The Occupational Therapy Fieldwork Manual is designed to be a resource for students, Fieldwork Educators, and academic faculty. It contains general information, procedures, and copies of various forms and documents that are relevant to the fieldwork education program. Important information may be added to this manual during the course of the student’s enrollment in the program.

Students are required to sign an Attestation document, stating that they have familiarized themselves with this manual by October 30th of their first year in the program.
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FIELDWORK EDUCATION

Philosophy of Fieldwork Education

Fieldwork education is designed to provide students with multiple and varied opportunities to apply the knowledge and skills gained through didactic interactions and experiential learning experiences. Under the supervision of Fieldwork Educators (FE), students identify clients’ occupational performance issues and select appropriate theoretical frames of reference to screen and assess the clients. Students develop action plans with measurable goals and objectives that are matched to client-therapist agreed upon targeted outcomes, carry out interventions and plan for discontinuation of occupational therapy services and/or transition to other services. Within the fieldwork practice settings, students further develop the professional skills necessary for the establishment of effective client-therapist relationships and for successful collaboration with other members of the client’s service delivery team (AOTA, 2003).

Occupational therapy education divides fieldwork education into two components, identified as Level I and Level II. The Accreditation Council for Occupational Therapy Education (ACOTE) provides general guidelines regarding fieldwork education, but the specific nature and structure is determined by the academic faculty of each educational program in collaboration with the Fieldwork Educators (AOTA, 1998).

Fieldwork placements (Level I A, B & C and Level II A & B) are assigned to provide students with experiences in a variety of occupational therapy practice settings serving clients experiencing a variety of physical and psychosocial occupational performance issues across the life span (AOTA, 1998). While these placements tend to be in traditional occupational therapy settings, they are complemented by the community experiences that are a basis of OTH 6026 Group Process and Management, OTH 6751C Outcomes Research, OTH 6910 Directed Study, OTH 6973C Project Implementation, and OTH 6725 Community Practice Seminar (Occupational Therapy Student Handbook, Class of 2014). (See Sample Class of 20XX – Fieldwork & Community Experiences table in Appendix.)

Level I Fieldwork

Level I Fieldwork introduces occupational therapy students to the overall fieldwork experience, under the supervision of an occupational therapy practitioner or other licensed professional. Three Level I Fieldwork courses (OTH 6853 Level IA, OTH 6854 Level IB and OTH 6855 Level IC) are integral to the program's curriculum design. Offered during the second, third and fourth semesters of the program, these courses provide directed participation and observation in selected aspects of the occupational therapy process at assigned fieldwork sites within the community. These courses also include on-campus seminars and on-line assignments. The Level I Fieldwork courses enrich the didactic components of the curriculum and begin the student's development of a basic level of comfort in establishing rapport with potential clients and professional colleagues. (AOTA, 1998; OT Student Handbook, 2014)

The Academic Coordinator of Fieldwork Education (ACFE) and the Faculty Assistant conduct the on-campus seminars and assign students to Level I A, B & C sites. Students’ performance is evaluated by the Fieldwork Educator (FE), using the Student Learning Outcomes, the Student’s Skills Development Record, and the Professional Development Assessment (PDA) (Kasar, Clark, Watson, & Pfister, 1996) for each Level I Fieldwork course. Copies of these documents
are included in the Appendix. The ACFE determines students’ fieldwork grades, based on the ratings documented on these performance assessment tools.

**Level II Fieldwork**

Level II fieldwork follows the completion of all academic course work. During the two Level II fieldwork courses, the occupational therapy students transition into the role of student occupational therapists. Students actively participate in all aspects of the delivery of occupational therapy services, from referral and screening through intervention and discontinuation of services. Emphasis is placed on the use of occupation that is purposeful and meaningful to clients and is grounded in evidence-based practice. Clinical reasoning and reflective practice skills are developed, as well as the values and beliefs that guide ethical practice and the development of professionalism. Students are also exposed to various aspects of administration and management of occupational therapy services. On-line discussion forums, managed by the ACFE, provide students the opportunity to share experiences and to be resources for each other. (AOTA, 1998; OT Student Handbook, 2016) Student learning outcomes for the Level II fieldwork courses are found in the Appendix. These generalized outcomes guide the fieldwork experience, and are complemented by the specific objectives and activities that reflect the uniqueness of each fieldwork placement.

Enrollment in the two Level II fieldwork courses (OTH 6845 & OTH 6846) follows successful completion of all other academic requirements of the occupational therapy curriculum. Students register for both courses for the second spring semester of the program. OTH 6845 is begins on the first Monday of the spring semester, and is immediately followed by OTH 6846 which is completed during the summer semester. Each fieldwork course is a full-time, 12-week placement, for a total of 24 weeks of Level II experience. Actual days of the week and exact number of hours of work per week will vary, depending on the schedule of the Fieldwork Educator to whom the student is assigned. Students should plan on each fieldwork course including a 40 hour work week, which may include weekend days and holidays, with several hours devoted to reflection, research, and preparation each evening. Fieldwork students DO NOT have FGCU holidays off of fieldwork. Students are strongly advised to NOT maintain outside employment during this last critical phase of their professional preparation.

The determination of Level II placements requires the combined efforts of the students, the ACFE, the Faculty Assistant and personnel at potential fieldwork sites. During the first semester of the program, the ACFE will present a detailed explanation of the site selection process to the students. All students, except those providing direct care to children or other family members, need to plan on completing one or both Level II experiences outside of Lee, Collier and Charlotte counties. The OTs in these 3 counties offer many observational experiences to local students who apply to the FGCU OT program. They also provide nearly all of the Level I experiences to FGCU students. Therefore, most are not available to also provide Level II experiences.

The ACFE and Faculty Assistant conduct pre-fieldwork on-campus seminars, and manage Level I & II placements and on-line discussion forums. Students’ progress during Level II placements is monitored through informal conversations and formal mid-term interviews (See the Appendix) with the Fieldwork Educators and students. Fieldwork Educators use the Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE) (AOTA, 2002) and the adapted PDA© (Kasar, et al., 1996) to evaluate students’ performance in the fieldwork setting. The ACFE determines students’ fieldwork grades (Satisfactory or Unsatisfactory),
based on the ratings obtained from these performance assessment tools. Copies of these tools are found in the Appendix.

Upon the successful completion of the final Level II rotation, the student is eligible to sit for the national certification examination and to apply for licensure to practice as an occupational therapist (See Appendix). At this point, students have transitioned through the roles of occupational therapy student to student occupational therapist to entry-level occupational therapist.

FIELDWORK PARTICIPANTS: ROLES & RESPONSIBILITIES

Fieldwork education is accomplished through the collaborative efforts of the Academic Coordinator of Fieldwork Education (ACFE), the Faculty Assistant, the Fieldwork Educator (FE), and the student. The following is a brief description of the roles and responsibilities of each.

**Academic Coordinator of Fieldwork Education**

The ACFE is the faculty member who is responsible for the development and monitoring of the fieldwork education program. The responsibilities of the ACFE include, but are not limited to:

- Development of student learning outcomes for each of the four fieldwork courses that reflect the purpose of each fieldwork placement and that support the curriculum.
- Development of fieldwork placements through the established procedures for contract development and periodic review of contracts.
- Assurance that fieldwork sites and FE are able to meet the program’s student learning outcomes.
- Maintenance of files on each fieldwork site.
- Orientation of students to the purpose of fieldwork education and the procedures to be followed.
- Assignment of eligible students to fieldwork placements and provision of written confirmation of student assignments and other pertinent paperwork and information to Fieldwork Educators.
- Regular, formal contacts with students and FE during the fieldwork placement.
- Reassignment of students to other fieldwork placements, as needed and according to departmental guidelines.
- Assignment of final grade for the fieldwork course, based on information provided by the Fieldwork Educators on the FWPE (AOTA, 2002), the adapted PDA (Kasar, et al.,1996) and the Course Learning Outcomes Record (Level I A & B only) (Mock, 2005). Copies of each are located in the Appendix.
- Maintenance of collaborative relationships with Fieldwork Educators, including site visitations, the sharing of resources, assistance in developing instructional strategies, the provision of continuing education workshops, and on-site in-services.
- Direct assistance to the student and/or FE should concerns or issues arise regarding the student’s performance, requirements of the fieldwork site, personality conflicts, etc. The ACFE is available to participate in telephone conferences. If the student is placed within a “reasonable” drive from the university, the ACFE can attend an on-site conference. Contact information for the ACFE is found on page 12 of this manual.
- Orientation of students to the procedures for applying for the National Board for Certification in Occupational Therapy, Inc. (NBCOT) certification examination and State of Florida license to practice as an occupational therapist (AOTA, 1999; AOTA 2000). (See Appendix.)
Faculty Assistant

The Faculty Assistant is an occupational therapist whose faculty assignment supports the fieldwork education program in the following:

- Development and presentation of pre-fieldwork seminars.
- Development of Level I and Level II fieldwork sites.
- Assignment of students to Level I and Level II sites.
- Midterm site visits or telephone calls to students and FE(s).
- Individual student mentoring, as needed.
- Management of fieldwork education files.
- The Faculty Assistant confirms fieldwork placements that have been determined to meet the learning needs of the student. The student should not expect that placements will be based on the student’s desire to live in a specific geographic location following graduation or to be employed in that specific setting.

Fieldwork Educator

The FE is the professional responsible for student training in the fieldwork setting. The FE is responsible for the day-to-day supervision must have been initially certified by the American Occupational Therapy Certification Board (AOTCB) or the National Board for Certification in Occupational Therapy, Inc. (NBCOT), is currently licensed to practice in her/his state, has a minimum of 1 year of full-time or equivalent experience, and who is adequately prepared to serve as a fieldwork educator. The administrative responsibilities of the fieldwork program may or may not be assigned to the FE. Day-to-day student supervision may be delegated to more than one FE. The day-to-day supervisory responsibilities include, but are not limited to:

- Orientation of the student to pertinent departmental and organizational policies and procedures.
- Direct instruction and guidance, as needed, in the screening, evaluation and intervention procedures used within the fieldwork site.
- Assignment of clients to the student.
- Assessment of the skill and knowledge levels of the student.
- Supervision of the student's delivery of occupational therapy services, including documentation in all forms.
- Conducting regular supervisory meetings, mid-term evaluation and final evaluation using the FWPE (AOTA, 2002) and the adapted PDA© (PDA) (Kasar, et al, 1996).
- Communication of student progress and evaluation results to ACFE, at mid-term and the conclusion of the fieldwork experience, and at any time that concerns regarding the student’s performance may arise.

If a student is placed in a setting that does not employ an on-site occupational therapist, supervision of the student must be documented and provided in a manner that complies with ACOTE Standard C.1.17 (AOTA, 2013). The OT program at FGCU does not currently offer this option for Level II A or B. This may be an option for a student who chooses to do an optional 6 week fieldwork elective in a setting other than those typically required for students.
Student

The student collaborates with each of their FEs and the ACFE to ensure that the requirements of the fieldwork experience are met. The student's responsibilities include, but are not limited to:

- Contacting the Level II FE to confirm the fieldwork experience starting date, time, and location of first meeting and send the Personal Data Sheet (See Appendix) to the FE six weeks in advance of the placement.
- Provide the FE proof of liability insurance, CPR certification, and immunizations, as well as any other documentation required by the placement.
- Complying with all policies/procedures of the fieldwork site, unless specifically exempted.
- Complying with provisions of The Health Insurance Portability and Accountability Act of 1996 (HIPAA) regarding patients’ Protected Health Information (PHI).
- Complying with all aspects of the Academic Code of Conduct, as defined in the FGCU Student Guidebook, 2015-2016.
- Promptly notifying the FE of an absence, then notify the ACFE. The expectation is that the student will work all scheduled fieldwork days, except in the case of unavoidable absences due to illness or death of an immediate family member. The student is permitted up to 3 sick days during the fieldwork placement. These days do not need to be made-up, unless the FE determines that the student needs the days to solidify skill development. Absences in excess of 3 days must be made up in a manner that is mutually agreeable to the FE, the student, and the ACFE.
- Conducting self in a professional manner, at all times.
- Working the same hours as the FE, including weekends and holidays, unless otherwise determined by the FE and the ACFE. (Students do not follow FGCU academic holiday schedules.)
- Fulfilling all duties and assignments given by the FE and the ACFE, within the specified time frame, unless otherwise exempted.
- Actively and appropriately participating in the supervisory process; receiving and reflecting on constructive feedback from the FE(s) and modifying one’s actions accordingly.
- Providing a completed Student Evaluation of Fieldwork Experience to the ACFE. A copy is found in the Appendix.
- Providing a completed copy of Student Evaluation of Fieldwork Preparation and Support to the OTCH Office Manager at the completion of the final Level II rotation. A copy is found in the Appendix.
- Following the line of authority in the fieldwork setting for discussing any problems or issues that may arise. The student should first discuss her/his concerns with the FE. If clarification &/or resolution is not achieved with the FE, the student should attempt to resolve the issue with the FE and FE’s supervisor. The ACFE is always available to discuss the student’s concerns and to assist the student in planning how to approach the FE and/or supervisor, and how to express her/his concerns or issues. As soon as a student feels that there are issues or concerns regarding the placement &/or supervisory process within the fieldwork setting, the student should contact the ACFE. The ACFE may determine that a conference call between the student, FE & herself or a conference at the site is needed to help resolve the situation. See the table of contents of this manual for contact information for the ACFE. If the student continues to have concerns or issues following the ACFE’s attempts to assist with resolution of the conflict, the student may contact the Director of the Occupational Therapy Program.
**Professional Behaviors**

Professional behaviors are those actions by which occupational therapy students and practitioners demonstrate the values and beliefs that are commonly held by members of the profession. These behaviors are a manifestation of the individual’s personal ethics, and are a reflection of his/her sense of personal integrity, acceptance of opposing points of view, respect for self and others, and commitment to the welfare of others (Fidler, 1996). Professional behaviors are demonstrated through the student’s and practitioner’s dependability, professional presentation, initiative, empathy, cooperation, organization, clinical reasoning, participation in the supervisory process, verbal and written communication (Kasar & Clark, 2000).

Students entering the occupational therapy program possess a personal perception of the meaning of these behaviors. The depth of understanding and commitment to the importance of these behaviors in occupational therapy practice settings may not be as clear for students as they are for experienced occupational therapists. These behaviors are developed over time as students are mentored and nurtured by faculty within the academic setting. This nurturance is continued by fieldwork educators who model professional behaviors in occupational therapy practice settings. Students are expected to continue to develop and demonstrate these behaviors in their daily fieldwork activities.

The occupational therapy program utilizes an adaptation of the Professional Development Assessment © (PDA) developed by Kasar, Clark, Watson, & Pfister (1996) to assess students’ professional behaviors. Students complete a self-evaluation, using the PDA during the first semester of the program. Faculty use another adaptation of the PDA for assessment of professional behaviors in the classroom setting. Additionally, the program faculty collaborates on the assessment of each student’s professional behaviors during summer semester. The results of the faculty PDA are shared with each student by their faculty advisor during the second fall semester, prior to the start of Level II. The results provide the student with clear and direct feedback regarding her/his demonstration of professional behaviors in the classroom and in course related activities in various community settings.

Students’ professional behaviors are assessed by the fieldwork educators on each of the Level I and Level II rotations using the adapted PDA (Watson, et al., 1996). Students who do not receive ratings on the PDA of a 3 or 4 will meet with the ACFE to discuss strategies for achieving these ratings. These strategies will be documented on the Corrective Action Plan. During Level II rotations, several aspects of professional behaviors are also evaluated on the Fieldwork Performance Evaluation for the Occupational Therapy Student © (The American Occupational Therapy Association, Inc., 2002). Poor ratings in these areas could result in failure of the fieldwork rotation.

Failure to correct or modify behaviors identified in the academic or fieldwork settings and described in a formal Corrective Action Plan will result in disciplinary process as described in Progression, Probation, Dismissal and, Grievance section of the Occupational Therapy Student Handbook for the Class of 2017.

**Cell Phone Policy**

Students are **not permitted to carry cell phones while on fieldwork**. Phones should be left in the students’ cars. Students should obtain a telephone number for the facility or department that can be shared with family for emergency use only.
CALENDAR OF IMPORTANT FIELDWORK DATES

Fall Semester – 2015

**Fieldwork Seminar – Tues., Sept. 1, 2015, 12:15 to 1:00** -- MANDATORY
- overview of the Occupational Therapy Fieldwork Manual
- overview of Level I & II Fieldwork assignment processes

**Materials due to ACFE**
- **Sept. 12** – personal data for Level IA planning
- **Oct. 31** – COMPLETE background checks via [www.certifiedbackground.com](http://www.certifiedbackground.com) and fingerprinting with the University Police Dep’t., upload to [www.certifiedbackground.com](http://www.certifiedbackground.com) the following documentation: **proof of immunity** (titer test results for Rubella – German measles, Rubeola – measles, Varicella – chickenpox, Hepatitis B), proof of negative PPD – tuberculosis, proof of Tetanus, Diptheria, Pertussis – Tdap Adacel immunization or booster w/in 10 years, proof of CPR certification, proof of professional liability insurance, proof of medical insurance, proof of flu vaccine for 2015-16 flu season
- **Nov. 20** – Level I fieldwork preferred dates, hard copy to ACFE
- **Nov. 20** – Level II fieldwork geographic locations, hard copy to ACFE

Spring Semester – 2016

**OTH 6853** – Level I A – Adult Physical Medicine settings
- **Fieldwork Prep. Meeting, DATE TO BE DETERMINED, MANDATORY**
- 5 full days at assigned fieldwork site, to occur during Spring Break, AOTA week, on 5 Fridays or the spring-summer semester break
Level II Fieldwork Conference – beginning in March
- individuals meet with ACFE or Faculty Assistant to discuss development of Level II assignments

Summer Semester – 2016

**OTH 6854** – Level I B – Behavioral Health settings
- complete over 7 - 9 afternoons, in conjunction with OTH 6026 Group Process and Management
- individuals meet with ACFE or Faculty Assistant to discuss progress with development of Level II assignments, as needed

**OTH 6855** – Level I C – Pediatric settings
- July 20 to Aug. 14, complete 5 full days at assigned fieldwork site, per student dates & location requests & site availability

Fall Semester – 2016

**OTH 6855** – Level I C
- remaining students complete Level IC fieldwork

**Level II Seminars – both are MANDATORY**
- Oct. – final confirmation of assigned fieldwork sites;
- Oct. 31 – Renew w/ [www.certifiedbackground.com](http://www.certifiedbackground.com) and submit updated PPD, proof of professional liability insurance, flu vaccination
- **Nov. - Dec. – final Level II preparation meeting**, reminders and “to do” list

Spring Semester – 2017
- **Level II A – anticipated to be January 4 to March 25**
- travel & preparation week – anticipated to be March 28 to April 1
• **Level II B – anticipated to be April 4 to June 24**
• GRADUATION DAY!!!! Anticipated to be May 28 or 29. Plan on attending the class dinner (with family) and Pinning Ceremony the evening of May 27th or 28th, and “walking” with your class at graduation.
• begin application process for NBCOT exam and FL OT license
• begin studying for NBCOT exam

**Summer Semester – 2017**
• Level II B is completed
• continue to study for NBCOT exam; Plan on attending the TherapyEd study course held on-campus in mid-July, following completion of Level IIB
• if desired, work under temporary state license, as appropriate to the state

**Summer or Fall 2017**
• take and PASS NBCOT exam
• continue working
ACFE CONTACT INFORMATION

While on fieldwork, students should seek to develop open lines of communication with their immediate FE(s). All questions and concerns that are specific to the fieldwork site should be addressed directly to the FE(s).

If students have questions or concerns which the FE(s) are unable to adequately address, or which go beyond the scope of the fieldwork site, the student should contact: Professor Mock – ACFE. Students should attempt to contact Professor Mock by telephone or email during the normal business hours of 8:00 a.m. to 4:00 p.m. Students may contact Professor Mock at home by telephone in an emergency, but are asked not to abuse this privilege.

Professor Mock can be reached at the following:

kmock@fgcu.edu Email is checked throughout the day at work. Be sure to state if an immediate email reply or telephone call is required, and if the call should be made to your home, cell phone or to the fieldwork site. Email is not checked after work hours or on weekends.

W – 239-590-7552 Use this number to contact Professor Mock during business hours. If she is unavailable, leave a message. Be sure to state if you need an immediate email reply or telephone call. In an emergency, contact Wanda Smith, Office Manager, Occupational Therapy Program at 239-590-7550. She will contact Professor Mock or forward your call, as needed to Collette Krupp, or Dr. Jaffe.

C – 239-839-2527 Use this number to contact Professor Mock outside of regular business hours only. She is generally available for weeknight calls between 5:30 and 9:30 p.m., and will attempt to return weekend calls in a timely manner. When you leave a message, please state if an immediate return call is required, or if the call can be made during the next business day.

Students are also encouraged to use the on-line Level I and Level II Fieldwork discussion forums to discuss and seek the opinions of their peers regarding general issues arising in the fieldwork setting.

An additional resource for students is the AOTA Fieldwork Information Line for Students at 1-800-729-2682, press 5.
LEVEL I & II POLICIES AND PROCEDURES

**Enrollment in Level I & II courses – IMPORTANT STUDENT LOAN INFORMATION**

Students enroll in Level I fieldwork during the 2nd, 3rd and 4th semesters, as follows:

- Level IA -- spring of the 1st year
- Level IB -- summer
- Level IC -- summer or fall of the 2nd year

Students enroll in Level IIA and IIB for spring of the 2nd year. Level IIA begins on the first Monday of the semester and is completed before the end of spring semester. There is a 1 week break. Level IIB begins before the end of spring semester and is completed during the summer semester. Enrollment in IIA and IIB in one semester enables the student to meet “full-time status” for spring semester student loan purposes. Students are warned that student loan repayment schedules begin 6 months after graduation. The actual date of graduation is the first weekend of May, even though IIB is not completed until approximately June 30. Pay careful attention to all notices regarding the loan repayment schedule. If a delay in loan repayment is needed, contact the Office of Financial Aid & Scholarships immediately at 590-7965. Ask to discuss loan forbearance.

A 6 week elective (Level IIC – 3 credits) is available for any student who wishes to add an experience in a specialty area.

**Grading Procedures**

**Level IA, IB & IC** – Students earn an S (Satisfactory) or U (Unsatisfactory) for each course. Failure to successfully complete any Level I will result in Academic Probation, as described in the Occupational Therapy Student Handbook. Grades are determined jointly by the FE and the ACFE. The FE’s observation and evaluation of the student’s skills in the fieldwork setting are documented on the Fieldwork Evaluation of Student Learning Outcomes and the adapted PDA. The ACFE evaluates the student’s participation in journaling activities, and combines these evaluations with those of the FE in the determination of the student’s grade.

**Level IIA & IIB** – Students must earn a Satisfactory (S) on Level IIA & Level IIB. The FE(s) use AOTA’s Fieldwork Performance Evaluation for the Occupational Therapy Student © (FWPE), and the adapted PDA to document skills and behaviors demonstrated by the student throughout the fieldwork placement. A minimum score of 122 on the FWPE with scores of 3 or 4 each of the first 3 items, scores of 3 or 4 on the PDA, and active participation in on-line discussions, as evaluated by the ACFE, are required for a grade of S. The grade will be posted upon receipt of the FWPE, the PDA, and AOTA’s Student Evaluation of the Fieldwork Experience © (SEFWE) by the ACFE.

**Unsuccessful Level I or II** – In the past, it has been necessary to terminate a Level I or II fieldwork placement for a variety of reasons. The consequences of termination are dependent upon the specific situation.
A student’s Level I or Level II placement may be terminated as a result of extraordinary circumstances that are beyond the student’s control, the FE or the ACFE. Examples of these circumstances include, but are not limited to:

- Extended illness of the student, or a family member for whom the student must provide care
- Personal or family hardship
- Natural disaster (flood, fire, tornado, hurricane)
- FE is no longer available and there is no replacement available at the site
- Facility closes unexpectedly

The student will not be penalized for termination of fieldwork due to the reasons stated above. The student will receive an Incomplete (I) grade for the course and the ACFE will develop a new fieldwork site for the student. A grade change will be made following successful completion of the fieldwork. Attempts will be made to secure a Level I site within the semester of the terminated Level I. A new Level II site will be secured as soon as possible, but the student should expect that her/his completion of all Level II requirements and graduation will be delayed.

A student’s Level I or Level II placement may also be terminated as a result of circumstances that are considered to be within the student’s control. Examples of these circumstances include, but are not limited to:

- Student commits one egregious safety violation that causes the FE and the fieldwork organization to call for the immediate removal of the student
- Student demonstrates a pattern of behaviors that pose potential safety risks for patients/clients, staff and/or self
- Student demonstrates a serious, single act or a pattern of unprofessional or unethical behaviors, including insubordination
- Student fails to modify or correct unprofessional and/or unethical behaviors following numerous corrections and redirections by the FE
- Student demonstrates a pattern of incompetently performing expected skills, tasks and/or requirements specified for occupational therapists within the setting
- Student fails to modify or correct skill performance, tasks and/or other requirements following numerous corrections and redirections by the FE
- Student demonstrates a pattern of violations of patients’/clients’ rights, HIPAA rules, the rights of others within the setting and/or the AOTA Code of Ethics
- Student exhibits a pattern of excessive tardiness, absences and/or unexcused absences

It is expected that a student’s fieldwork placement may be terminated (with the exception of an egregious safety violation and/or unprofessional or unethical behavior) only after the:

- FE has provided informal and formal feedback to the student
- FE documentations of direct verbal and written feedback, redirection and direct instruction in deficient skills
- FE and ACFE have consulted on strategies to facilitate the student’s development in areas of weakness, including the use of short-term learning contracts with specific, measurable goals
- FE and student have conferred, with ACFE present or participating long distance via telephone, Skype or similar technology
If a Level I or Level II is terminated due to any of the reasons stated above, or reasons similar in nature, the student will fail the course. A grade of Unsatisfactory (U) will be entered for a failed Level I or Level II. This failing grade will remain on the student’s transcript.

Immediately following the termination of the fieldwork placement, the student will meet with the ACFE to develop a Corrective Action Plan. The plan will state the specific reason or reasons for the termination and clearly outline specific tasks and activities that the student must complete in order to be considered ready to repeat the fieldwork. The Corrective Action Plan will include expected measures of success and completion dates. The ACFE will develop a fieldwork placement that is similar to the placement that was failed. The student will enroll in this repeat course, paying the tuition for 1 credit of Level I or 6 credits of Level II. Time completed prior to the termination will not be counted in the repeat course. Failure of a Level I may or may not affect the student’s timely completion of the program. Failure of a Level II will delay the student’s completion of the program significantly. If the failure occurs in Level IIA, the student will not be permitted to walk in graduation with her/his class. If it occurs in Level IIB, the student will have already walked in graduation. Failure of either Level II placement will result in delayed ability to take the NBCOT exam and to begin employment.

Refer to the Academic Probation section of the Occupational Therapy Student Handbook pertaining to the failure of a second class in the program resulting in dismissal from the program.

**Fieldwork Site Procedures**

Students ARE NOT permitted to take trips or vacations during their work week while on the assigned fieldwork placement. Students do not take any of the FGCU holidays off during their assigned fieldwork placement. Students DO work the same days and hours as their FE during their assigned fieldwork placement. Notify the ACFE if there are days you cannot work due to religious observances.

Students will abide by all policies and procedures of the fieldwork site to which they are assigned, as well as those of FGCU, while on fieldwork. If no policy exists at the fieldwork site to address a specific need/issue, then the policies and procedures of the Occupational Therapy Program, and Florida Gulf Coast University will be enforced. The ACFE will negotiate conflict resolution, should the need arise.

**Communication**

A successful fieldwork experience requires open communication between the student, the FE(s), and the ACFE. To maintain open communication, all parties should work within the following guidelines:

1. If a concern or problem arises during fieldwork, it should be immediately addressed by the student and FE.
2. The ACFE should be informed, by the student and the FE, about any concerns or issues that may be anticipated to affect the student’s successful completion of the fieldwork experience. This provides the opportunity for the ACFE to advise the student about how to proceed. See #5 below.
3. If the student or FE feels that the concern or issue has not been satisfactorily resolved during their discussion, then the assistance of the FE’s supervisor and/or the ACFE should be requested.
4. The ACFE is available to assist the student and FE individually or together to think through issues or concerns, suggest alternative communication techniques, and to develop solutions.

5. In cases where a site visit is possible, the ACFE is available to meet with the student and the FE at the fieldwork site. If this is not possible, a telephone or on-line conference call between all parties will be arranged.

6. If the student or FE seeks out the ACFE before attempting to work out the issues with the other party, the ACFE will actively listen, and then direct the student or FE back to the other party with suggestions for alternative communication and/or problem solving strategies to employ.

**Fieldwork Site Selection**

Level I and II Fieldwork placements are determined by the ACFE. Students’ requests for Level II A & B Fieldwork placements are carefully considered when determining placements. Students are not permitted to contact potential fieldwork sites or occupational therapy personnel directly. If it is determined that a student has contacted a Fieldwork Educator or occupational therapy department, that student will not be permitted to complete fieldwork in that site.

FGCU has affiliation agreements with a variety of occupational therapy providers throughout the state of Florida to serve as fieldwork sites for FGCU students. In addition to these, FGCU has agreements with numerous other agencies throughout the United States. Information about these fieldwork sites is available for students to review. Whenever possible, fieldwork placements will be made with organizations that are already affiliated with FGCU. During the first semester of the program, students will attend a fieldwork seminar at which the ACFE will present a detailed overview of the Level I and II fieldwork programs, and the process for assignment of Level I and II placements.

Before the end of the first semester, students will provide geographic locations in which they have housing for Level I and II fieldwork. Students’ geographic location preferences will be considered in the fieldwork site assignment process. Final decisions will be based on the perceptions of the ACFE and the Faculty Assistant of the student’s learning needs and styles, and their working knowledge of therapists and/or agencies that are best prepared to meet the student’s needs and styles. Placement decisions will not be made based on the student’s desire to live in a specific geographic location or to work in a specific setting upon graduation. It is the goal of the ACFE and the faculty that the Level I and Level II experiences, in combination with community learning experiences completed in other occupational therapy courses, will provide the student with a well-rounded, comprehensive fieldwork resume. (See Sample Class of 20XX – Fieldwork & Community Experiences table in Appendix.)

Efforts will be made to assign Level I and Level II fieldwork sites within reasonable commuting distances and times to the students’ homes. Reasonable commutes are considered to be 60 miles or less / 1 way and/or 60 minutes or less/1 way of the students’ homes. Most Level I experiences are arranged with agencies in Collier, Lee and Charlotte counties. The ACFE will attempt to place students who choose to do Level I A and/or C in their home communities. This will be dependent upon availability of sites with whom FGCU already has an affiliation agreement. All students, except those who are primary caregivers for children or another family member, need to plan on completing one or both Level II experiences outside of Lee, Charlotte and Collier counties. Care of family pets will not be considered as a need for an exemption. The OTs in these counties offer many observational experiences to students who apply to the OT
programs. They also provide nearly all of the Level I experiences to FGCU students. Therefore, most are not available to also provide Level II experiences.

The ACFE and Faculty Assistant devote many hours to the process of determining Level I and II placements for each student. When new fieldwork sites are developed for students, many hours of clerical work and legal review are required to finalize the affiliation agreement. Fieldwork educators also spend considerable time planning for the arrival of a fieldwork student. To reduce potential confusions, each student will be assigned to work directly with the ACFE OR the Faculty Assistant on their Level II placements. See the Calendar of Important Fieldwork Dates for submission deadlines for Level I preferred dates and II preferred geographic locations. Once arrangements are finalized, the student will sign the Agreement with Level II Assignments found in the appendix. Once completed, requests for placement changes will be considered by the ACFE only when documentation is provided by the student of extreme circumstances that necessitate the change. Should changes occur in a student’s expected living arrangements, the student will be responsible for arranging new accommodations in the agreed to geographic location. Any rescheduling of a placement is subject to site availability, and is likely to result in delayed program completion. Students for whom a change of placement is approved following finalization of arrangements will be required to write a personal letter to the fieldwork site explaining her/his need to back out of the arrangements. Changing arrangements once they have been finalized will occur following completion of arrangements for those students for whom arrangements have not been finalized. This is likely to delay the start of fieldwork, which may delay graduation until August or December.

**Level II Placements in Non-traditional Settings**

The Accreditation Council for Occupational Therapy Education (ACOTE) states in Standard C.1.17,

> Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years’ full-time or its equivalent of professional experience. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

It is the policy of the FGCU Occupational Therapy Program, to investigate potential 6 week elective, Level II placements in emerging practice sites or non-traditional practice sites that do not employ an occupational therapist, when requested to do so by a student. The Program does not encourage Level IIA or IIB placements in a setting that does not employ an occupational therapist.

In order to place a student in such a site for Level IIC, the following must be agreed upon by the facility/organization, the student and the ACFE:

1. There is a range of potential activities and projects within the facility/organization that will enable the student to apply the content and process of occupational therapy services in her/his work within the facility/organization.
2. The facility/organization identifies a professional staff member as the immediate, day-to-day fieldwork supervisor.
3. The FGCU Occupational Therapy Program faculty identifies a licensed occupational therapist to serve as the OT fieldwork educator. This fieldwork educator provides the required number of hours of direct supervision per Standard C.1.17, and is available to the student via telephone or email each day. The fieldwork educator may be a faculty member or a community occupational therapist.

4. The student, the FE, the ACFE and the facility/organization’s assigned supervisor will collaborate on the development of a specific student learning contract. The assigned supervisor and fieldwork educator will collaborate on the evaluation of the student’s performance based on the student’s learning contract.

**Level II Fieldwork International Placements**

Although AOTA and the World Federation of Occupational Therapists (WFOT) have outlined procedures for developing an international fieldwork placement, the complexities of these arrangements are so great that the occupational therapy program has not pursued these placements, to date.

**Expenses**

Students are responsible for all expenses that accompany each fieldwork course. These include, but are not limited to, additional criminal background checks and TB tests, drug screens, the purchase of FGCU OT polo shirts and/or surgical scrubs, tuition, travel, housing, and meals. Financial assistance from fieldwork sites is nearly non-existent; however, if funding is available it is identified on the Fieldwork Data Form, available for student review.

**Attendance and Absences**

The Standards for an Accredited Educational Program for the Occupational Therapist require a total of 24 weeks of Level II fieldwork (AOTA, 2013). Students are required to be in attendance during the hours that their FE works; this includes any holidays that the FE works. Actual days of the week and exact number of hours of work per week will vary, depending on the schedule of the FE to whom the student is assigned. Students should plan on each rotation including a 40 hour work week, with several hours each evening devoted to reflection, research, and preparation for the next day.

Students are strongly advised against outside employment during this last critical phase of their professional preparation.

*Sick leave* is earned at the rate of 1 day/month (3 days/3 month rotation), as is the case in many employment settings. This time is to be used in the case of personal or immediate family member illness only, and should not be used for other reasons. Students are not required to make up these 3 days if used, **UNLESS** the FE feels the time is needed to demonstrate solid skill development. Sick days beyond the 3 days allowed must be made up. When that is the case, the placement will be extended accordingly.

*Vacation days during Level II Fieldwork are not permitted.* The FGCU academic holidays do not apply to fieldwork students. Students who violate this rule, will be withdrawn from their fieldwork placement, be assigned a Unsatisfactory (U) grade for unprofessional behavior, and be required to complete a Remediation Plan. Enrollment in a repeat fieldwork placement will cost the student the tuition of 1 credit (Level I) or 6 credits (Level II). Failure of a Level II will likely delay graduation until December, and the ability to sit for the NBCOT exam until January.
Do not plan family reunions, trips, weddings or other scheduled holidays to interrupt a fieldwork placement or to closely coincide with the expected completion date of either Level II fieldwork course, as completion dates are subject to change. Completion dates of previous FGCU students have been affected by many “unplanned” occurrences. These include the student’s or the student’s child’s illnesses, child birth, illness or death of an immediate family member, automobile breakdowns or accidents, snow &/or ice storms, floods, hurricanes, the student’s learning needs, the student’s re-assignment to an alternative fieldwork site, the student’s failure to successfully complete the fieldwork placement, etc.

FOTA and AOTA Conferences

The Florida OT Association and the American OT Association hold annual conferences in the fall and April of each year, respectively. Students are strongly encouraged to attend one of these professional development opportunities. Level II fieldwork make-up days are not required for one or two days attendance at the AOTA conference, unless the FE feels that it is necessary for the student’s successful completion of the fieldwork rotation. Level I days can be adjusted to accommodate attendance at the AOTA conference.

Fieldwork Dress Code for ALL LEVEL I and LEVEL II fieldwork – The Do’s and Don’ts

Students are required to follow the prescribed dress code of the facility to which they are assigned for Level II. For Level I and in the absence of a facility dress code for Level II sites, the following FGCU OT dress code is in effect at all times that the student is in the fieldwork facility.

The DOs:

- FGCU embroidered OT polo shirts are required. Shirts must be long enough to tuck in or to cover pant waistbands, and loose enough to permit ease of movement. Shirts should not be form fitting. Shirt plackets need to be buttoned high enough to ensure modest coverage when bending over. If this is not possible, a camisole or tank top should be worn under the polo.
- Docker style pants are recommended. They should be cut high, so that the waist band fits at the waist. No “low rider” pants are permitted. They should be sized to permit ease of movement, as surgical scrubs do. Pants should not be form fitting.
- Stockings or socks and closed-toed, rubber-soled shoes must be worn at all times.
- FGCU or facility name tag must be worn at all times for security purposes.
- Long hair must be tied back or worn up.
- Men must be clean shaven or have a neatly groomed beard or mustache.
- Wear a watch with a sweep hand for taking pulses, and for maintaining your daily schedule.

The DON’Ts:

- Tee shirts, tank tops, muscle shirts, sleeveless shirts.
- Tight, and/or low riding pants that do not reach the waistline or shirts that do not extend below the waistline. There should not be a gap between shirt tail and waistband when bending over.
- Jeans, sweatpants or form fitting pants.
- Spandex, or any clothing that allows cleavage or undergarments to be visible.
- Shoes with open toes, heels above 2”, or work boots.
• No dangling ear rings, bracelets, necklaces or scarves.
• No perfumes, colognes or after shave lotions.
• No acrylic nails, or natural fingernails that extend beyond the tip of the finger.
• Men should not choose to start growing a beard during fieldwork, as that presents a disheveled and unkempt appearance.
• No visible tattoos or piercings, other than a pair of “low-profile” earrings.
• No cell phone while on duty. Cell phones are prohibited in many patient care areas. The FE can inform the student of the approved procedure for family members to contact the student in case of an emergency. No private calls or texts should be made during “on duty” hours.

Costa (2004) offers the following advice on grooming and attire:
- Makeup should not be excessive.
- Facial hair in men should be neat and well-groomed.
- Fragrances should not be worn, as many patient and health care workers have allergies, and health care facilities frequently request practitioners be fragrance free before seeing patients.
- Personal hygiene should involve all the basics, including attention to hand cleanliness and any body odor that might be offensive to patients.
- Body piercings should be discouraged (or covered), as some facilities have strict rules on piercing, and students also need to be mindful of any messages that might be inferred and communicated to patients by their piercings.
- Tattoos should be covered with clothing, as some health care facilities state that these cannot be visible.
- Revealing clothing and clothing that reveals undergarments should not be worn – the standard rule is that skin should not show, and students need to be aware of what happens to their clothing when they run, stretch, bend, lift, jump, or twist.
- Shoes should be supportive, comfortable, and professional, as most health care facilities prohibit open-toed or open-backed shoes, and some may prohibit sneakers. (To date, athletic shoes and sneakers have not been prohibited at sites used by FGCU.)
- Jewelry rules vary widely depending on the practice setting: In mental health facilities, heavy neck chains are often prohibited as a safety measure; pierced earrings can be caught on equipment or pulled by patients, and so students should not wear dangling earrings; other practice settings may have rules on rings or bracelets, particularly if they have sharp edges that might injure patients.
- Fingernails should be clean and cut to an appropriate length (not to extend beyond the tip of the finger). In addition, as of January 1, 2004, the Joint Commission on Accreditation of Health Care Organizations has implemented an infection control standard to reduce the risk of health care-acquired infections. Health care facilities are now required to comply with the 2002 Hand Hygiene Recommendations of the Center for Disease Control and Prevention, which prohibit the wearing of artificial nails or extenders when having direct contact with patients who are designated to be at high risk. (p. 252)
Required Documentation

Students are required to upload proof of each of the following to www.certifiedbackground.com by October 31st of the each year in the program. Students will not be permitted to begin Level I or Level II fieldwork if current proof of each is not on file by the end of October, of each year in the program. Failure to start Level I on the designated start date may result in an Incomplete for the course and an extension of the fieldwork course into weekends, holidays, semester breaks, or the following semester. Failure to start Level II fieldwork on the designated date may result in the loss of that specific placement opportunity, and delay in graduation.

It is the student’s responsibility to provide copies of this documentation or an attestation signed by the ACFE to the fieldwork agency, if required by the agency prior to the start of each Level II, and when applying for licensure. NEVER give out original copies of these records.

Malpractice insurance

- Malpractice insurance is also referred to as professional liability insurance, with minimum limits of $1,000,000/$3,000,000. Upload the page that states your identifying information, the dates and amounts of coverage. Students are not covered by the liability insurance carried by FGCU, the Florida State University System, or the fieldwork affiliate to whom the student is assigned. Two companies students and therapists commonly purchase this insurance from are:
  
  Mercer Consumer Healthcare Providers Service Organization (HPSO)
  
  PO Box 14464 159 East County Line Road
  
  Des Moines, Iowa 50308-3464 Hatboro, PA 19040
  
  1-800-621-3008 1-800-982-9491

Immunizations and/or screening tests:

Healthcare organizations now require proof that a student is immune. This is proven with documentation of a positive titer test that shows antibodies are present for the disease. Students who do not test positive on titers, are required to follow standard protocols for re-immunization. Therefore, OT students are now required to provide proof of a positive titer for:

- Rubella (German Measles).
- Rubeola (Measles).
- Varicella (Chicken Pox, Herpes Zoster)
- Students must also provide documentation of a Tetanus, Diphtheria & Pertussis inoculation OR a Tetanus booster (within 10 years).
- 2 negative Mantoux TB tests within 6 weeks and 12 months of internship. A positive Mantoux test result must be followed up with a chest x-ray and verification of inactive TB status.
- Evidence of Hepatitis B Vaccine series – initiated or a positive titer or a student signed waiver. Hepatitis B (HB) Vaccine is given as a series of 3 immunizations, with the final 2 given 1 and 6 months following the initial immunization. As a health care worker, you run a greater risk of contracting Hepatitis B than HIV from a work related exposure. Hepatitis B is a debilitating disease that can lead to lifelong liver infection, cirrhosis (scarring) of the liver, liver cancer, liver failure, and death. A student who does not wish to take or who is unable to take the immunization is required to sign a waiver for the Hepatitis B Vaccine series.
- Evidence of a new flu vaccine is required by Oct. 31 of each year in the program. Students who are not able to take the flu vaccine should expect that Spring semester fieldwork sites will require them to wear a protective face mask while on site.

- *** Students will be required to submit documentation to www.certifiedbackground.com of all of the preceding titers and test results by October 31 of each year of the program. The exception to this is the 2^nd Mantoux TB test, which must be documented within 6 weeks of the internship. A repetition of the 2 Mantoux TB tests in the second (2^nd) year of the program is required, in preparation for the Level II fieldwork rotations. These repeat Mantoux tests must also be submitted to www.certifiedbackground.com

**CPR certification**

- CPR certification is required for Infant, Child, and Adult. Training is available from the American Heart Association, the Red Cross, and most local hospitals. A CPR recertification class can be organized within the College at a cost of $35. This can be organized after the start of the 1\(^{st}\) semester.

**Medical Insurance**

- Medical Insurance coverage must be maintained. Many fieldwork placements require that students carry their own health insurance. Upload a copy of both sides of your insurance card. Most students find that they are susceptible to the viruses circulating among the client populations with whom they are working while on fieldwork. Medical insurance eases the financial cost of seeking medical attention, and therefore reduces the potential days missed from fieldwork. Medical insurance is also recommended as students are not covered by worker’s compensation programs in the event of an injury while on fieldwork. The cost of emergency and medical care is always the responsibility of the student (or the student’s insurance provider). Information regarding the FGCU Student Health Insurance is available at https://www.gallagherstudent.com/students/student-home.php?idField=1184&KosterWebSID=l84sfde461jovlre5k2q5qbg1. This is a PPO plan and provides coverage throughout the U.S.

**Drug Screens**

- Drug screens are required by some agencies. Students assigned to such an agency will be notified in advance of the start of the semester of the agency’s procedure and the cost. If the agency requires a drug screen, but does not provide it, the student will be directed to www.certifiedbackground.com for testing through Quest Laboratories. The ACFE will provide the necessary directions.

**Criminal Background Checks**

- Criminal Background Checks are required. Students complete two background checks (which provide different information) during the first semester of the OT program as these are required by healthcare organizations. Additional background checks may be required for Level II fieldwork placement within a specific facility or organization. The student is responsible for the cost of these checks.

- Completion of both background checks is required by October 31\(^{st}\) of the year in the program in order to permit registration for Spring courses. A hold on registration will be
placed on any student who does not successfully complete the background checks on time. This may potentially result in a late registration penalty fee.

- Students cannot do any fieldwork or community activity until the background checks are completed. The results of each of these background checks are submitted to the ACFE via the University Police Department and Certified Background.

- Any student whose background check yields negative information will be required to meet with the ACFE to review the processes for prescreening through NBCOT and the Florida Board of Occupational Therapy Practice, to determine if the identified offense(s) will prevent the student from sitting for the NBCOT exam or from obtaining a license to practice in FL. See the following section entitled: Student Responsibilities in Event of Arrest, Conviction for Violations of Law for any legal offenses which occur during enrollment in the OT program.

Graduates of the occupational therapy program are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination. At the time of submission of an application for certification, the applicant is required to report if s/he has:

- a history of a felony
- ever had a denial, revocation or suspension of a professional license, or been subject to probationary conditions by a regulatory authority or certification board
- been found by any court proceeding to be guilty of negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another
- been suspended and/or expelled from a college or university

If a student believes that s/he would answer YES to any of the above questions, s/he should request an Early Determination Review of her/his background, as soon as possible. See [http://www.nbcot.org/early-determination](http://www.nbcot.org/early-determination). A history of a felony or a misdemeanor may jeopardize the applicant’s eligibility to become certified.

NBCOT uses a third party vendor to provide background checks to be used by NBCOT to determine if there is anything in the applicant’s background which would violate any of the principles of the Practice Standards/Code of Conduct ([http://www.nbcot.org/certificant-code-of-conduct](http://www.nbcot.org/certificant-code-of-conduct)). Each early review case is reviewed on an individual basis. NBCOT will notify the student in writing whether s/he will be eligible to sit for the NBCOT exam, provided that all eligibility requirements are met at the time of application.

The process for completing the background checks required by the OT program is as follows.

- The first is a Level Two Background Check from the Florida Department of Law Enforcement (FDLE) and the FBI, and requires that you be fingerprinted. Results of this background check are sent to the ACFE. To complete this:
  1. Submit $40.00 payment (cash, check or credit card) to the FGCU Cashier
Hours of Operation for FGCU Cashier: (located in McTarnaghan Hall – 1st floor)
Monday thru Friday 8:00 am to 5:00 pm

Inform the Cashier that the payment is for FGCU Occupational Therapy Program Background Check.

2. Take your receipt to prove you have paid for the service to the University Police Dep’t., Building 10 on campus map.

Hours of Operation for fingerprinting – University Police and Safety Dept.
To be announced

3. At the University Police and Safety Department submit receipt and inform the Officer that the background check is for the FGCU Occupational Therapy Program. You will be required to sign a waiver form and show identification.

- The second background check is completed on-line. Log onto the Certified Background website at [www.certifiedbackground.com](http://www.certifiedbackground.com) This section will be updated before the start of classes.

The FGCU package code is LO43 “OT Program”. The ACFE is able to verify the results of the check on-line. This background check reviews the student’s social security number, residence history, and the criminal records of all counties outside of FL in which the student has resided during the past 7 years. It also searches the databases of:
  - The Nationwide Sex Offenders & Predatory Registry
  - The Nationwide Health Care Fraud & Abuse Scan
  - The US Patriot Act

This background check costs $65.75.

- Additional background checks &/or drug screens may be required by some fieldwork sites. Students are responsible for complying with the requirements of the agency if they want to complete their fieldwork with that agency.

**Student Responsibilities in Event of Arrest, Conviction for Violations of Law**

As developing professionals, FGCU Occupational Therapy Students are held to the highest standards of civic responsibility and professional conduct. Students are expected to abide by all federal, state, and local laws, the Occupational Therapy Code of Ethics and the Standards of Practice for Occupational Therapy, as well as all university, college, and departmental policies, regulations, and standards. In particular, violations of a variety of laws or standards may compromise a student’s ability to be placed in fieldwork, to sit for the NBCOT exam, and/or obtain licensure in various states. **If arrested, charged with a crime (misdemeanor or felony), convicted of a crime, or charged with a violation of any standard, policy or code of conduct, the student MUST notify the ACFE immediately and schedule a meeting to discuss the implications of the violation and course of action.** The student will need to provide a copy of all documentation regarding the violation to the ACFE on a timely basis. The student may also be required to complete another background check and may need to submit documentation regarding violation and/or background check to potential fieldwork placements.

- Examples of legal offenses include:
- Arrest/conviction for driving under the influence
- Arrest/conviction for possession of illegal drugs/substances

Therefore, any arrests or convictions that may occur during the time a student is in the occupational therapy program MUST be reported to the ACFE immediately. Failure to do so may result in disciplinary action.

***Before continuing in the OT program, students who have been “convicted of, or entered a plea of guilty or nolo contendere to, regardless of adjudication, a felony under Chapter 409, F.S., (relating to social and economic assistance), Chapter 817, F.S., (relating to fraudulent practices), Chapter 893, F.S., (relating to drug abuse prevention and control), 21 U.S.C.ss 801-970 (relating to controlled substances), 42 U.S.C.ss 1395-1396 (relating to public health, welfare, Medicare & Medicaid issues), s. 409.913 F.S. (terminated for cause from the FL Medicaid program)” MUST carefully read the notice posted at the following Florida Department of Health, Division of Medical Quality Assurance website: [http://www.floridahealth.gov/licensing-and-regulation/latest-laws/index.html](http://www.floridahealth.gov/licensing-and-regulation/latest-laws/index.html) This notice identifies legal statuses or histories that will prevent the granting of a license to practice occupational therapy in the state of Florida.

***Students with a less serious conviction may find that specific fieldwork sites will not accept them for fieldwork.

**Fieldwork Data Form**

Students will electronically submit to the Faculty Assistant a Fieldwork Data Form for each Level II placement, if an updated form is needed for that site. The form will be provided by the Faculty Assistant.

**Accident Reports**

In the event of an accident, personal injury or injury to a client while on fieldwork or at a community site for another class, the student will report the accident or injury to the immediate supervisor at the site and complete the necessary documentation of the incident for that organization. The student MUST also notify the ACFE immediately, and submit a copy of the fieldwork site’s documentation. Completion of the FGCU Incident Report for Non-Employees is also required.

**ADA Requirements & Accommodations**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the University’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If a student needs to request an accommodation for fieldwork due to a disability, or you suspect that your academic performance is affected by a disability, please see Professor Mock or contact the Office of Adaptive Services. The office is located in the Wellness Building, on the Student Services Plaza. The phone number is 590-7956 or Video Phone (VP) 243-9453.

Students with identified disabilities are guaranteed access to and equal opportunities within the classroom setting according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Under the Americans with Disability Act, occupational and occupational therapy assistant students with disabilities have the right to decide if and when they disclose their disability to the fieldwork site. Students
Students with identified disabilities are strongly encouraged to initiate a discussion with the ACFE during the second semester of the program to discuss their needs for accommodations within the fieldwork settings. This should allow sufficient time for the student to become well informed of his/her rights and to determine if and what information s/he wishes to disclose to the Fieldwork Educator (Wells & Hanebrink, 2004). Students who have a health condition that would pose safety concerns for patients and the student in the clinic (i.e. uncontrolled seizure disorder, fainting spells, physical limitation) must disclose the condition to the ACFE and fieldwork site so that appropriate fieldwork placements and accommodations can be determined.

National Board of Certification in Occupational Therapy (NBCOT)

NBCOT is independent from AOTA. NBCOT’s mission is to certify occupational therapy practitioners through the development, administration, review and update of the certification examination. Application materials can be downloaded from [http://www.nbcot.org/certification-candidates](http://www.nbcot.org/certification-candidates). The Code of Conduct and Character Review information is found in the Appendix. Students, who have a past conviction in a court of law, are encouraged to seek an Early Determination & Character Review by NBCOT, to determine approval to sit for the NBCOT exam. Information is found in the appendix of this manual. Detailed information is available at [http://www.nbcot.org/early-determination-character-review](http://www.nbcot.org/early-determination-character-review). This should be done as soon as possible after entering the OT program. During the second Level II fieldwork rotation, students begin the application process to NBCOT to take NBCOT’s national certification examination.

Florida Licensure

Occupational therapy practitioners must be licensed by the Florida Department of Health -- Board of Occupational Therapy in order to practice in Florida. The application requires students to respond to a series of personal history questions regarding participation in drug and/or alcohol recovery programs, and treatment for a diagnosed mental disorder or impairment. Students who respond Yes to any of these questions must provide documentation to the Board. Students are encouraged to review these questions when they enter the OT program. If they answer yes to any of the questions, they are encouraged to consult with the Florida Department of Health -- Board of Occupational Therapy immediately to determine if their situation is likely to prevent them from obtaining a license to practice in the state of FL. Information regarding the Personal History section of the license application is found in the Appendix. Generally, students should initiate the application process during the final Level II fieldwork rotation. Licensure application materials are available at: [http://floridasoccupationaltherapy.gov/](http://floridasoccupationaltherapy.gov/)

LEVEL I FIELDWORK EVALUATION PROCESS

There are 3 Level I fieldwork experiences, designated A, B and C. IA occurs during the 2nd semester and is tied to the adult evaluation, intervention, and professional practice courses. Students are placed in medical model OT clinics for 5 full days of hands-on experience. The activities in which the student is able to participate will be dependent upon the OT’s caseload at the time of the fieldwork placement. The FE will evaluate the student’s performance using via:

- Level IA Fieldwork Evaluation of Student Learning Outcomes
- Student's Skills Development Record A – Level I Adult
- The modified Professional Development Assessment

A grade of Satisfactory or Unsatisfactory will be entered by the ACFE.

Adaptations of each of these three evaluative documents will be utilized to evaluate the student's performance on Level IB and IC.

LEVEL II FIELDWORK EVALUATION PROCESS

There are two components to the Level II fieldwork evaluation process that occur as part of each placement. The first is the FE’s evaluation of the student’s performance, while the second is the student’s evaluation of the experience and the services of the ACFE and Faculty Assistant.

**FE’s Evaluation of the Student’s Performance**

The FE evaluates the student's performance throughout the fieldwork placement. On-going constructive feedback is provided to the student, both informally and during formal supervision meetings. The student should interpret the FE’s “suggestions” as “changes in my performance that I must make”.

The FE formally evaluates the student’s performance using The Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE) © (AOTA, 2002) and the adapted Professional Development Assessment © (PDA) © (Kasar, Clark, Watson & Pfister, 1996). Copies of both documents are found in the Appendix.

The FWPE is completed by the FE and reviewed with the student at midterm and at the final. It offers a comprehensive evaluation of the student's overall performance in the fieldwork setting and covers the following: Fundamentals of Practice, Basic Tenets of Occupational Therapy, Evaluation and Screening, Intervention, Management of Occupational Therapy Services, Communication, and Professional Behaviors. Ratings of 90 or higher at midterm are considered satisfactory. The student must demonstrate entry level performance skills consistently over the final 2 weeks of the Level II placement, in order to earn a rating of 122 or higher and a grade of satisfactory (S) at the completion of the Level II. The FE may determine that additional clinical time is required in order to meet the goals/requirements of the FW program in that setting. In that case, the ACFE, and the FE will determine how many additional days will be allowed for the student to demonstrate competence.

Ratings below 122 are deemed unsatisfactory (U). A final grade of U is failing. The student will be required to develop a remediation plan with the ACFE and complete all the activities in the plan satisfactorily before repeating the fieldwork assignment in a different site. At the final, students must earn minimum scores of 3 or 4 on each of the first three items, which are related to ethics and client safety in order to receive an S for the fieldwork class.

The PDA is completed by the FE and reviewed with the student at the final. It serves as an additional assessment of the student’s professionalism and professional development. Ratings of 3 or 4 are required at the completion of each Level II, in order for the student to earn a final grade of satisfactory (S).
At the midterm of each placement, the ACFE &/or the Faculty Assistant conduct mid-term Interviews at the fieldwork site or via telephone (See Appendix) with the FE and the student. These interviews are documented in the student’s fieldwork education file. The purpose of this midterm interview is to determine if the student is meeting expectations and to offer assistance to facilitate the student’s successful completion of the fieldwork rotation, as needed. If the ACFE is notified by the student &/or FE of difficulties at any time during the fieldwork placement, the ACFE will assist the student &/or FE in determining the underlying factors that may be contributing to the difficulty. This will include telephone &/or in-person conversations with one or both parties to identify issues or concerns, and to offer strategies for remediating or reducing the underlying factors that are limiting or preventing the student’s success. **If it is determined before the mid-term, that the student will not be able to successfully complete the fieldwork, even with the use of new strategies for remediating or reducing the underlying factors, the student may request permission, in writing, to withdraw from the placement. If permission is granted by the department, the withdrawal will be without a grade penalty.** The student must complete a remediation plan developed jointly by the student and ACFE before beginning the repeat fieldwork, which will begin as soon as a satisfactory fieldwork site is available.

Level II Fieldwork is graded on a Satisfactory -- Unsatisfactory basis. A student who earns an Unsatisfactory grade on a Level II fieldwork experience is required to repeat that fieldwork in a different organization. The student must complete the remediation plan jointly developed by the student and ACFE before beginning the repeat fieldwork, which will begin as soon as a satisfactory fieldwork site is available. The student will enroll in a new fieldwork course and pay the tuition for the 6 credit course.

A student may not withdraw from a Level II fieldwork experience (OTH6845 or OTH6846) without the negotiated agreement of the FGCU Occupational Therapy Program’s Academic Fieldwork Coordinator and the site’s Clinical Fieldwork Educator. If a student unilaterally withdraws from a Level II experience, the student will earn an Unsatisfactory grade, and will follow the process outlined above.

All Level II Fieldwork experiences must be completed within one calendar year of the beginning of the fifth semester of the student’s planned program (Spring semester of 2nd year), except where bona fide personal or family health problems interfere. The student will be required to provide documentation of the interfering health problems. In no circumstances will Level II Fieldwork extend beyond 2 calendar years from the designated start date for Level II fieldwork.

**Student Evaluation of the Fieldwork Experience (SEFWE) & Student Evaluation of Fieldwork Preparation and Support**

The student is required to complete the Checkbox Survey version of the Student Evaluation of Fieldwork Experience (SEFWE). Specific instructions are provided during the second half of each Level II placement. This is to be completed via during final 2 weeks of each Level II. Checkbox will immediately send a copy of the completed survey to the student and the ACFE. After the FE shares the evaluation of the student’s performance (FWPE) with the student, the student should give the FE a copy of the SEFWE and discuss her/his rationale behind the survey responses. This ensures that the FWPE results were not influenced by the SEFWE results.
The ACFE will use the SEFWEs to compile aggregate data for the faculty to use in program evaluation efforts. The student is also required to complete the anonymous Student Evaluation of Fieldwork Preparation and Support at the end of the final fieldwork rotation. This anonymous survey is also completed as a Word document and sent as an attachment to the OT Department’s Office Manager. She will separate the attachments from the emails to preserve student anonymity, and forward the attachments to the ACFE who will use the data to enhance services provided to future students.

**Removal of Student from a Fieldwork Placement**

According to the Affiliation Agreement between the University and each Affiliate (agency providing fieldwork), a student can be temporarily or permanently removed from fieldwork if the student poses a safety risk for the Affiliate’s patients or clients (FGCU, 2006), or if the student violates the ethical standards of the organization and the profession. If this occurs, the ACFE will conference (in person, if possible, or via telephone) with the student and the student’s FE to determine what actions the student must take in order to continue with the Affiliate. These will be documented on a Corrective Action Plan. If a student is to be permanently removed from the fieldwork site, the ACFE will immediately enter a grade of Unsatisfactory (U) in the student’s academic record. The student is required to develop a Corrective Action Plan that outlines the issues and strategies for correction, and then must successfully complete the stated activities. (See Appendix). The ACFE will develop an alternate fieldwork placement for the student once the student has fulfilled the requirements of the Corrective Action Plan. The selection of an alternate fieldwork site and the start and completion dates will be determined by the availability of an appropriate fieldwork site. A delay in graduation is likely.

**REFERENCES**


APPENDIX

LEVEL I DOCUMENTS

- Level IA Fieldwork Student Learning Outcomes
- Level IA Fieldwork Evaluation of Student Learning Outcomes
- Student’s Skills Development Record A – Level I Adult
- Level IB Fieldwork Student Learning Outcomes
- Level IB Fieldwork Evaluation of Student Learning Outcomes
- Student’s Skills Development Record B – Level I Behavioral Health
- Level IC Fieldwork Student Learning Outcomes
- Level IC Fieldwork Evaluation of Student Learning Outcomes
- Student’s Skills Development Record C – Level I Pediatrics

LEVEL II DOCUMENTS

- Agreement with Level II Assignments
- Level IIA & B Fieldwork Student Learning Outcomes
- AOTA Fieldwork Data Form
- Mid-Term Interview Form
- Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)
- Professional Development Assessment (PDA)
- Student Evaluation of Fieldwork Experience (SEFWE)
- Student Evaluation of Fieldwork Preparation and Support

OTHER

- Sample Class of 20XX – Fieldwork & Community Experiences
- Corrective Action Plan
- NBCOT Candidate/Certificant Code of Conduct
- NBCOT Character Review
- Florida Board of Occupational Therapy
OTH 6853 Level IA Fieldwork – Student Learning Outcomes
Spring Semester

COURSE DESCRIPTION

Level IA Fieldwork introduces students to the fieldwork experience. Students begin development of clinical skills and professional behaviors working directly with clients under the supervision of an occupational therapy practitioner.

STUDENT LEARNING OUTCOMES

At the completion of Level IA fieldwork, the student will demonstrate the ability to:

1. Conduct self in a professional and ethical manner with clients and colleagues.
2. Effectively communicate and collaborate with clients and colleagues.
3. Describe the occupational performance issues of observed clients.
4. Identify the theoretical approaches used in observed screenings and assessments.
5. Describe the client screening and assessment (standardized and non-standardized) Process used in the assigned occupational therapy setting.
6. Outline plans of intervention, including measurable goals and objectives that are matched to theoretical approaches.
7. Identify the use of occupation in the implementation of the intervention plans and describe how the activities could be graded to enhance client performance.
8. Describe a variety of potential intervention/treatment activities matched to clients’ intervention plans.
9. Describe how assistive devices were used by clients and how clients might be trained in the use of such devices.
10. Discuss observed &/or documented home programs, community-based programs, &/or other follow-up programs.
11. Demonstrate safe wheelchair management and transfer techniques specific to varied client Motor and process skills, contexts and activity demands.
12. Describe how the occupational therapy practitioner evaluated client outcomes, and determined the need for continued service or discharge.
13. Demonstrate emerging competency in documentation skills required for client records.
15. Describe the collaboration between the occupational therapy practitioner, the client,
family, significant others, and other professionals in the development of discharge plans.

16. Describe the collaboration between the occupational therapist (OT) and the occupational therapy assistant (OTA), as well as other occupational therapy support personnel and demonstrate working knowledge of the OT’s responsibilities for supervision of support personnel.

17. Discuss the ongoing professional responsibility for providing fieldwork education and supervision.
Florida Gulf Coast University
Occupational Therapy Program

OTH 6853 Level IA Fieldwork Student Learning Outcomes Record

Student’s Name & Signature: ________________________________________________________________

Fieldwork Educator’s Name & Signature: ___________________________________________________

Please rate the student on the items below:

+ Student has demonstrated developing skill in this area.
- Student has had difficulty demonstrating this skill.
✓ Student has not had an opportunity to demonstrate this skill.

COURSE LEARNING OUTCOMES AND EVALUATION:

At the completion of Level I fieldwork experience, the student will have demonstrated the ability to:

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<td>Conduct herself/himself in a professional and ethical manner with clients and colleagues.</td>
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<td>2.</td>
<td>Effectively communicate and collaborate with clients and colleagues.</td>
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<td>3.</td>
<td>Describe the occupational performance issues of observed clients.</td>
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<td>4.</td>
<td>Identify the theoretical approaches used in observed screenings and assessments.</td>
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<td>5.</td>
<td>Describe the client screening and assessment (standardized and non-standardized) process used in the assigned occupational therapy setting.</td>
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<td>6.</td>
<td>Describe a variety of potential intervention/treatment activities matched to clients’ intervention plans.</td>
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<td>7.</td>
<td>Describe how the occupational therapy practitioner evaluated client outcomes and determined the need for continued service or discharge.</td>
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<td>8.</td>
<td>Demonstrate emerging competency in documentation skills required for client records.</td>
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<td>9.</td>
<td>Identify issues related to estimated length of occupational therapy intervention.</td>
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Additional comments:
OTH 6853 Level IA Fieldwork – Student’s Skills Development Record

Student Name (printed) & Signature: ____________________________________________

OT’s Name (printed) & Signature: ______________________________________________

OT’s Email (for thanks letter & NBCOT PDU’s)_____________________________________

Fieldwork Educator: Level I fieldwork should provide the student with opportunities to practice skills learned in the classroom. Please strive to offer this student as many “hands on” opportunities as possible during her/his time with you. Each activity the student completes should be rated by you with your initials & the date. Thank you for your time and effort in this very important aspect of educating a future occupational therapist.

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<td>Functional ROM: 3 separate clients</td>
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<td>MMT: 3 separate clients</td>
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<td>Functional strength: 3 separate clients</td>
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<td>Transfers: student should complete as many transfers as possible, state type of transfer</td>
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Circle best statement of student’s use of proper body mechanics during transfers

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<tr>
<th>Student required specific directions, some repeated</th>
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<tr>
<td>Student required some cueing or coaching</td>
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<tr>
<td>Student used proper body mechanics, no cues needed</td>
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Wheelchair & walker set-up for client; indicate best statement of student’s skill

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<th>Student required specific directions, some repeated</th>
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<tr>
<td>Student required some cueing or coaching</td>
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<tr>
<td>Student used proper body mechanics, no cues needed</td>
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Using Dolhi’s & Chisholm’s explanation of Occupation-based Practice and the Intervention Continuum (2003), along with Mock’s Interpretation (2010), complete the following

Describe 3 **Adjunctive Interventions** observed, and how they were ultimately tied to the client’s occupational goals.

Describe 3 **Enabling Interventions** observed, and how they were ultimately tied to the client’s
occupational goals.

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<tr>
<th>Describe 3 <strong>Purposeful</strong> Interventions observed, and how they were ultimately tied to the client’s occupational goals.</th>
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<tr>
<td>Describe 3 <strong>Occupation-based</strong> Interventions observed, and how they were ultimately tied to the client’s occupational goals.</td>
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</table>
OTH 6854 Level IB Fieldwork – Student Learning Outcomes

Course Description
Level 1B Fieldwork continues the students’ immersion into the fieldwork experience. Students further develop clinical skills by working directly with clients under the supervision of an occupational therapy practitioner in a setting that serves clients with psychological and social factors that negatively influence their ability to engage in occupations meaningful to them.

Students are required to be active participants in the Level I experience

Student Learning Outcomes
At the completion of the Level I fieldwork experience, the student will have demonstrated the ability to:

1. Conduct self in a professional and ethical manner with clients, families, and colleagues.
2. Effectively communicate and collaborate with clients, client groups and colleagues.
3. Describe the occupational performance issues of observed client groups.
4. Identify the theoretical approaches used in the assigned occupational therapy setting.
5. Outline plans of intervention, including measurable goals and objectives that are matched to theoretical approaches.
6. Identify the use of occupation in the implementation of the intervention plans and describe how the activities could be modified to enhance client performance.
7. Describe a variety of potential intervention/treatment activities matched to the clients’ intervention plans.
8. Describe how client outcomes were evaluated.
9. Demonstrate emerging competency in the management and evaluation of group process and effectiveness.
10. Identify issues related to estimated length of occupational therapy intervention.
11. Discuss the ongoing professional responsibility for providing fieldwork education and supervision.
Florida Gulf Coast University
Occupational Therapy Program

OTH 6854 Level I B Fieldwork Student Learning Outcomes Record

Student’s Name & Signature: __________________________________________________________

Fieldwork Educator’s Name & Signature: _____________________________________________

Fieldwork Educator’s Email (for thanks letter and NBCOT PDU’s)____________

Please rate the student on the items below:

+ Student has demonstrated developing skill in this area.
- Student has had difficulty demonstrating this skill.
√ Student has not had an opportunity to demonstrate this skill.

COURSE LEARNING OUTCOMES AND EVALUATION:

At the completion of Level I fieldwork experience, the student will have demonstrated the ability to:

1. Conduct self in a professional and ethical manner with clients, families and colleagues.

2. Effectively communicate and collaborate with clients, client groups and colleagues.

3. Describe the occupational performance issues of observed client groups.

6. Identify the theoretical approaches used in the assigned occupational therapy setting.

7. Outline plans of intervention, including measurable goals and objectives that are matched to theoretical approaches.

8. Identify the use of occupation in the implementation of the intervention plans and describe how the activities could be modified to enhance client performance.

7. Describe a variety of potential interventions/treatment activities matched to clients’ intervention plans.

8. Describe how client outcomes were evaluated.

9. Demonstrate emerging competency in the management and evaluation of group process and effectiveness.
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<td><strong>10.</strong> Identify issues related to estimated length of occupational therapy intervention and services.</td>
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<td><strong>11.</strong> Discuss the ongoing professional responsibility for providing fieldwork education and supervision.</td>
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</table>
COURSE DESCRIPTION

Level IC Fieldwork continues the students’ immersion into the fieldwork experience. Students further develop selected clinical skills by working directly under the supervision of an occupational therapy practitioner.

STUDENT LEARNING OUTCOMES

At the completion of Level IB fieldwork, the student will demonstrate the ability to:

1. Conduct self in a professional and ethical manner with clients and colleagues.
2. Effectively communicate and collaborate with clients and colleagues.
3. Describe the occupational performance issues of observed clients.
4. Identify the theoretical approaches used in observed screenings and assessments.
5. Describe the client screening and assessment (standardized and non-standardized) process used in the assigned occupational therapy setting.
6. Describe a variety of potential intervention/treatment activities matched to clients’ intervention plans.
7. Describe how assistive devices were used by clients and how clients might be trained in the use of such devices.
8. Outline observed home or follow-up programs.
9. Demonstrate safe wheelchair management and transfer techniques specific to varied client motor and process skills, contexts and activity demands.
10. Describe how the occupational therapy practitioner evaluated client outcomes, and determined the need for continued service or discharge.
11. Demonstrate emerging competency in documentation skills required for client records.
12. Identify issues related to estimated length of occupational therapy intervention.
13. Describe the collaboration between the occupational therapy practitioner, the client,
family, significant others, and other professionals in the development of discharge plans.

14. Describe the collaboration between the occupational therapist (OT) and the Occupational therapy assistant (OTA), as well as other occupational therapy support personnel.

15. Demonstrate working knowledge of the OT’s responsibilities for supervision of the OTA and support personnel.

16. Advocate for the profession and the consumer, and understand due process and appeals systems, when reimbursement is not approved for OT services.

17. Use principles of time management, including being able to schedule and prioritize workloads.

18. Maintain and organize treatment areas, equipment, and supply inventory.

19. Understand the ongoing professional responsibility for providing fieldwork education and supervision.

20. Knowledge and understanding of the AOTA Code of Ethics, Core Values and Attitudes Of Occupational Therapy, and AOTA Standards of Practice as a guide for professional interactions and in client treatment and employment settings.

21. Understand the functions and influence of national, state, and local OT associations and other related professional associations.

22. Understand professional responsibilities related to liability concerns under current Models of service provision.

23. Understand the variety of informal and formal ethical dispute resolution systems that have jurisdiction over OT practice.
Florida Gulf Coast University  
Occupational Therapy Program  
Summer or Fall Semester  

**OTH 6855 Level IC Fieldwork Student Learning Outcomes Record**

**Student Name & Signature:**

**Fieldwork Educator’s Signature:**

Please rate the student on items below:

- +  Student has demonstrated developing skill in this area.
- -  Student has had difficulty demonstrating this skill.
- √  Student has not had an opportunity to demonstrate this skill.

**COURSE LEARNING OUTCOMES AND EVALUATION:**

At the completion of Level I fieldwork experience, the student will have demonstrated the ability to:

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<th>Course Learning Outcome</th>
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<td>1. Conduct herself/himself in a professional and ethical manner with clients &amp; colleagues.</td>
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<td>7. Discuss home or follow-up programs.</td>
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<td>8. Demonstrate safe wheelchair management &amp; transfer techniques, specific to varied client motor &amp; process skills, contexts, and activity demands.</td>
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<td>11. Describe the collaboration between the OT, the client, family/significant others, and other professionals in the development of discharge plans.</td>
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<td>12. Describe the collaboration between the occupational therapist (OT) &amp; the occupational therapy assistant (OTA), as well as other support personnel.</td>
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Additional comments:
**OTH 6855 Level IC Fieldwork – Student’s Skills Development Record**

Student Name (printed) & Signature: _______________________________________________

OT’s Name (printed) & Signature: _________________________________________________

Fieldwork Educator: Level I fieldwork should provide the student with opportunities to practice skills learned in the classroom. Please strive to offer this student as many "hands on" opportunities as possible during her/his time with you. Each activity the student completes should be rated by you with your initials & the date. Thank you for your time and effort in this very important aspect of educating a future occupational therapist.

** It is recognized that all of these activities/experiences may not occur due to a variety of factors that are specific to the site.

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<th>Student needed mod (A)</th>
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<th>Student was (I), accurate &amp; safely completed</th>
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<td>Handwriting instruction</td>
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<th>Specific standardized assessments reviewed □ or administration observed (O)</th>
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<th>Sensory Motor – observations, assessment &amp;/or intervention (briefly explain)</th>
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<tr>
<th>Transfers: student should complete as many transfers as possible, state type of transfer</th>
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<tr>
<td>1.</td>
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<tr>
<th>Circle best statement of student’s use of proper body mechanics during transfers</th>
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<tr>
<th>Wheelchair &amp; walker set-up for client; indicate best statement of student’s skill</th>
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<td>1.</td>
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<tr>
<th>Student required specific directions, some repeated</th>
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</thead>
<tbody>
<tr>
<td>Student required some cueing or coaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student used proper body mechanics, no cues needed</td>
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Florida Gulf Coast University
Occupational Therapy Program

Agreement with Level II Assignments

I, _________________________, acknowledge that I have been actively involved with the Academic Coordinator of Fieldwork Education (ACFE) &/or the Faculty Assistant in Occupational Therapy in the development of my Level IIA and Level IIB Fieldwork placements.

This includes:

_____ submitting information for specific fieldwork practice settings &/or geographic locations as required

_____ meeting & corresponding directly with the ACFE &/or the Faculty Assistant throughout the process, and

_____ completing any additional requirements made by the ACFE &/or Faculty Assistant &/or fieldwork site.

Therefore, in accordance with the Occupational Therapy Fieldwork Manual of FGCU, I agree to the Level IIA & IIB placements listed below. I also acknowledge that requests for placement changes will be considered by the ACFE only when documentation is provided by me of extreme circumstances that necessitate the change. Should changes occur in my expected living arrangements, I am responsible for arranging new accommodations in that geographic location. Any rescheduling of a placement is subject to site availability, and will likely result in delayed program completion.

Level IIA placement: __________________________________________________________

Level IIB placement: __________________________________________________________

I have been given a copy of this document.

________________________________________________________

Student Printed Name                  Student Signature                              Date

________________________________________________________

Faculty Printed Name            Faculty Signature & Title               Date
Florida Gulf Coast University
Occupational Therapy Program
Spring – Summer Semesters

Level II A & B Fieldwork Student Learning Outcomes
OTH 6845 (A) and OTH 6846 (B) – 6 credits each

General Dates of Fieldwork  each 12 weeks in length

OTH 6845  approximately January 11 through April 1, 2017
OTH 6846  approximately April 11 through July 1, 2017

Actual start dates and completion dates vary according to the start date of classes, student &/or organization needs.

Course Description:

OTH 6845 - Level II Fieldwork A - 6 credit(s)
Twelve-week, full-time fieldwork placement in a clinical or community setting under the direct supervision of a licensed and/or registered occupational therapist. The course includes pre-fieldwork seminars, and web board discussions during the fieldwork rotation. Successful completion of the first rotation is required in order to progress to the second rotation.

OTH 6846 - Level II Fieldwork B - 6 credit(s)
Twelve-week, full-time fieldwork placement in a setting different from the first internship (in service delivery context or population) under the direct supervision of a licensed and/or registered occupational therapist. The course includes web board discussions during the fieldwork rotation.

Student Learning Outcomes

At the completion of each Level II fieldwork experience, the student will demonstrate the ability to:

1. Conduct herself/himself in a professional and ethical manner with clients and colleagues.
2. Effectively communicate and collaborate with clients and colleagues.
3. Name, validate and prioritize client occupational performance issues with the client.
4. Select theoretical approaches that will guide the screening and assessment process.
5. Complete client screenings and assessments (standardized and non-standardized), according to established procedures within the facility/organization.
6. Develop plans of intervention with measurable goals and objectives that are matched to the client and therapist agreed upon targeted outcomes and chosen theoretical approaches.
7. Use occupation in the implementation of interventions and grade activities according to the
client's needs and abilities.

9. Develop and implement a variety of intervention/treatment activities matched to client's goals.

9. Recommend and teach the use of appropriate assistive technologies, as needed.

10. Instruct client and family/significant others in home program/follow-up programs.

11. Evaluate client outcomes, and determine the need for continued service or discharge.

12. Demonstrate competency in documentation skills required for client records.

13. Identify issues related to estimated length of occupational therapy intervention.

14. Collaborate with client, family/significant others, and other professionals in the development of discharge plans.

15. Collaborate with the occupational therapy assistant (OTA) and/or other occupational therapy support personnel in the provision of occupational therapy (OT) services, and demonstrate working knowledge of the occupational therapist’s responsibilities for supervision of support personnel.

16. Independently complete the entire evaluation process with clients.

17. Independently establish and implement appropriate plans of intervention.

18. Independently establish and complete discharge plans.

19. Demonstrate entry-level therapist competencies.
Introduction

The purpose of the Fieldwork Data Form is to facilitate communication between occupational therapy (OT) and occupational therapy assistant (OTA) academic programs, OT/OTA students, and fieldwork educators. Fieldwork Educators and Academic Fieldwork Coordinators (AFWC) jointly complete the Fieldwork Data Form to describe the fieldwork setting where students may have placements. While much of the information may be completed by the Fieldwork Educator, there will be additional information best obtained through AFWC interview of the fieldwork education coordinator at the site. The AFWC will find opportunity to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards that support the ACOTE on-site accreditation review process. In addition, OT/OTA students will find valuable information describing the characteristics of the fieldwork setting, the client population, commonly used assessments, interventions, and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the Occupational Therapy Practice Framework terminology and best practice in occupational therapy to promote quality fieldwork experiences. It was developed through the joint efforts of the Commission on Education (COE) and Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.

TO BE COMPLETED & SUBMITTED ELECTRONICALLY
Florida Gulf Coast University
Occupational Therapy Program

**Level II Mid-term Conference**

Student: ___________________________ Level II A or B Date_______________

Site & FE: _______________________________ FGCU: _________________

Briefly summarize strengths and areas needing improvement. Clearly describe any significant concerns that may exist, potentially prohibiting successful completion of fieldwork.

I. Fundamentals of Practice

   Ethics (AOTA Code of Ethics)

   Safety (regulations & judgment)

II. BasicTenets (communicates values & beliefs of OT; roles of OT & OTA; collaboration)

III. Evaluation & Screening (rationale; selection of assessments; occupational profile; client factors & contexts; obtains sufficient & necessary info.; administration, interpretation & documentation)

IV. Intervention (logical POC; EBP, client-centered, occupation-based)
How does the student plan for & move clients along the continuum of interventions: adjunctive → enabling → purposeful → occupation-based?

V. Management of OT Services (assignments to & collaboration w/ OTAs & OT aides; understanding of costs/funding and organizations goals; productivity)

VI. Communication (verbal & nonverbal w/ clients & others; clear, accurate & timely documentation; language appropriate to recipient of information)

VII. Professional Behaviors (collaboration w/ supervisor; seeks learning opportunities; constructive response to feedback; consistent, positive work behaviors; time management; positive interpersonal skills & respect for diversity)

Mid-term FWPE score earned _____________ (90 pts. minimum required)

Do you have any concerns at this time that the student might not pass fieldwork?

Is there anything that I can do, at this time, to assist you or the student?
I. FUNDAMENTALS OF PRACTICE:

All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

1. Adheres to ethics: Adheres consistently to the American Occupational Therapy Association Code of Ethics (4) and site's policies and procedures including when relevant, those related to human subject research.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

2. Adheres to safety regulations: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

3. Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

Comments on strengths and areas for improvement:

- Midterm
- Final

II. BASIC TENETS:

4. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

5. Clearly, confidently, and accurately articulates the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

6. Clearly, confidently, and accurately communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

7. Collaborates with client, family, and significant others throughout the occupational therapy process.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

Comments on strengths and areas for improvement:

- Midterm

- Final
RATING SCALE FOR STUDENT PERFORMANCE

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

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

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

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

III. EVALUATION AND SCREENING:

8. Articulates a clear and logical rationale for the evaluation process.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

9. Selects relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

10. Determines client's occupational profile and performance through appropriate assessment methods.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

11. Assesses client factors and context(s) that support or hinder occupational performance.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

12. Obtains sufficient and necessary information from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

13. Administers assessments in a uniform manner to ensure findings are valid and reliable.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

15. Interprets evaluation results to determine client's occupational performance strengths and challenges.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

16. Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

17. Documents the results of the evaluation process that demonstrates objective measurement of client's occupational performance.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

Comments on strengths and areas for improvement:

- Midterm

- Final

IV. INTERVENTION:

18. Articulates a clear and logical rationale for the intervention process.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4

19. Utilizes evidence from published research and relevant resources to make informed intervention decisions.
    - Midterm: 1 2 3 4
    - Final: 1 2 3 4
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<tr>
<td><strong>20.</strong> Chooses occupations that motivate and challenge clients.</td>
<td><strong>Midterm</strong></td>
<td>1</td>
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<td><strong>Final</strong></td>
<td>1</td>
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<tr>
<td><strong>21.</strong> Selects relevant occupations to facilitate clients meeting established goals.</td>
<td><strong>Midterm</strong></td>
<td>1</td>
<td>2</td>
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<td></td>
<td><strong>Final</strong></td>
<td>1</td>
<td>2</td>
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<tr>
<td><strong>22.</strong> Implements intervention plans that are client-centered.</td>
<td><strong>Midterm</strong></td>
<td>1</td>
<td>2</td>
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<td></td>
<td><strong>Final</strong></td>
<td>1</td>
<td>2</td>
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<tr>
<td><strong>23.</strong> Implements intervention plans that are occupation-based.</td>
<td><strong>Midterm</strong></td>
<td>1</td>
<td>2</td>
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<td></td>
<td><strong>Final</strong></td>
<td>1</td>
<td>2</td>
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<tr>
<td><strong>24.</strong> Modifies task approach, occupations, and the environment to maximize client performance.</td>
<td><strong>Midterm</strong></td>
<td>1</td>
<td>2</td>
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<td></td>
<td><strong>Final</strong></td>
<td>1</td>
<td>2</td>
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<tr>
<td><strong>25.</strong> Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client's status.</td>
<td><strong>Midterm</strong></td>
<td>1</td>
<td>2</td>
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<tr>
<td></td>
<td><strong>Final</strong></td>
<td>1</td>
<td>2</td>
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<tr>
<td><strong>26.</strong> Documents client's response to services in a manner that demonstrates the efficacy of interventions.</td>
<td><strong>Midterm</strong></td>
<td>1</td>
<td>2</td>
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<td></td>
<td><strong>Final</strong></td>
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**Comments on strengths and areas for improvement:**
- **Midterm**
- **Final**
- **Final**

**V. MANAGEMENT OF OCCATIONAL THERAPY SERVICES:**

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

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<tbody>
<tr>
<td><strong>Midterm</strong></td>
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<td>2</td>
<td>3</td>
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<tr>
<td><strong>Final</strong></td>
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**28.** Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.

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<td><strong>Midterm</strong></td>
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<td>2</td>
<td>3</td>
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<tr>
<td><strong>Final</strong></td>
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**29.** Demonstrates understanding of the costs and funding related to occupational therapy services at this site.

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<tr>
<td><strong>Midterm</strong></td>
<td>1</td>
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<td>3</td>
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<td><strong>Final</strong></td>
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**30.** Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.

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<td><strong>Midterm</strong></td>
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<td><strong>Final</strong></td>
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**31.** Produces the volume of work required in the expected time frame.

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<td><strong>Midterm</strong></td>
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<td><strong>Final</strong></td>
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</table>

**Comments on strengths and areas for improvement:**
- **Midterm**
- **Final**
SAMPLE

VI. COMMUNICATION:

32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
   Midterm 1 2 3 4
   Final 1 2 3 4

33. Produces clear and accurate documentation according to site requirements.
   Midterm 1 2 3 4
   Final 1 2 3 4

34. All written communication is legible, using proper spelling, punctuation, and grammar.
   Midterm 1 2 3 4
   Final 1 2 3 4

35. Uses language appropriate to the recipient of the information, including but not limited to funding agencies and regulatory agencies.
   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:
- Midterm
- Final

VII. PROFESSIONAL BEHAVIORS:

36. Collaborates with supervisor(s) to maximize the learning experience.
   Midterm 1 2 3 4
   Final 1 2 3 4

37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
   Midterm 1 2 3 4
   Final 1 2 3 4

38. Responds constructively to feedback.
   Midterm 1 2 3 4
   Final 1 2 3 4

39. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and good site maintenance.
   Midterm 1 2 3 4
   Final 1 2 3 4

40. Demonstrates effective time management.
   Midterm 1 2 3 4
   Final 1 2 3 4

41. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
   Midterm 1 2 3 4
   Final 1 2 3 4

42. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:
- Midterm
- Final
# Sample Performance Rating Summary Sheet

<table>
<thead>
<tr>
<th>Performance Items</th>
<th>Midterm Ratings</th>
<th>Final Ratings</th>
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<tbody>
<tr>
<td><strong>I. Fundamentals of Practice</strong></td>
<td></td>
<td></td>
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<tr>
<td>1. Adheres to ethics</td>
<td></td>
<td></td>
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<tr>
<td>2. Adheres to safety regulations</td>
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<tr>
<td>3. Uses judgment in safety</td>
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<tr>
<td><strong>II. Basic Tenets of Occupational Therapy</strong></td>
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<tr>
<td>4. Articulates values and beliefs</td>
<td></td>
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<tr>
<td>5. Articulates value of occupation</td>
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<tr>
<td>6. Communicates role of occupational therapist</td>
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<tr>
<td>7. Collaborates with clients</td>
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<tr>
<td><strong>III. Evaluation and Screening</strong></td>
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<tr>
<td>8. Articulates clear rationale for evaluation</td>
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<tr>
<td>9. Selects relevant methods</td>
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<tr>
<td>10. Determines occupational profile</td>
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<tr>
<td>11. Assesses client and contextual factors</td>
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<tr>
<td>12. Obtains sufficient and necessary information</td>
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<tr>
<td>13. Administers assessments</td>
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<tr>
<td>14. Adjusts/modifies assessment procedures</td>
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<tr>
<td>15. Interprets evaluation results</td>
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<tr>
<td>16. Establishes accurate plan</td>
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<td>17. Documents results of evaluation</td>
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<tr>
<td><strong>IV. Intervention</strong></td>
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<tr>
<td>18. Articulates clear rationale for intervention</td>
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<tr>
<td>19. Utilizes evidence to make informed decisions</td>
<td></td>
<td></td>
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<tr>
<td>20. Chooses occupations that motivate and challenge</td>
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<td></td>
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<tr>
<td>21. Selects relevant occupations</td>
<td></td>
<td></td>
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<tr>
<td>22. Implements client-centered interventions</td>
<td></td>
<td></td>
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<tr>
<td>23. Implements occupation-based interventions</td>
<td></td>
<td></td>
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<tr>
<td>24. Modifies approach, occupation, and environment</td>
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<tr>
<td>25. Updates, modifies, or terminates intervention plan</td>
<td></td>
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<tr>
<td>26. Documents client's response</td>
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<tr>
<td><strong>V. Management of OT Services</strong></td>
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<tr>
<td>27. Demonstrates ability to assign through practice or discussion</td>
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<tr>
<td>28. Demonstrates ability to collaborate through practice or discussion</td>
<td></td>
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<tr>
<td>29. Understands costs and funding</td>
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<td></td>
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<tr>
<td>30. Accomplishes organizational goals</td>
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<tr>
<td>31. Produces work in expected time frame</td>
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<tr>
<td><strong>VI. Communication</strong></td>
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<tr>
<td>32. Communicates verbally and nonverbally</td>
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<tr>
<td>33. Produces clear documentation</td>
<td></td>
<td></td>
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<tr>
<td>34. Written communication is legible</td>
<td></td>
<td></td>
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<tr>
<td>35. Uses language appropriate to recipient</td>
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<tr>
<td><strong>VII. Professional Behaviors</strong></td>
<td></td>
<td></td>
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<tr>
<td>36. Collaborates with supervisor</td>
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<tr>
<td>37. Takes responsibility for professional competence</td>
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<td>38. Responds constructively to feedback</td>
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<td>39. Demonstrates consistent work behaviors</td>
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<tr>
<td>40. Demonstrates time management</td>
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<td></td>
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<tr>
<td>41. Demonstrates positive interpersonal skills</td>
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<tr>
<td>42. Demonstrates respect for diversity</td>
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</table>

**TOTAL SCORE**

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

**FINAL**:
- Pass: 122 points and above
- No Pass: 121 points and below
REFERENCES


GLOSSARY

Client Factors: Those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures:
- body functions (a client factor, including physical, cognitive, psychosocial aspects)—"The physiological function of body systems (including psychological functions)" (WHO, 2001, p.10)
- body structures—"anatomical parts of the body such as organs, limbs and their components [that support body function]" (WHO, 2001, p.10)
(Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606-639.) (5)

Code of Ethics: refer to www.aota.org/general/icoe.asp

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

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

Context: refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, physical, social, personal, spiritual, temporal and virtual.
(Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606-639.) (5)

Efficacy: having the desired influence or outcome (from Neistadt and Crepeau, Eds. Willard & Spackman’s Occupational Therapy, 9th edition, 1998)

Entry-level practice: refer to www.aota.org/members/areas2/docs/sectionb.pdf

Evidence-based Practice: "conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based health care means integrating individual clinical expertise with the best available external clinical evidence from systematic research" (Sackett and colleagues, Evidence-based medicine: How to practice and teach EBM, 1997, p.2). (from the Mary L. Lesher’s "Evidence-Based Practice: What Can It Mean for ME?" found online at www.aota.org)

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

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

Occupational Profile: a profile that describes the client’s occupational history, patterns of daily living, interests, values, and needs. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606-639.) (5)

Spirituality: (a context)—the fundamental orientation of a person’s life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606-639.) (5)

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

Name: ___________________________ Date ___________________________
Evaluator: ___________________________ Organization ___________________________

Instructions: For each professional behavior, review the descriptors and rate 1 through 4 by circling the selected number.

Rating Scale:  
1. Rarely (50% or less of the time).  
2. Occasionally (50 – 75% of the time).  
3. Frequently (75 – 95% of the time).  
4. Consistently (95% or more of the time).

1. Dependability as demonstrated by:
   a. Being on time for classes, fieldwork, client sessions, & meetings.  
   b. Handing in assignments, papers, reports, & notes when due.  
   c. Following through with commitments & responsibilities classmates, clients, faculty, and fieldwork educators.  

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Ex: is ready to work when class/meeting starts or returns from break; is engaged in class/meeting – makes eye contact, takes notes, asks questions, shares thoughts; meets deadlines; attends to details; is trusted by others; is passionate about what she does

Comments:

2. Professional Presentation as demonstrated by:
   a. Presenting oneself in a manner that is accepted by peers, clients, faculty and fieldwork educators.  
   b. Using body posture and affect that communicates interest or engaged attention.  
   c. Displaying a positive attitude towards becoming a professional.  

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<td>c.</td>
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Ex: shows interest & openness via body language; observes others’ personal space; follows dress & grooming guidelines for classroom & fieldwork settings; presents “squeaky clean” appearance; maintains erect posture

Comments:

© 1996 J. Kasar, N. Clark, D. Watson, S. Pfister Adapted by K. Mock, FGCU, 2006
3. Initiative as demonstrated by:
   a. Showing an energetic, positive, and motivated manner.  
      1 2 3 4
   b. Self-starting projects, tasks, and programs.  
      1 2 3 4
   c. Taking initiative to direct own learning.  
      1 2 3 4

   Ex: volunteers for &/or initiates project/task; investigates content & shares; 
   investigates fieldwork sites’ equipment & materials supplies; seeks out additional 
   learning opportunities at fieldwork site; motivates others

   Comments:

4. Empathy as demonstrated by:
   a. Being sensitive & responding to the feelings and behaviors of others.  
      1 2 3 4
   b. Listening to & considering the ideas and opinions of others.  
      1 2 3 4
   c. Rendering assistance to all individuals without bias or prejudice.  
      1 2 3 4

   Ex: understands; shares; is sensitive to other’s perceptions; perceives others’ 
   feelings accurately; actively listens with eye contact & open posture; 
   demonstrates an attitude that affirms human dignity

   Comments:

5. Cooperation as demonstrated by:
   a. Working effectively with others – classmates, faculty, fieldwork educator & 
      other staff members.  
      1 2 3 4
   b. Showing consideration for the needs of a team member, client &/or the group.  
      1 2 3 4
   c. Developing group cohesiveness by assisting in the development of the 
      knowledge and awareness of others.  
      1 2 3 4

   Ex: is a team player - flexible & adaptable; is committed to the team & it’s goals; 
   speaks of “we” rather than “I”; provides feedback; exhibits trust; contributes to the 
   team; acknowledges others’ contributions; contributes to maintenance & 
   organization of treatment areas, equipment & supplies

   Comments:

© 1996 J. Kazar, N. Clark, D. Watson, S. Pfizer  Adapted by K. Mock, FGCU, 2006
6. Organization as demonstrated by:
   a. Prioritizing self and tasks. 1 2 3 4
   b. Managing time and materials to meet program requirements. 1 2 3 4
   c. Using organization skills to contribute to the development of a task, project, or client's skills 1 2 3 4

   Ex: meets others' deadlines; is able to initiate, prioritize & begin action/task

   Comments:

7. Clinical Reasoning as demonstrated by:
   a. Using an inquiring or questioning approach in class and in fieldwork. 1 2 3 4
   b. Analyzing, synthesizing, and interpreting information. 1 2 3 4
   c. Giving alternative solutions to complex issues and situations. 1 2 3 4

   Ex: uses past learning, intuition, judgment & common sense to reason through new experiences

   Comments:

8. Supervisory Process as demonstrated by:
   a. Giving and receiving constructive feedback. 1 2 3 4
   b. Modifying own performance/behaviors in response to constructive feedback. 1 2 3 4
   c. Operating within the scope of one's own skills and seeking guidance when needed. 1 2 3 4

   Ex: participates actively in this 2-sided exchange of ideas & expectations; receives feedback, reflects on feedback & responds to feedback accordingly; demonstrates balanced reactions/responses to feedback

   Comments:

9. Verbal Communication as demonstrated by:
   a. Verbally interacting in class and on fieldwork.  
      1  2  3  4
   b. Sharing perceptions & opinions with clarity & quality of content in class, 
      clinic, staffings, meetings, rounds, and in-services.  
      1  2  3  4
   c. Verbalizing opposing opinions & working toward constructive results.  
      1  2  3  4
   Ex: works towards consensus; makes eye contact; checks for understanding of 
      intended message; uses vocal tone, pitch, volume & choice of language 
      appropriate to the situation &/or environment; uses active listening skills

   Comments:

10. Written Communication as demonstrated by:
    a. Writing clear sentences using proper spelling, punctuation & grammar.  
       1  2  3  4
    b. Communicating information accurately, clearly & concisely in papers, notes & 
       reports.  
       1  2  3  4
    c. Communicating complex subject matter clearly and concisely in writing, using 
       the style or recording system appropriate for the task.  
       1  2  3  4
    Ex: completes written class work & client documentation in timely manner; uses 
      writing or documentation style appropriate to the task and setting

    Comments:

11. Engagement in classroom, community & fieldwork activities as demonstrated by:
    a. Attention focused on the speaker(s)  
       1  2  3  4
    b. Note taking, as appropriate  
       1  2  3  4
    c. Participation in discussions, seeking clarification  
       1  2  3  4
    Ex: demonstrates professional behaviors appropriate to the setting; refrain from 
      behaviors or actions that could be disruptive to the speaker, others or the activity

    Comments:
STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:
The Student Evaluation of the Fieldwork Experience (SEFWE) enables academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs. It is also reviewed by future students as they make fieldwork site choices. Aggregate data is also used by faculty in the program evaluation process.

The Checkbox survey URL will be sent to you during the last half of each Level II placement. Complete this electronic version of the STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) at the completion of each placement. It will be automatically forwarded to the ACFE.

The ACFE will forward a copy of the completed survey to the student’s FE.

TO BE COMPLETED & SUBMITTED ELECTRONICALLY VIA CHECKBOX SURVEY
**Student Evaluation of Fieldwork Preparation & Support**

The Student Evaluation of Fieldwork Preparation & Support is used by the ACFE and the Faculty Assistant to strengthen the fieldwork program and to make appropriate modifications to the services provided to students.

The Checkbox survey URL for this evaluation will be sent to students during the last half of the final Level II placement. Student anonymity is preserved by Checkbox. The evaluation will be automatically forwarded to the ACFE.

**TO BE COMPLETED & SUBMITTED ELECTRONICALLY VIA CHECKBOX SURVEY**
### Sample Class of 20XX – Table of Fieldwork & Community Experiences

<table>
<thead>
<tr>
<th>Student</th>
<th>Level I A 2nd semester</th>
<th>Level I B 3rd semester</th>
<th>Level I C 4th semester</th>
<th>Level II A Jan. to March</th>
<th>Level II B March to June</th>
<th>OTH 6751 &amp; 6910 Outcomes Research &amp; Directed Study</th>
<th>OTH 6725 Community Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH</td>
<td>Lee Memorial Hospital – Acute &amp; Out-p.</td>
<td>Hope Clubhouse</td>
<td>Easter Seals Community Rehab – peds</td>
<td>Palomar Medical Ctr. – Acute &amp; In-p. Rehab Escondido, CA</td>
<td>OT Etc., Inc. San Diego, CA – peds clinic</td>
<td>Shady Rest Care Pavilion – SNF</td>
<td>Children’s Home Society</td>
</tr>
<tr>
<td>DW</td>
<td>Naples Community Hospital – Out-p., Marco Island clinic</td>
<td>David Lawrence Center</td>
<td>The Chateau at Moorings Park – SNF</td>
<td>Collier County Public Schools</td>
<td>Lehigh Regional Medical Ctr. – Acute &amp; Out-p.</td>
<td>Southwest FL Addiction Services – Vince Smith Center – adolescents substance abuse</td>
<td>Homeless Coalition</td>
</tr>
<tr>
<td>MP</td>
<td>Southwest FL Addiction Services – Transitional Living Ctr. – adults</td>
<td>Millennium House</td>
<td>Sarasota Memorial Hospital -- acute</td>
<td>Butler Hospital Providence RI – in-p. behavioral health</td>
<td>All Children’s Specialty Clinic</td>
<td>Sensory Integration – “Horsey Camp”</td>
<td>Tony Rotino Senior Center</td>
</tr>
</tbody>
</table>
Occupational Therapy Program Corrective Action Plan

Date:________________________________________________________

Student Name (printed):________________________________________

Faculty Advisor (printed):______________________________________

Reason for Corrective Action:____________________________________

Outline of Corrective Action Plan:

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

Expected Outcome (include date/time frame for completion):

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

Student Signature:_____________________________________________

Advisor Signature:_____________________________________________
NBCOT Candidate/Certificants Code of Conduct

Preamble
The National Board for Certification in Occupational Therapy, Inc. ("NBCOT®, formerly known as "AOTCB"]) is a professional organization that supports and promotes occupational therapy practitioner certification. This Candidate/Certificants Code of Conduct enables NBCOT to define and clarify the professional responsibilities for present and future NBCOT certificants, i.e., OCCUPATIONAL THERAPIST REGISTERED OTR® (OTR) henceforth OTR, and CERTIFIED OCCUPATIONAL THERAPY ASSISTANT COTA® (COTA) henceforth COTA.

It is vital that NBCOT certificants conduct their work in a professional manner in order to earn and maintain the confidence and respect of recipients of occupational therapy, colleagues, employers, students, and the public-at-large.

As certified professionals in the field of occupational therapy, NBCOT certificants will maintain high standards of integrity and professional conduct accept responsibility for their actions, continually seek to enhance their professional capabilities, practice with fairness and honesty, and encourage others to act in a professional manner consistent with the certification standards and responsibilities set forth below.

Where the term "certificant" is used, the term "applicant or candidate" is included in its scope.

Principle 1
Certificants shall provide accurate and truthful representations to NBCOT concerning all information related to aspects of the Certification Program, including, but not limited to, examination and certification renewal applications, ensure security and confidentiality of exam related materials i.e., examination items, etc., candidate and certificant information, and continuing professional development program reporting forms.

Principle 2
Certificants who are the subject of a complaint shall cooperate with NBCOT concerning investigations of violations of the Candidate/Certificant Code of Conduct, including the collection of relevant information.

Principle 3
Certificants shall act in an accurate, truthful, and complete manner in all activities relating to their education, professional work and research.

Principle 4
Certificants shall comply with the laws, regulations, and standards governing professional practice in the jurisdictions where they provide occupational therapy services.

Principle 5
Certificants shall not have been convicted of a crime, the circumstances of which substantially relate to the practice of occupational therapy or indicate an inability to engage in the practice of occupational therapy safely, proficiently, and/or competently.

Principle 6
Certificants shall not engage in behavior that would cause them to be a threat or potential threat to the health, well-being, or safety of recipients of occupational therapy. This behavior includes, but is not limited
to, chemical dependency, physical violence (for example, murder, robbery, or rape) and other behaviors that adversely impact the delivery of occupational therapy services.

**Principle 7**
Certificants shall not engage in conduct with recipients of occupational therapy that violates appropriate professional boundaries and that does, or reasonably could be expected to, result in harm to recipients of occupational therapy. This includes, but is not limited to, sexual exploitation or misconduct, inappropriate physical contact, financial exploitation, intrusion into the personal affairs of the recipient of occupational therapy services, and inappropriate self-disclosure.

**Principle 8**
Certificants shall not engage in conduct which evidences a lack of knowledge of, or lack of ability to apply, the prevailing principles and/or skills of certified professionals in the field of occupational therapy.

Approved June 2002
Revised February 7, 2003

National Board for Certification in Occupational Therapy

**NBCOT Early Determination & Character Review**

For OT educators seeking information on the Early Determination and Character Review process, please refer to the overview tabs below.

- Early Determination
- Character Review

An individual who is considering entering, or who has already entered, an occupational therapy educational program can have his/her background reviewed prior to actually applying for the exam by requesting an Early Determination Review.

In this Early Determination Review process, NBCOT may give early or prior approval to take the certification exam, as it pertains to good moral character, provided that the information reviewed is not found to be a violation of any of the principles of the **Practice Standards/Code of Conduct**.

Each early review case is reviewed on an individual basis. After NBCOT has completed its review, the individual is notified in writing regarding whether he/she would be eligible to sit for the NBCOT exam, provided all eligibility requirements are met.

**Early Determination Review Form (PDF)**  
**Early Determination Documentation Checklist (PDF)**

NBCOT's Character Review program enables the organization to protect the public from those certificants whose behavior falls short of standards for personal and professional conduct as outlined in the **Practice Standards/Code of Conduct**.

To ensure that occupational therapy practitioners meet standards of professional conduct prior to entering the profession, all applicants for certification are required to provide information and documentation related to affirmative responses to character questions on the examination application.

For more information, please refer to our Character Review homepage.
- See more at: [http://www.nbcot.org/early-determination-character-review#sthash.nXueRZZP.dpuf](http://www.nbcot.org/early-determination-character-review#sthash.nXueRZZP.dpuf)
The Florida Department of Health Occupational Therapy
The OT home page is available at: http://www.doh.state.fl.us/mqa/occupational. This site contains all the information that you need regarding the license application process, license renewal process, continuing education requirements, etc. All students are directed to carefully review this website.

It is especially important that any student who has been "convicted or plead guilty or nolo contendere, regardless of adjudication, to a felony violation", as described below, carefully read the information from the following web page and seek direction from the licensure board before proceeding in the OT program. http://www.doh.state.fl.us/mqa/laws.html

IMPORTANT NOTICE FOR INITIAL LICENSURE APPLICANTS & RENEWALS

Section 456.0635, Florida Statutes, enacted into law by SB1986 (2009)

Important Notice for Initial Licensure Applicants and Renewals:

Pursuant to Section 456.0635, Florida Statutes, you are being notified that effective July 1, 2009, health care boards or the department shall refuse to renew a license, certificate or registration, issue a license, certificate or registration and shall refuse to admit a candidate for examination if the applicant has been:

1) Convicted or plead guilty or nolo contendre, regardless of adjudication, to a felony violation of: chapters 409, 817, or 893, Florida Statutes; or 21 U.S.C. ss. 801-970 or 42 U.S.C. ss 1395-1396, unless the sentence and any probation or pleas ended more than 15 years prior to the application.

2) Terminated for cause from Florida Medicaid Program (unless the applicant has been in good standing for the most recent 5 years).

3) Terminated for cause by any other State Medicaid Program or the Medicare Program (unless the termination was at least 20 years prior to the date of the application and the applicant has been in good standing with the program for the most recent 5 years).

The Department is in the process of developing business procedures to fully implement the provisions of this law. Please continue to use the applications, as they currently appear online, until rules are adopted that will allow the department to replace these applications with updated versions.

For license renewal, this law applies to offenses concluded after July 1, 2009. Since it takes some time to establish the business process, you may be allowed to renew at this time, even if you have committed a disqualifying offense. However, when the department completes the implementation of this law, if you meet one of the disqualifying requirements above, you will be asked to return your license.

CONFIDENTIAL AND EXEMPT FROM PUBLIC RECORDS DISCLOSURE*
Florida Department of Health Occupational Therapy Board
Portion of Applicant

Name: ___________________________________________________

Last                    First                         Middle

Social Security Number: ____________________________________

* This page is exempt from public records disclosure. The Department of Health is required and authorized to collect Social Security Numbers relating to applications for professional licensure pursuant to Title 42 USC § 666 (a)(13). For all professions regulated under chapter 456, Florida Statutes, the collection of Social Security Numbers is required by section 456.013 (1)(a), Florida Statutes.

1. PERSONAL HISTORY

A. In the last five years, have you been enrolled in, required to enter into, or participated in any drug or alcohol recovery program or impaired practitioner program for treatment of drug or alcohol abuse that occurred within the past five years? _YES_ _NO

B. In the last five years, have you been admitted or referred to a hospital, facility or impaired practitioner program for treatment of a diagnosed mental disorder or impairment? _YES_ _NO

During the last five years, have you been treated for or had a recurrence of a diagnosed mental disorder that has impaired your ability to practice occupational therapy within the past five years? _YES_ _NO

C. In the last five years, were you admitted or directed into a program for the treatment of a diagnosed substance-related (alcohol/drug) disorder or, if you were previously in such a program, did you suffer a relapse within the last five years? _YES_ _NO

During the last five years, have you been treated for or had a recurrence of a diagnosed substance-related (alcohol/drug) disorder that has impaired your ability to practice within the past five years? _YES_ _NO

D. During the last five years, have you been treated for or had a recurrence of a diagnosed physical disorder that has impaired your ability to practice occupational therapy? _YES_ _NO

Mission Statement: “To protect and promote the health of all residents and visitors in the state through organized state and community efforts, including cooperative agreements with counties.”

4052 Bald Cypress Way, BIN #C-05
Tallahassee, FL 32399-3255
Phone: (850) 245-4373 Fax: (850) 414-6860
Website: www.doh.state.fl.us/mqa/occupational