yes No
Specific and appropriate variety of OT evaluations and assessment tools	Yes No
A documented treatment plan for each patient/client	Yes No
Hold client/patient care conferences to evaluate patient/client programming regarding intervention needs. How often:	Yes No
Stated philosophy regarding service delivery	Yes No
Administration and staff supportive of OT fieldwork Agency's primary philosophy regarding fieldwork education	Follows AOTA Independent Statement
Provide opportunities for verbal presentation (e.g., in-services, clinical rounds, evaluation conferences)	Yes No
Will the OT student be allowed to explore OT's management and/or supervisory aspect (scheduling own clients, supervising COTA, etc.)	Yes No



Are you willing to conference before fieldwork placements?	Yes No
Will a tour of the fieldwork site be provided?	Yes No
Will the fieldwork site provide Trinity with documentation of student orientation/ expectations?	Yes No
Environment accommodates student needs (lockers, desks, space)	Yes No
Identifiable behavioral objectives and requirements for fieldwork placement for student training available and linked to AOTA Fieldwork Evaluation	Yes No
Are there adequate OT supplies and equipment available to student?	Yes No
Does the OT student have full access to client records? ___ Online, ___ in- facility	Yes No
<b><i>Appropriate qualifications of supervisor</i></b>	
Does the fieldwork supervisor have one or more years of clinical experience as an OTR?	Yes No
Is the fieldwork supervisor NBCOT certified and/or licensed to practice in the state?  What type of supervision will be provided for the student? Check all that apply:  ____ supervision provides protection of consumers and opportunities for appropriate role modeling for student in occupational therapy practice  ____ supervision is initially direct then decreases to less direct as appropriate to the setting, client, and student needs, as determined by the fieldwork educator.  ____ Caseload for student is increased as affiliation progresses, with the end goal being competencies of an entry-level therapist  ____ Daily to weekly supervision to meet student's needs  Will this level of supervision be given for the entire fieldwork experience?	Yes No
Will the student have access to resources to guide client care?  Type: ___ library, ___ OT protocols, ___ other	Yes No
Types of practice areas in this facility: ____ Geriatrics/ Productive Aging ____ Work and industry ____ Children & Youth ____ Rehab ____ Mental Health ____ Other, please specify	

_____Health & Wellness	
Does your facility provide intervention in emerging practice areas: _____Telemedicine _____Driving program (teens with disabilities) _____Autism children or adults _____Chronic disease management _____Mental Health _____Low vision _____Community mobility, older driver _____Hand transplants, bionic limbs _____Technology _____Cancer/ oncology	
What is the format for student evaluation?	
Are you willing to discuss student performance if problems arise before midterm? After midterm?	Yes No Yes No
Will the OT student be allowed to explore the management aspect of OT? How?	Yes No

**Additional Comments:**

For Level II Fieldwork, agencies must provide a facility description. An AOTA Fieldwork Data Form must be available, or sites must have plans for compliance with all criteria above.

The person completing the form and title(s):

\_\_\_\_\_

\_\_\_\_\_

References:

- 1) American Occupational Therapy Association, Commission on Education. (2012). COE guidelines for an occupational therapy fieldwork experience – Level II. Retrieved from <http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20--%20Level%20II--Final.pdf>
- 2) Costa D.M. (2004). The essential guide to occupational therapy fieldwork education. Bethesda, MD: American Occupational Therapy Association.



**Occupational Therapy Department  
Level II Confirmation of Fieldwork Educator's Professional Qualifications**

In order to comply with the accreditation standards of the Accreditation Council for Occupational Therapy Education (ACOTE), the department must verify that each fieldwork educator is qualified to supervise Level II students.

Per ACOTE standards, Level II students must be supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience after initial certification and who is adequately prepared to serve as a fieldwork educator (C.1.11).

Please assist us by completing the form and returning it **prior** to the student's fieldwork start date.

I, \_\_\_\_\_ confirm that \_\_\_\_\_  
**Fieldwork Educator Name/Credentials/Lic. #**

has a minimum of one year of practice experience subsequent to initial certification and is adequately prepared to serve as a fieldwork educator.

\_\_\_\_\_  
**Fieldwork Coordinator Signature**

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

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

\_\_\_\_\_  
**Address**

\_\_\_\_\_  
**City, State**

\_\_\_\_\_  
**Zip Code**



## Occupational Therapy Programs: Fieldwork Site Visit Form

Student's name: \_\_\_\_\_

FW Supervisor's Name: \_\_\_\_\_

### Site Information:

Facility: \_\_\_\_\_ Type of Setting: \_\_\_\_\_

Clinical Site Coordinator Name: \_\_\_\_\_

### Student Information: Progress toward fieldwork goals -

- Patient/client and caregiver interaction
- Planning and implementation of therapeutic interventions (occupations, therapeutic activities, preparatory tasks, etc.)
- Productivity
- Documentation (review of pt charts, billing, and SOAP notes related to ethical and legal practices)
- Team collaboration and communication (OTR/OTA collaboration), PT, PTA, nursing, CNA/GNA, etc.)
- Overall areas of strength
- Overall areas for Needed Improvement

### Student-Reported Areas of Concern:



## MOT Level II Learning Objectives Collaboration Form

As an accredited university, Trinity is required by the Accreditation Council for Occupational Therapy Education (ACOTE) to establish a plan for collaboration between our program and participating fieldwork sites, and to verify consistency with Trinity's educational philosophy and curriculum design.

The objectives for the Level II Fieldwork experience for a student in the Trinity Washington University Master of Occupational Therapy program are listed below. Please review the objectives below. If you feel these objectives are currently being met in your program and believe to the best of your knowledge, your program design is consistent with the educational philosophy of the Trinity MOT program, and please indicate your agreement with your signature and date below. The blank opening is optional for the site to fill in site-specific learning objectives. Please sign, date, and make a copy of the form for your files. Return via fax or email to the AFWC.

Thank you for your work with our students.

As a result of the successful completion of Level II Fieldwork, the student will:

- Demonstrate entry-level competencies for the practice setting by the end of the FW experience as defined by achieving the minimum passing score or above on the AOTA Level II Fieldwork Evaluation for the Occupational Therapy Student.
- Consistently demonstrate integrity, always adhering to the AOTA Code of Ethics and FW site policies and procedures.
- Implement and practice safety regulations and precautions, anticipating potential hazards, and exercising sound judgment regarding the safety of self and others during all FW tasks.
- Articulate clear and logical rationale for the selection of assessment tools and methods for the evaluation process.
- Clearly and confidently articulate the values and beliefs of the OT profession, and assert the value of occupation as a method and desired outcome of OT to clients, families, significant others, colleagues, service providers, and the public.
- Demonstrate competence in evaluation and assessment of clients through appropriate information gathering, selection and administration of assessment tools, and interpretation of assessment results.
- Incorporate and apply evidence from current research, professional literature, assessments, experience, and expert clinicians to inform practice.
- Devise and implement realistic, attainable, functional, and appropriate client-centered goals based on individual needs and strengths.
- Demonstrate ability to select, plan and implement appropriate therapeutic interventions to enhance safety, health, and wellness in the participation of valued occupations.

- Demonstrate ability to design, implement and modify interventions centered on the person (including psychological, social, and cognitive factors), environment, and occupation, as client-centered care is planned and implemented.
- Demonstrates awareness and ability to adjust or modify assessment and intervention procedures based on client needs, behaviors, and cultural factors.
- Demonstrate clinical reasoning to evaluate and determine the appropriate point in the therapeutic process to modify treatment and transition clients from one service level or frequency to the next, based on clinical reasoning and empirical evidence.
- Submit correct and complete documentation of evaluations and progress notes in a timely manner, according to the policies and procedures of the FW facility, local, state, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.
- Demonstrate professionalism and positive work behaviors through timeliness, preparedness, dependability, and work site maintenance.
- Demonstrate an active role in the learning process and supervisory relationship by taking initiative, seeking, and responding positively to feedback, modifying behaviors, taking responsibility for competence, and self-reflection.
- Demonstrate professionalism and positive work behaviors through verbal and non-verbal communication with clients, family members, significant others, facility staff, professionals, and the public.
- Demonstrate respect for diversity, including the socio-economic, cultural, spiritual, and lifestyle choices of others.
- Demonstrate skill in the delivery and management of OT services, including the appropriate use of OT aides, OTAs, collaboration with other team members, and management of administrative procedures.
- Assume a full client caseload, as defined by the FW site, by the end of the FW rotation.

**(Please attach additional Site-Specific Objectives)**

\_\_\_\_\_  
Fieldwork Coordinator/Educator (print name)

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Fieldwork Coordinator/Educator

\_\_\_\_\_  
Facility Name

\_\_\_\_\_  
Address



**MOT STUDENT/SUPERVISOR WEEKLY REVIEW**

Week #: \_\_\_\_\_

Student \_\_\_\_\_

Fieldwork Instructor: \_\_\_\_\_

STRENGTHS

GROWTH AREAS

GOALS FOR NEXT WEEK

MEETINGS, ASSIGNMENTS DUE, ETC.

**PERSONAL DATA SHEET**  
**FOR STUDENT FIELDWORK EXPERIENCE**

PERSONAL INFORMATION

Name \_\_\_\_\_

Permanent Home Address

\_\_\_\_\_  
\_\_\_\_\_

Phone number and dates that you will be available at that number

Phone Number \_\_\_\_\_ Dates \_\_\_\_\_

Name, address, and phone number of persons to be notified in case of accident or illness:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EDUCATION INFORMATION

1. Expected degree (*circle one*)

OTA: Associate                  Baccalaureate

OT: Masters                  Doctorate

2. Anticipated year of graduation \_\_\_\_\_

3. Prior degrees obtained \_\_\_\_\_

4. Foreign languages read \_\_\_\_\_ spoken  
\_\_\_\_\_

5. Do you hold a current American Heart Association BLS CPR certification card?

Yes \_\_\_\_\_ No \_\_\_\_\_

Date of expiration \_\_\_\_\_

HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes \_\_\_\_\_ No \_\_\_\_\_



2. If yes, name of company \_\_\_\_\_  
Group # \_\_\_\_\_ Subscriber # \_\_\_\_\_
3. Date of last Tine Test or chest x-ray: \_\_\_\_\_  
(If positive for TB, tine test is not given)
- 

PREVIOUS WORK/VOLUNTEER EXPERIENCE (Please see attached resume)

PERSONAL PROFILE

1. Strengths: \_\_\_\_\_  
\_\_\_\_\_
2. Areas of growth: \_\_\_\_\_  
\_\_\_\_\_
3. Special skills or interests: \_\_\_\_\_  
\_\_\_\_\_
4. Describe your preferred learning style: \_\_\_\_\_  
\_\_\_\_\_
5. Describe your preferred style of supervision: \_\_\_\_\_  
\_\_\_\_\_
6. Will you need housing during your affiliation? Yes \_\_\_\_\_ No \_\_\_\_\_
7. Will you have your own transportation during your affiliation? Yes \_\_\_\_\_ No \_\_\_\_\_
8. (Optional) Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork? Yes \_\_\_\_\_ No \_\_\_\_\_. If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, list them. Promoting your successful accommodation should be discussed and documented before each fieldwork experience.
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FIELDWORK EXPERIENCE SCHEDULE

	CENTER	TYPE OF FW SETTING	LENGTH OF FW EXPERIENCE
<b>Level I Exp.</b>			
<b>Level II Exp.</b>			

ADDITIONAL COMMENTS

*AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC)  
 4 Amended and Approved by FWIC 11/99 and COE 12/99  
 fieldwork\miscell\persdatasheet.1299*

## Fieldwork Educator Resources

AOTA – The AOTA website has an abundance of resources to help program coordinators, and clinicians develop education programs and the necessary skills to provide fieldwork education and supervision. We encourage fieldwork educators to review and utilize the many tools available.

COE Guidelines for an Occupational Therapy Fieldwork Experience – Level II –  
<http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20--%20Level%20II--Final.pdf>

Steps to Starting a Fieldwork Program – <http://www.aota.org/Education-Careers/Fieldwork/NewPrograms/Steps.aspx>

Recommended content for a Student Fieldwork Manual - <http://www.aota.org/education-careers/fieldwork/newprograms/content.aspx>

Sample Level II Site Specific Objectives - <http://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

Incorporating EBP into Fieldwork Education - <http://www.aota.org/Education-Careers/Fieldwork/incorporate-ebp.aspx>

Fieldwork Educator Self-Assessment – Self-assessment tool for FW educator competency -  
[http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20\(2009\).pdf](http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20(2009).pdf)

Understanding the OT/OTA Fieldwork Performance Evaluation (FWPE) –  
<http://www.aota.org/Education-Careers/Fieldwork/Supervisor/Inservice.aspx>

### Student Supervision

OT/OTA Student Supervision and Medicare Requirements – must log in as a member to the AOTA website to access this content

<http://www.aota.org/~media/Corporate/Files/Secure/Advocacy/Reimb/Coverage/ot-ota-student-medicare-requirements.pdf>

Fieldwork Educator Certificate Workshop - <http://www.aota.org/Education-Careers/Fieldwork/Workshop.aspx>