Department of Occupational Therapy
Fieldwork Education

Student Manual for Level I and Level II Fieldwork
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Introduction

The Student Manual for Level I and Level II Fieldwork is intended as a guide to assist students in understanding more fully the policies and procedures of the integrative practice seminars and fieldwork. The information in this guide does not serve in any manner as a contract. Changes and exceptions to this manual may be made by the University or the Occupational Therapy Fieldwork Department. Questions regarding the manual, or clarification of its contents, are welcomed and should be directed to the Academic Fieldwork Coordinator or the Fieldwork Coordinator Assistant. Communication is an essential element in successful collaboration between the Fieldwork Office and students engaged in the Occupational Therapy Master’s program at Eastern Kentucky University.

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Fieldwork Office and Community Partners Website
http://www.ot.eku.edu/fieldwork-office-community-partners

AOTA Fieldwork Resources Website
The Department of Occupational Therapy
The Occupational Therapy Department at Eastern Kentucky University was established in 1976 and is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). For further accreditation information, contact ACOTE at 4720 Montgomery Lane, Bethesda, MD 20814, (301) 652.2682, or www.aota.org. The Occupational Therapy program at EKU was recently named one of “America’s Best” by U.S. News and World Report, and ranked 31st out of 151 in their 2012 edition of Best Graduate Schools.

Mission of the Department of Occupational Therapy
The mission of the Department is to provide students with an understanding of the essential links between occupational science and occupational therapy, to provide leadership that reaches international levels, and to help insure best-practice occupational therapy services to the citizens of the Commonwealth, through education, research, and service. The vision of the Department of Occupational Therapy is to achieve excellence in the study of occupation as a therapy and a science. Students and faculty will be recognized for their engagement of individuals and communities in occupations support participation in life.

Curriculum Design and Sequence
Occupation, communication, diversity, reasoning, and professional identity reflect the profession’s core and the essential values, knowledge and skills of occupational therapists. These five themes provide the framework for student outcomes and illuminate all aspects of the curriculum model. Occupation is the core theme. The five themes are defined as follows:

- Occupation: An understanding of the complexity of occupation and of humans as occupational beings underlies professional action and scholarship.

- Reasoning: Fused with experience, ongoing learning and the development of creative capacity, reasoning meets the demands of a reflective professional.

- Professional Identity: Developing the values and habits of a professional supports the ability to negotiate systems and assume a variety of roles in service to others.

- Diversity: Appreciating relationships and for understanding occupational choice, patterns, and performance. Diversity is the basis for respectful relationships.

- Communication: Expressing and exchanging ideas in order to collaborate, advocate, and share knowledge is integral to professional action and research.
The curriculum model is based on sequential learning cycles. Each cycle incorporates key elements of the curriculum: 1) integrative seminars, 2) concepts and knowledge, 3) active learning experiences, and 4) authentic assessment and portfolio creation.

### Fieldwork Course

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<thead>
<tr>
<th>Level I:</th>
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<th>Level II</th>
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<tbody>
<tr>
<td>OTS 821</td>
<td>OTS 831</td>
<td>OTS 871</td>
<td>OTS 845, OTS 846/847</td>
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### Sequence

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<tr>
<th>Sequence</th>
<th>Fall – First Year</th>
<th>Spring – First Year</th>
<th>Summer – First Year</th>
<th>Fall – Second Year</th>
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<tr>
<td>Level I:</td>
<td>OTS 820</td>
<td>OTS 824</td>
<td>OTS 836</td>
<td>OTS 830</td>
<td>OTS 896</td>
<td>OTS 899</td>
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<td>OTS 822</td>
<td>OTS 832</td>
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<td>OTS 880</td>
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### Supporting Coursework

- OTS 820 OBP: Fundamentals
  - Corequisites: OTS 821. Foundational knowledge in occupation based practice. Assessment and intervention skills necessary to provide occupational therapy services. Course themes are occupational therapy philosophy, theory, context, process and reasoning. Active learning experience in the community.

- OTS 822 OBP: Health Care Practice 1
  - Corequisite: OTS 821. Lecture and lab to include theories, principles and methods of evaluation, intervention and outcome processes for individuals assessing health systems. Course will focus on engagement in occupation to support participation in life roles across the lifespan.

- OTS 831: Practice Seminar II
  - Prerequisite: OTS 821 or Corequisites: OTS 824 and OTS 832. Integration of occupation-based practice through reflection on curriculum themes, participation in community-based settings, preparation for Level II Fieldwork and ongoing development of a professional portfolio.
OTS 824 OBP: Health Care Practice II  
**Prerequisites OTS 821 and OTS 822.** Continued study of theories, principles and methods of evaluation, intervention and outcome processes for individuals accessing health systems. Course will focus on engagement in occupation to support participation in life roles across the lifespan.

OTS 832 OBP: Community-Based Practice  
**Corequisite: OTS 831.** Theories, principles and methods of evaluation, intervention and outcomes processes for individuals and groups accessing social systems throughout the lifespan. Course will focus on engagement in occupation for community participation.

OTS 871: Practice Seminar III.  
**Corequisite: OTS 830.** Integration of occupation-based practice through reflection on curriculum themes, participation in education-based settings, preparation for Level II Fieldwork and ongoing development of a professional portfolio. Credit will not be awarded for both OTS 871 and 871S.

OTS 830 OBP: Education Communities  
**Prerequisites: OTS 824 and OTS 832. Corequisite: OTS 871.** Occupation-based assessment and intervention for children and young adults in educational contexts. Course addresses models of practice, service delivery, federal/state legislation and philosophy of administration. Active learning experiences in the community.

OTS 845: Health Care Practice Fieldwork  
(6) Prerequisite: Successful completion of all didactic coursework or department approval. Twelve weeks of fieldwork in healthcare practice to promote reasoning, professionalism and competence in providing occupation-based intervention. Includes on-line reflective seminar.

OTS 846: Community Practice Fieldwork  
(3-5) Prerequisite: Successful completion of all didactic coursework. Six to ten-week fieldwork in a community/education setting to promote reasoning, professionalism and competence in providing occupation-based intervention. Includes online reflective seminar.

OTS 847: Emerging Practice Fieldwork  
(1-3) Prerequisite: Successful completion of all didactic coursework. Two to six-week fieldwork in an emerging or traditional practice settings to develop/refine skills. Includes online reflective seminar.
Fieldwork Professional Behaviors:
Excellence in clinical performance is not seen as merely a reflection of the information that one possesses, but is also indicative of the character of the individual who holds that knowledge. That is why one’s professional behaviors are so closely linked to fieldwork success. Though specifically outlined in more depth in this fieldwork manual are the issues of maintaining integrity, proper dress, maintaining confidentiality, attendance, and nametags, students should also be keenly aware of other traits such as

- Showing genuine interest in the setting, population, and frame of reference used by the fieldwork educator.
- Demonstrating creativity, flexibility, critical thinking, and problem-solving skills.
- Being open to feedback, and constructive criticism in order to modify behaviors and improve occupational therapy skills.
- Engaging in reflection on ones beliefs, attitudes, and actions in order to understand how one’s own values impact service delivery.
- Taking initiative and asking for more responsibilities with a goal of working towards increased independence.
- Knowing when to ask for help when needed.
- Communicating well with clients, families, and other professionals; and is comfortable interacting with others.

The Department of Occupational Therapy recognizes that the development of professional behavior is an essential aspect in the preparation of occupational therapy practitioners. Professional identity is identified as one of the Master of Science curriculum outcomes: Reflect the profession’s values, principles, and beliefs in carrying out professional responsibilities. If a student identifies that one or more of these areas as an area for growth, the student should set goals and address the area to increase fieldwork success. Communicating such goals to the Academic Fieldwork Coordinator is highly encouraged. If a faculty member or a fieldwork educator feels professional behavior is deemed unsatisfactory, then a Professional Behavior Evaluation will be completed by the integrative seminar academic instructor and a Professional Evaluation Remediation Plan will be developed by the student (See Appendix L).

Academic Integrity:
Academic Integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty is not tolerated and incidents of it will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication. Students are advised that EKU’s Academic Integrity policy will strictly be enforced in all practice seminars and fieldwork courses. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.
Dress:
The student is a representative of the Department of Occupational Therapy and the profession of occupational therapy. In addition students must dress with the safety of clients and themselves in mind at all times. Therefore, professional attire is expected and will be included as part of the grade consideration under Professionalism and Participation. The following dress requirements are non-negotiable and adherence to the dress requirements will be strictly enforced, unless prior authorization for a change in dress has been approved by your fieldwork instructor. Any unauthorized breach of the dress requirements will result in the student being sent home from the fieldwork site with loss of all participation points for that day. Two or more breaches of dress requirements will result in a written Professional Behavior Evaluation which will include a remediation plan that must be agreed upon by the instructor and the Academic Fieldwork Coordinator before the student can return to the fieldwork site.

At your Graduate Student Orientation, you will be required to sign a dress code statement that says you have read the policy and agree to abide by it.

Dress Requirements for Fieldwork Experiences (includes meeting with site officials even when clients are not present)

1. Pants must be of woven material and khaki, black, brown, olive or light tan in color. Pants that are no shorter than capri or cropped length. No pants that are above the bottom of the patella are acceptable. If a site specifically requires the student to wear scrubs, the site dress code supersedes the Occupational Therapy Program dress code.

2. Shirts – EKU fieldwork polo shirts must be worn. Students will purchase shirts from the EKU bookstore prior to the first day of on-site fieldwork visits in the Fall Semester and are responsible for making sure that shirts are clean and neat.

3. The shirt tails must be long enough so that there is no visible skin between the bottom of the shirt and the top of the pants. Students may elect to dress in layers in order to be in compliance with the no visible skin policy.

4. Students are required to wear closed toe shoes. Tennis or running shoes are the best choices. At health care settings, socks are required with shoes.

5. You may wear small earrings and a watch unless your site prohibits jewelry of any kind. Large or dangly earrings, nose, lip or tongue jewelry must be removed while at the fieldwork site. Necklaces outside of shirts are not allowed at healthcare facilities.

Confidentiality and Patient's Rights:
Confidentiality is an ethical principle that covers both verbal and written communication. Students should not discuss specific cases even amongst themselves using information that could identify the client. Students should not take pictures without first clearing it with their fieldwork instructor, their fieldwork site, AND the client. In order to meet HIPAA guidelines, all students will be trained and demonstrate understanding by passing a quiz once per year while in the Masters Occupational Therapy program, prior to any fieldwork site visits.
As per HIPAA guidelines, students cannot report the following information in any fieldwork assignments, including SOAP notes or case studies:

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

For written reports, the following information can be shared:

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

Students should be aware of four situations in which HIPAA REQUIRES individuals to release medical information. These are:

1. If a minor child, elderly individual, or a dependent adult is at risk of being physically or sexually abused or neglected, a clinician is required to report that information to the appropriate agency to assure the safety of the person;
2. If someone presents an imminent risk of serious injury to themselves, the clinician must assure their safety by releasing only as much information as is judged necessary to protect their safety;
3. If someone threatens another person, the clinician must assure the other person’s safety by releasing only as much information as is judged necessary to the police and the person being threatened; and
4. When it is court-mandated.
**Attendance:**
The student is an active learner and benefits from course participation. Therefore, **class attendance is required.** As preparation for professional behavior that will be expected during Level II Fieldwork, the student must notify the instructor by telephone or email **before** missing the class period. The student who fails to do so will incur a participation grade penalty. This is a seminar course that will include discussion, group process and collaboration, so absences cannot be “made up.” In a seminar, each student’s presence is as vital as the instructor’s. If an absence is necessary, the student will need to arrange with the instructor on how to make up material that was missed. Excused absence will be granted only for documented personal illness or injury, court appearance or documented death of an immediate family member. The student is expected to be punctual and fully prepared for class.

**Nametags:**
If facility-specific nametags are not provided to you during orientation, you should use your EKU nametag which can be purchased through the EKU Bookstore and several other locations in Richmond. A nametag with a magnetic back is recommended in order to protect the knit material of the polo shirt.

**Occupational Therapy Code of Ethics**
Available at [http://www.aota.org/Practitioners/Ethics/Docs/Standards/38527.aspx](http://www.aota.org/Practitioners/Ethics/Docs/Standards/38527.aspx), the *Occupational Therapy Code of Ethics and Ethics Standards (2010)* is a public statement of principles used to promote and maintain high standards of conduct within the profession. Students in both Level I and Level II placements should be aware of its principles, and be able to call upon it when ethical issues arise. Applications of Code and Ethics Standards Principles are considered situation-specific, and should serve as an aide in recognition and resolution of such ethical dilemmas.

There are Seven Principles:

- Principle 1: Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services. (BENEFICENCE)
- Principle 2: Occupational therapy personnel shall intentionally refrain from actions that cause harm (NONMALEFICENCE)
- Principle 3: Occupational therapy personnel shall respect the right of the individual to self-determination (AUTONOMY AND CONFIDENTIALITY)
- Principle 4: Occupational therapy personnel shall provide services in a fair and equitable manner (SOCIAL JUSTICE)
- Principle 5: Occupational therapy personnel shall comply with institutional rules, local, state, federal, and international laws and AOTA documents applicable to the profession of occupational therapy (PROCEDURAL JUSTICE)
- Principle 6: Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession (VERACITY).
- Principle 7: Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity (FIDELITY)
Students should access the full resources available to them regarding ethics standards and guidelines through [http://www.aota.org/Practitioners/Ethics/Docs/Standards/38527.aspx](http://www.aota.org/Practitioners/Ethics/Docs/Standards/38527.aspx). In addition to more detailed information regarding the seven ethical principles, students will find an abundance of information on ethics. From the main web page, click on “students” and then “ethics”.

**ADA Accommodations**
If you are registered with the Office of Services for Individuals with Disabilities (OSID), please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Accommodations for those individuals with accommodation letters from the OSID will be made for students in all courses, including fieldwork (OTS, 821, 831, 871, 845, 846, and 847).

**Equipment Maintenance and Loan Policy**
Students in the program have access to and may use education equipment and supplies in designated areas (classroom, labs, fieldwork sites, professional presentations locations). Equipment may be checked out to students with the permission of the instructor or organization faculty sponsor through the Academic Fieldwork Office. The student is responsible for following the procedure for checking out equipment and must return it in good condition. If the item is broken or is some way not functioning appropriately the instructor or faculty sponsor should be informed of the problem. Equipment is usually checked out for 1 day/overnight. If needed for longer periods an exception will be required.

If multiple people need the equipment at the same time, then classroom instruction takes priority over other needs. Equipment may be reserved in advance to make sure it is available. Failure to return borrowed items will result in reporting of a financial obligation to the EKU Business Office. Students will then receive a bill for the item.

Materials and equipment is checked out on the Resource Mate system by the Senior Office Associate in the Fieldwork Office, one of the fieldwork coordinators or your course instructor. Detailed information about the checkout policy will be covered in your orientation session for the Practice Seminars.

**ePortfolios**
The ePortfolio policy and procedures were approved by the MS SubCommittee on 8/17/09. The purpose of the portfolio in the MS program is for professional development in the discipline of occupational therapy. Students are encouraged to explore specialty options, gather professional experience to better prepare for the expectations of professionals needed in occupational therapy practice. The portfolio process serves as a link to licensure application and renewal and application for certification in specialty areas. By developing the skills, habits and reflective values necessary for the profession of occupational
therapy, students demonstrate knowledge, attitudes and abilities to better meet professional challenges.

The student is guided in development and evaluation of the professional portfolio during the practice seminar courses: OTS 821, 831 and 871. The shell/structure of the professional portfolio is created in OTS 821, using electronic storage and thus is referred to as an e-portfolio. During OTS 831 and OTS 871, students continue to critically evaluate their professional development as occupation-based practitioners through participation in various assignments and learning experiences, assembling materials to reflect their professional growth. Professional identity is the primary curriculum theme addressed in seminar courses. The other four curriculum themes (occupation, diversity, reasoning and communication) are embedded in the coursework during each semester and reflected in course assignments.

The professional portfolio builds upon the reflective portfolio constructed in the occupational science curriculum, moving the responsibility for effective occupational therapy practice to the learner. Students are expected to showcase their growth as a future occupational therapist through their unique contribution, supplemental learning activities and competency experiences.

All portfolios must have the following elements in the portfolio: Introduction, First Semester, Second Semester, Third Semester, Fourth Semester, Level II Fieldwork, Professional Competency Examples, Resume, Other Support Documents and Feedback/Comment sections. Students will develop, adapt and/or revise content each semester to reflect professional development.

Academic advisors are encouraged to review professional portfolios with students each semester. The professional portfolio can assist the academic advisor in suggesting classes, professional experiences, and alternative learning options for the development of reasoning, communication, and diversity experiences needed in the professional practice of occupation-centered therapy.

The portfolio is evaluated in OTS 821, 831 and 871 for completeness of assigned components. It is the responsibility for students to update the professional portfolio each semester to include ongoing growth, prior to the advising period and before the end-of-semester due date. The students must successfully complete the portfolio to pass OTS 821, 831 and 871. Each of the three sections must receive at least a minimum score of “2” and an overall score of “9” to pass the portfolio each semester. Feedback will be provided to the student by course instructors in OTS 821, 831 and 871 on the e-portfolio comment section.

The portfolio is evaluated by both content and design considerations. A written synthesis about professional growth and learning will demonstrate content knowledge. Students may choose elements to insert in the portfolio, as examples of their learning, based on class assignments, work experience and/or professional participation. The portfolio is a tool for collecting professional materials and reflecting on personal growth while in the MS program, and can facilitate needs for advanced specialty practice, licensure and/or certification.
The primary component of the professional portfolio that is used to focus, prioritize, and assess ongoing activities, achievements, certifications, and education is the professional development plan. The EKU OT program recommends using the NBCOT Self Assessment Resource Tool available at NBCOT Entry-Level OTR Self Assessment. Professionals develop a description or listing of goals and aspirations, professional activities and emerging interests. Like the resume or curriculum vitae, the professional development plan is dynamic. Changes and updates are entered several times per year. If goals are developed, a one to two year trajectory is common.

The rationale for completing the professional development plan within the portfolio is:

- Self-assess additional and individual learning needs.
- Organize activities leading to self-identified career outcomes.
- Reflect on progress of growth leading toward transition to professional career.
- Fulfill personal responsibility for life-long learning, competence and participation in professional service.
- Contribute to the growth and strength of the profession of occupational therapy.

Specific timelines for completion of items in the professional development plan will be distributed in OTS 821, in collaboration with the MS Subcommittee. Components of the professional portfolio will be addressed through learning activities in the MS program.

**Fieldwork Policies and Requirements**

Both Level I and Level II fieldwork are required by the Accreditation Council for Occupational Therapy (ACOTE®) Standards and Interpretive Guidelines (2007) which are effective as of January, 2008. For a complete view of those guidelines, students are referred to sections B.10.1 through section B.10.22 of Standards and Interpretive Guidelines, available at www.aota.org. In accordance with Eastern Kentucky University’s Graduate School policy, a student must complete the degree, which includes Level II Fieldwork, no later than seven years after enrolling in his/her first graduate course.

The Department of Occupational Therapy abides by the Graduate School’s policy on repeating courses. In accordance with that policy, students may repeat a graduate course, which includes Level I or Level II Fieldwork, one time for the purpose of grade replacement. An enrollment is counted as a repeat if previous enrollment in the course resulted in a passing or failing grade. A graduate student may enroll in a course for the third time (second repeat) only under unusual circumstances and with the written approval of the advisor, the department chair/program coordinator of the student’s major, the dean of the college of the student’s major, and the Dean of the Graduate School. In addition, students must pass each fieldwork experience satisfactorily before progressing to the next course in which a fieldwork experience is offered.

Because occupational therapy fieldwork placement settings are a premium resource of the University, this resource must be used responsibly. Many educational agreements contain a clause that requires the University to certify that only fully prepared, fully qualified students can be placed at the facility. If a student receives unsatisfactory ratings in the areas of adherence to the ethics, safety regulations or
judgment in the use of safety on the Fieldwork Performance Evaluation, the decision to offer the student an opportunity enroll for any repeat of Level I and/or Level II Fieldwork courses will be made by following the policy and procedure of the Occupational Therapy Department.

Any student who withdraws from fieldwork due to a serious health, personal, or family problem and who was performing satisfactorily prior to the time of withdrawal, must consult with the EKU Academic Fieldwork Coordinator prior to any action to change enrollment in a fieldwork course so that a full discussion of the potential consequences can occur.

Following the satisfactory completion of Level II Fieldwork, professional level graduates must apply for licensure and/or certification prior to practicing in any state. A criminal record (excluding minor traffic violations) may make a person ineligible to sit for the national certification examination and/or licensure or state certification for practices. Students with such a history should contact the National Board for Certification in Occupational Therapy, Inc. (NBCOT) and relevant licensing or certifying bodies to determine their situation (www.nbcot.org).

**Fieldwork Placements**

Any facility used to fulfill fieldwork requirements, both for Level I and for Level II, must have an educational agreement/contract in place. This is one reason why many sites you might think of or want are not available. You can give the Academic Fieldwork Coordinator names of facilities that you are interested in but you may not attempt to arrange your own fieldwork placement. You cannot complete fieldwork at a site where you will be supervised by a relative or friend. Failure to disclose such a relationship will result in an automatic failure at that site and you will be required to repeat the course. In order to get an adequate number of placements, fieldwork sites are located all over Kentucky, and the United States. Students who accept admission to the MS Occupational Therapy program acknowledge that placement may occur in which travel up to 90 minutes one way during Level I Fieldwork is required. For Level II placements, students should be aware that placements may be anywhere in the United States and that relocation for a period of three months may be necessary. For Level II Fieldwork experiences, the Fieldwork Office and students acknowledge that life circumstances arise that are genuinely categorized as “extenuating circumstances” and students will be able to submit substantiating such circumstances which will be reviewed by an independent committee. Being married or engaged, or having purchased a house, does not in and of itself constitute an “extenuating circumstance”.
**Student Rights and Responsibilities**

Student’s responsibilities in supervision include:

1. Respect the knowledge and authority of your supervisor
2. Abide by the administrative chain of command, the rules of the facility, and policies and procedures.
3. Meet with your supervisor as scheduled. Be professional and notify your supervisor in a timely manner, giving due reason, for any meeting that must be missed or postponed.
4. Successfully complete all required fieldwork classes and prerequisite course work for all fieldwork.
5. Complete all required forms and documents as indicated for each fieldwork section and return them to the fieldwork office in a timely manner.
6. Follow through with all given assignments, readings, and tasks assigned by your supervisor.
7. Arrange all housing and transportation as needed during fieldwork.
8. Pay all costs incurred for travel, housing, and tuition related to the fieldwork experience.
9. Ask questions to clarify or to seek further information.
10. Follow policies and procedures of specific facility.
11. Communicate effectively when you have difficulties, do not understand something, or don’t feel you have the capability to complete a task. Be open and honest.
12. Communicate effectively to your supervisor your own learning objectives, and follow through on all learning responsibilities.
13. Be an active participant
14. View feedback and evaluation as an opportunity for learning more about your strengths and weaknesses, and to take action in adjusting your performance.
15. Provide safe and ethical treatment under supervision.
16. Provide written evaluation/feedback to the Academic Fieldwork Coordinator and Clinical Fieldwork Coordinator about the facility-learning environment and related student experience.

While supervised, you, as the student, also have rights which include:

1. Being appropriately supervised by experienced therapists and fieldwork educators
2. Receiving feedback and evaluation in a timely manner and on a regular basis.
3. To contact the Academic Fieldwork Coordinator or fieldwork instructor at any time to discuss performance standards, clinical procedures, documentation, and patient treatment practices that the student feels is discriminatory, capricious, or unethical.

**Role of the Fieldwork Educator:**
The Level II Fieldwork educator is a volunteer educator who receives no monetary compensation and agrees to supervise and guide the occupational therapy student toward entry-level competency. The qualification for Level I and Level II Fieldwork educators are different and are specified by ACOTE standards.
The fieldwork educator also has rights and responsibilities associated with their role as supervisor of a Level I or Level II fieldwork student.

1. Evaluate administrative aspects of the program to determine the feasibility of providing education experiences of high quality while maintaining the effectiveness of services. This includes:
   - Providing the necessary supervision
   - Scheduling learning experiences
   - Assessing staff attitudes towards.

2. Review objectives and learning experiences with academic representatives to assure that they address the objectives of the program.

3. Review the evaluation form and associated protocols and seek any necessary clarification prior to its implementation.

4. Review the curriculum design (available at www.ot.eku.edu/fieldwork-office-community-partners), fieldwork objectives and the evaluation forms to determine if the learning experiences available at the agency are compatible with the philosophy of the program.

5. Coordinate appropriate orientation to the facility for the student.

6. Serve as a role model demonstrating professionalism, and competence.

7. Communicate expectations, objectives, and assignments for successful fieldwork completion.

8. Supervise the provision of occupational therapy services, documentation and oral presentation by the student. Provide ongoing feedback to students regarding performance.

9. Promptly inform the Academic Fieldwork Coordinator of any noted or potential problem situations regarding student performance.

Level I Fieldwork

Overview

Level I Fieldwork education is an integral part of the Occupational Therapy Program at Eastern Kentucky University. Through these Level I experiences, students will have the opportunity to participate in selected aspects of the occupational therapy process. Level I Fieldwork occurs in the context of the practice seminars and is intended to integrate learning in both the classroom and the fieldwork site.

Definition and Purpose

AOTA (2007) states:

The AOTA Standards describe the goal of Level I Fieldwork "to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients." Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process."
Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. Level I Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations; age-specific or diagnosis-specific clients.

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience.

Objectives
AOTA (2007) states:

Objectives of Level I Fieldwork may vary significantly from one academic institution to another. These variations occur as a result of differences in individual academic institutional missions, programmatic philosophical base, curriculum design and resources, etc. As a result, the individual academic institutions should provide information regarding the specific didactic relationship and should provide objectives for the experience. Fieldwork educators should determine if the resources of their facilities are adequate to meet the objectives of the educational institution, and then apply the objectives to the fieldwork setting.

Fieldwork objectives should reflect role delineation between professional and technical level students as specified by The Guide to OT Practice, AJOT, Vol.53, No.3. In the event a facility provides Level I Fieldwork experiences to both levels of students, separate objectives and learning experiences should be utilized, as developed by the academic program faculty. Students should be evaluated using these objectives.

In instances where students will have a prolonged/consecutive fieldwork experience in the same facility, the objectives should also reflect a sequential orientation and move from concrete to conceptual or from simple to more complex learning activities. In the event that the student will rotate through a variety of settings it is recommended that a master list of objectives be developed that demonstrate a developmental learning continuum and indicate which objectives/learning experiences have been provided in previous experiences.

Schedule design of Level I Fieldwork will depend on the type of setting and the curriculum of the academic institution. Options include, but are not limited to, full days for one-half a term, full days in alternating weeks for one term, half days for one term, or one week.
Level I Fieldwork within the Occupational Therapy Department at Eastern Kentucky University is comprised of six credit hours (OTS 821, OTS 831, and OTS 871). These provide learning opportunities within the healthcare, community, and education practice settings.

**Orientation Outline**

Specific assignments and experiences will be defined in each course syllabus. Though each course typically offers weekly fieldwork experiences over the course of eight weeks, the time formats and scheduling of these will vary and will be coordinated by the fieldwork coordinators and the practice seminar instructor. Generally four weeks of on-campus orientation are followed by eight weeks of fieldwork experiences. After orientation, on-campus sessions occur around midterm and the final weeks of the semester.

**Assignments**

Students are expected to attend to part or all of the occupational therapy process as presented in the Occupational Therapy Practice Framework. Assignments done at the fieldwork site are designed to integrate concepts covered in co-requisite practice courses.

**Grading and Evaluation of Student Performance**

The Level I Fieldwork student is evaluated by both the fieldwork educator (FWE) and the academic instructor of the Practice Seminar (AI). The Fieldwork Student Evaluation (FWSE [Appendix D]) assesses the skills and attributes that lead to development of professional identity and personal responsibility for one’s own actions, attitudes, behaviors, time management and interpersonal skills. The scores from both educators are averaged to comprise a final score on the FWSE. All written and oral assignments outlined in the course syllabus are graded by the academic instructor. Students may have additional assignments from the fieldwork site, in which case, the fieldwork educator evaluates those assignments. Participation and preparedness is also considered in the determination of the final course grade for the Practice Seminar in which fieldwork is embedded.

**Course Content**

OTS 821, 831, and 871 are integrative seminars designed to help students synthesize and apply didactic course material. This course has three major parts:

I. **Level I Fieldwork:** Students will be placed for approximately 40-50 hours over 6-8 weeks with a supervisor. Students are encouraged to engage in treatment activities as are allowed by their supervisor. Students will also have written assignments that will help them develop their clinical documentation and reasoning skills. OTS 821, 831, and 871 are developmental in sequence in that expectations for students will increase with each subsequent course.

II. **Integrative seminar:** Students will further explore concepts presented in courses through guest speakers, class discussions, small group activities and written reflections. Review of common evaluations, frequently seen disorders, and treatment approaches will also be conducted during seminar sessions.
III. Professional ePortfolio: Students will complete a professional portfolio through the Blackboard Portfolio feature.

**OTS 821**

*The responsibilities of the student for OTS 821 can be found in Appendix A and should be completed prior to the first day of class.*

Upon completion of the course, the learner will:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Thematic Connection</th>
<th>ACOTE Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate theoretical constructs that support selection of evaluation methods/tools and intervention for a variety of clients in healthcare practice settings.</td>
<td>Occupation Reasoning Diversity</td>
<td>B. 3.5</td>
</tr>
<tr>
<td>2. Demonstrate use and interpretation of selected standardized and nonstandardized screening and assessment tools to collaborate with clients in development of goals for occupational therapy intervention.</td>
<td>Reasoning Occupation Diversity</td>
<td>B. 4.1 B. 4.2</td>
</tr>
<tr>
<td>3. Analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors to formulate an intervention plan for clients in healthcare practice settings.</td>
<td>Reasoning Diversity Occupation</td>
<td>B. 2.7</td>
</tr>
<tr>
<td>4. Document occupational therapy services according to selected format to effectively communicate the need and rationale for occupational therapy services in the healthcare practice context.</td>
<td>Reasoning Occupation Communication</td>
<td>B. 4.10 B. 5.28</td>
</tr>
<tr>
<td>5. Demonstrate effective written, oral, and nonverbal communication with the client, family, fieldwork educator, colleagues, other health providers, and the public in a professionally acceptable manner.</td>
<td>Communication Diversity Professional Identity</td>
<td>B. 5.18</td>
</tr>
<tr>
<td>6. Participate in reflection on curricular themes and design through ongoing evaluation of competencies and progression as evidenced by the development of a professional portfolio.</td>
<td>Professional Identity Communication</td>
<td>B. 9.4 B. 9.6</td>
</tr>
<tr>
<td>7. Discuss the professional responsibility for involvement and advocacy activities in local, state, national, and international organizations and associations (e.g., American Occupational Therapy Association).</td>
<td>Professional Identity Communication</td>
<td>B. 9.2 B. 9.13</td>
</tr>
<tr>
<td>8. Demonstrate sound judgment in regard to safety of self and others, and adhere to safety regulations throughout the occupational therapy process.</td>
<td>Reasoning</td>
<td>B.2.8</td>
</tr>
</tbody>
</table>
OTS 831

Despite its similarities in structure with OTS 821, students will learn to apply frames of reference that deal with mental health and community-based settings in OTS 831, whereas OTS 821 utilizes a medical health care model. In addition, OTS 831 also provides the opportunity for flexibility to the student in exploring role-emerging and community based sites.

*The responsibilities of the student for OTS 831 can be found in Appendix B and should be completed prior to the first day of class.*

Upon completion of the course, the learner will:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Thematic Connection</th>
<th>ACOTE Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate theoretical constructs that support selection of evaluation methods/tools and intervention for a variety of clients in selected community settings.</td>
<td>Reasoning Occupation</td>
<td>B.3.5</td>
</tr>
<tr>
<td>2. Select, use and interpret appropriate standardized and nonstandardized screening and assessment tools which can include skilled observations, checklists, chart reviews, and input from other professionals and family members.</td>
<td>Diversity Reasoning Occupation Professional Identity</td>
<td>B.4.1 B.4.2</td>
</tr>
<tr>
<td>3. Analyze tasks to formulate an implementation plan for clients, including individuals, groups, and populations, in community-based settings.</td>
<td>Communication Reasoning Occupation Professional Identity</td>
<td>B.5.1</td>
</tr>
<tr>
<td>4. Document occupational therapy services according to format appropriate for the community setting to effectively communicate the need and rationale for occupational therapy services in the community-based practice context.</td>
<td>Diversity Reasoning Occupation</td>
<td>B.4.10</td>
</tr>
<tr>
<td>5. Effectively interact through written, oral, and nonverbal communication with all stakeholders in a professionally acceptable manner.</td>
<td>Communication Diversity Professional Identity</td>
<td>B.5.18</td>
</tr>
<tr>
<td>6. Continue ongoing evaluation of competencies and progression through the development of a professional portfolio.</td>
<td>Communication Professional Identity</td>
<td>B.9.4 B.9.6</td>
</tr>
<tr>
<td>7. Prepare for Level II Fieldwork by researching potential sites and identifying knowledge and skills relevant to potential settings.</td>
<td>Communication Diversity Reasoning Professional Identity</td>
<td>B.9.6</td>
</tr>
</tbody>
</table>
**OTS 871**

Students are provided with supported seminar and fieldwork opportunities in the practice area of education systems in OTS 871. Similar in structure to OTS 821 and OTS 831, students will also engage in advocacy in order to develop professional identity, and communication skills.

*The responsibilities of the student for OTS 871 can be found in Appendix C and should be completed prior to the first day of class.*

Upon completion of the course, the learner will:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>ACOTE Standard</th>
<th>Curriculum Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate theoretical constructs that support selection of evaluation methods/tools and educationally-relevant services for clients in educational contexts</td>
<td>Occupation Reasoning Professional Identity</td>
<td>B. 3.5</td>
</tr>
<tr>
<td>2. Select, use and interpret appropriate standardized and nonstandardized screening and assessment tools based on client needs which are culturally relevant for the student in the development of goals for occupational therapy intervention.</td>
<td>All themes</td>
<td>B. 4.1, B. 4.2, B. 4.4, B. 4.6, B. 4.8</td>
</tr>
<tr>
<td>3. Document occupational therapy services to meet standards which adhere to applicable facility, local, state, federal policies and laws.</td>
<td>Reasoning Diversity Occupation Professional Identity</td>
<td>B. 4.10, B. 5.28</td>
</tr>
<tr>
<td>4. Demonstrate effective written, oral, and nonverbal communication with the client, teachers, and other professionals in the education community, the client’s family, fieldwork educator, and colleagues in a professionally acceptable manner</td>
<td>Communication Diversity Professional Identity</td>
<td>B. 5.18</td>
</tr>
<tr>
<td>6. Continue participation in ongoing evaluation of competencies and progression through the development of a professional portfolio</td>
<td>Communication Professional Identity</td>
<td>B. 9.4, B. 9.6</td>
</tr>
<tr>
<td>7. Prepare for Level II Fieldwork by identifying and providing documentation to meet all requirements of the agency, communicating with the contact person at the fieldwork site, and practicing knowledge and skills relevant to the student’s assigned Level II settings</td>
<td>Communication Diversity Reasoning Professional Identity</td>
<td>B. 7.10, B. 9.6</td>
</tr>
</tbody>
</table>
Level II Fieldwork

Overview
Prior to engaging in any Level II experience, a student must successfully complete the didactic portion of the program including the written comprehensive examination or oral thesis defense.

The purpose of Level II Fieldwork is to promote clinical reasoning and reflective practice, to transmit values and beliefs that enable the application the profession’s ethics, to communicate and model professionalism, and to develop and expand a repertoire of occupational therapy assessments and treatment interventions related to human performance. Furthermore, AOTA (2007), describes Level II Fieldwork as a crucial part of professional preparation, and describes the experiences as one that provides students with “the opportunity to integrate academic knowledge with the application of skills in a practice setting”. (AOTA, 1999a & b; AOTA, 1996). Level II Fieldwork shall include an in-depth experience focusing on the application of purposeful and meaningful occupations. Level II Fieldwork may also focus on research, administration, and management of occupational therapy services.

Students must satisfactorily complete 24 weeks of Level II Fieldwork at two or three different facilities. OTS 845, Health Care Practice Fieldwork, must be 12 weeks in length. OTS 846, Community Practice Fieldwork, is six to ten weeks in a community/education setting to promote reasoning, professionalism and competence in providing occupation-based intervention. OTS 847, Emerging Practice Fieldwork is a two to six week fieldwork in an emerging or traditional practice setting to develop, refine and expand professional roles and skills. OTS 845, 846 and 847 all include an online seminar which contributes to the final grades for these Level II fieldwork experiences.

All Level II placements must be successfully completed to graduate and be eligible to sit for the national certification examination. A minimum of 24 full-time weeks is necessary to meet AOTA’s Accreditation Essentials and Guidelines. Eastern Kentucky University requires that students complete the 24 weeks in at least two difference practice settings.

OTS 845
Credits: 6

Upon completion of the course, the learner will:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>ACOTE Standards</th>
<th>Curriculum Themes *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  Articulate the unique nature and value of occupation as viewed by the profession of</td>
<td>B.2.3.</td>
<td>All themes</td>
</tr>
<tr>
<td>occupational therapy while providing direct services in healthcare practice settings</td>
<td>B.5.2.</td>
<td></td>
</tr>
<tr>
<td>to support clients’ participation in context.</td>
<td>B.5.3</td>
<td></td>
</tr>
<tr>
<td>2.  Show sound judgment in regard to safety of self and others,</td>
<td>B.2.8.</td>
<td>Reasoning,</td>
</tr>
<tr>
<td>and adheres to safety regulations throughout the occupational</td>
<td>B.5.4.</td>
<td>Communication</td>
</tr>
</tbody>
</table>
3. Use clinical reasoning to provide rationale for use of compensatory strategies when desired life tasks cannot be performed through modification of context.
   - B.2.10. Reasoning
   - B.5.5. Communication

4. Articulate understanding of theories and models that support selection of evaluation methods/tools and intervention for clients in healthcare practice contexts.
   - B.2.11 Occupation
   - B.3.5. Reasoning

5. Document occupational therapy services according to healthcare settings standards that effectively communicate the need and rationale for occupational therapy services.
   - B.4.10., B.5.28. Reasoning, Diversity, Occupation

6. Utilize therapeutic use of self, including one’s personality, insights, perceptions, and judgments as part of the therapeutic process.
   - B.5.6. Reasoning, Communication, Diversity, Professional Identity

7. When the healthcare setting allows, demonstrate skills of supervision and collaboration with occupational therapy assistants on therapeutic interventions.
   - B.5.21. Professional Identity, Communication, Reasoning, Diversity

8. Refer to specialists (both internal and external to the profession) for consultation and intervention.
   - B.5.23. Reasoning, Communication, Professional Identity

9. In collaboration with the client, caregiver, and family, monitor, reassess, and plan for discontinuation of services when the desired outcome has been achieved or if it has been determined that they cannot be achieved.
   - B.5.24. Reasoning, Communication, Diversity, Occupation
   - B.5.25.
   - B.5.27.

10. Organize, collect, analyze, and report client data in a systematic manner for evaluation of practice outcomes modification of practice as needed.
    - B.5.26. Reasoning, Communication

11. Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure
    - B.7.4. Reasoning, Communication

12. Discuss strategies, through participation in an online seminar, for ongoing professional development, including the responsibility for providing fieldwork education and criteria for becoming a fieldwork educator.
    - B.7.10. Reasoning, Professional Identity, Communication
    - B.9.4.

**Weekly Schedule:** Varies by affiliating agency.
Upon completion of the course, the learner will:

<table>
<thead>
<tr>
<th>OTS 846 Student Learning Outcomes</th>
<th>ACOTE Standards</th>
<th>Curriculum Themes *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate the unique nature and value of occupation as viewed by the profession of occupational therapy while providing direct services in education or community-based practice settings to support clients’ participation in context.</td>
<td>B.2.3. B.5.2 B.5.3. B.5.4. B.5.5.</td>
<td>All themes</td>
</tr>
<tr>
<td>2. Show sound judgment in regard to safety of self and others, and adhere to safety regulations throughout the occupational therapy process in a community/education-based setting.</td>
<td>B.2.8.</td>
<td>Reasoning, Communication</td>
</tr>
<tr>
<td>3. Use clinical reasoning to provide rationale for use of compensatory strategies when desired life tasks cannot be performed through modification of context.</td>
<td>B.2.10. B.5.5.</td>
<td>Reasoning, Communication</td>
</tr>
<tr>
<td>4. Articulate understanding of theories and models that support selection of evaluation methods/tools and intervention for clients in education or community-based practice contexts.</td>
<td>B.2.11. B.3.5.</td>
<td>Occupation, Reasoning</td>
</tr>
<tr>
<td>5. Document occupational therapy services according to education-based/community-based settings standards that effectively communicate the need for and relevance of occupational therapy services.</td>
<td>B.4.10., B.5.28.</td>
<td>Reasoning, Diversity, Occupation</td>
</tr>
<tr>
<td>6. Utilize therapeutic use of self, including one’s personality, insights, perceptions, and judgments as part of the therapeutic process.</td>
<td>B.5.6.</td>
<td>Reasoning, Communication, Professional Identity Diversity</td>
</tr>
<tr>
<td>7. When the education or community-based practice setting allows, demonstrate skills of supervision and collaboration with occupational therapy assistants on therapeutic interventions.</td>
<td>B.5.21.</td>
<td>Professional Identity Communication Reasoning Diversity</td>
</tr>
<tr>
<td>8. In collaboration with the client, caregiver, and family, monitor, reassess, and plan for discontinuation of services when the desired outcome has been achieved or if it has been determined that they cannot be achieved.</td>
<td>B.5.24. B.5.25. B.5.26.</td>
<td>Reasoning Communication Diversity Occupation</td>
</tr>
<tr>
<td>10. Demonstrate knowledge of applicable national requirements for credentialing and requirements for</td>
<td>B.7.4.</td>
<td>Reasoning, Communication</td>
</tr>
<tr>
<td></td>
<td>Discussion strategies, through participation in an online seminar, for ongoing professional development, including the responsibility for providing fieldwork education and criteria for becoming a fieldwork educator.</td>
<td>B.7.10. Reasoning, Communication Professional Identity</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Discuss, during the online seminar, how this fieldwork experience contributes to the development of professional skills and knowledge needed to practice occupational therapy in an emerging or traditional area of practice.</td>
<td>B.5.2. B.5.3. B.5.4. B.5.5. Reasoning, Communication</td>
</tr>
<tr>
<td></td>
<td>Utilizes therapeutic use of self, including one’s personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction.</td>
<td>B.5.6. Reasoning Communication Diversity Professional Identity</td>
</tr>
</tbody>
</table>

Weekly Schedule: Varies by affiliating agency.

**OTS 847**

Credits 1-3

Upon completion of the course, the learner will:

<table>
<thead>
<tr>
<th>OTS 847 Student Learning Outcomes</th>
<th>ACOTE Standards</th>
<th>Curriculum Themes *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate the unique nature and value of occupation as viewed by the profession of occupational therapy to support clients’ participation in habilitation, rehabilitation, health promotion and wellness.</td>
<td>B.2.3. Occupation, Reasoning, Communication, Diversity Professional Identity</td>
<td></td>
</tr>
<tr>
<td>2. Shows sound judgment in regard to safety of self and others, and adheres to safety regulations throughout the occupational therapy process in a community/education-based setting.</td>
<td>B.2.8. Reasoning, Communication</td>
<td></td>
</tr>
<tr>
<td>3. Discuss, during the online seminar, how this fieldwork experience contributes to the development of professional skills and knowledge needed to practice occupational therapy in an emerging or traditional area of practice.</td>
<td>B.5.2. B.5.3. B.5.4. B.5.5. Reasoning, Communication</td>
<td></td>
</tr>
<tr>
<td>4. Utilizes therapeutic use of self, including one’s personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction.</td>
<td>B.5.6. Reasoning Communication Diversity Professional Identity</td>
<td></td>
</tr>
</tbody>
</table>
International Opportunities
(From the Policy and Procedure Manual of the Department of Occupational Therapy):

If a student requests an international Level II Fieldwork placement, the Academic Fieldwork Coordinator will:

1. Meet individually with the student making the request to assist student in determining personal goals for requesting an international fieldwork experience.
2. Explain to the student that the EKU Occupational Therapy Department currently only endorses the Napa-OT Field School in Guatemala for international fieldwork due to the complex nature of establishing educational agreements for these experiences.
3. Assist student in calculating the cost of the Napa-OT Field School in Guatemala.
4. Assist student in making application to the Field School in Guatemala, as needed.
5. Assist student in selecting a complementary OTS 846 Level II placement.
6. Explain to the student how to register for OTS 846 and OTS 847.
Site Selection and Placement

Placements for Level II Fieldwork are made through a collaborative effort between the student and the Academic Fieldwork Coordinator, taking into account the students educational needs and interests and the current availability of facilities providing Level II opportunities at that particular time.

Students in Level II Fieldwork are placed in settings across the United States which the majority of students placed in the Southeastern Region of the United States. Students are not guaranteed a Level II Fieldwork placement within the Bluegrass Region or in any other specific location. However, effort will be made to place the student, if the student desires, in at least one setting that is in-state, which is defined as within 100 miles from Richmond or Lexington. The student should place emphasis on what they want to achieve out of a Level II fieldwork placement, and not so much on geography. The availability of contracted fieldwork education sites for Level II Fieldwork experiences varies as the result of changing factors at the setting. Students must be prepared to be flexible in planning for this phase of the program.

If there is a specific fieldwork placement that the student wishes to explore, that is not offered, the student should inform Elaine Fehringer or Sarah McIntosh, who will investigate the possibility. All requests for placements are made by the Academic Fieldwork Coordinator. DO NOT contact centers directly to ask for space. This is unfair to classmates and students from other schools, and it is confusing for the clinical coordinators.

The following steps should then be taken by the student in selecting preferred sites.

1. Explore Site Information Files. These are located in the Fieldwork Coordinator Office. The files are organized by state in alphabetical order by facility. The facility files are to remain in the fieldwork office. The facility files are updated on an annual basis and information in the folders is dependent on the facility responding to the update request. Typical information included in Site Information Files will be objectives, fieldwork data forms, and general information about the facility.

2. Apply for Extenuating Circumstances, if applicable. The Fieldwork Office understands that there are various situations that may make it necessary for students to seek out placements within a given region. These may include being the primary caregiver for an aging parent, having dependent children, or pre-existing financial hardships. Extenuating Circumstances Forms are rated, by entities outside of the Fieldwork Office, on a scale of one to three, where one is seen a strong need to three which is defined as a weak need. If you are granted extenuating circumstances, you will receive further instructions regarding how to complete your Fieldwork Preference sheet.

3. Develop a list of 10 preferred sites for OTS 845 (Healthcare Practice Fieldwork). Five or more of these must be greater than 100 miles from Richmond and Lexington.

4. Develop a list of 10 preferred sites for OTS 846/847 (Community Practice/Emerging Practice Fieldwork). Five or more of these must be greater than 100 miles from Richmond and Lexington.

5. Students should turn in their lists on the Fieldwork Preference worksheet (see Appendix M). Sarah McIntosh will email you the deadline for this document; it is typically in late March.

6. Students should visit Sarah McIntosh in the Fieldwork Office to draw a number for OTS 845 and a number for OTS 846/847.

7. On the day that assignments are made, a random generation of numbers from a computer program will be printed. The Fieldwork Office will place students in the order that their number (from steps 4 and 5) appear in the randomly generated list of numbers. All individuals who were
given “extenuating circumstance preference” will be placed first in sites within their needed geographic area.

8. Students will register for three courses: OTS 845, OTS 846, and OTS 847

9. Students will develop only tentative travel and housing plans as it is necessary to keep in mind that there are a number of things which could result in a change of placement.

Changes in placement could happen for a number of reasons including the inability to finalize a contract between the facility and the university; staffing changes resulting in an inability to provide supervision; or facility closing or merging and the confirmation of placement cannot be honored. Changes in placement are not common, but students should be aware of the possibility, and make travel plans accordingly (i.e. it is not advisable to purchase a non-refundable plane ticket). A student’s request for a change in placement prior to fieldwork will only be granted under extreme emergency situation, defined as a death of an immediate family member, or serious illness of self. It does not include financial reasons, housing changes, or wedding plans. Documentation of the extreme emergency situation will be required.

Strategies to Assist in Finding Housing:
Students must locate and secure their own housing arrangements for each clinical experience. Inability to find housing will not be an excuse for cancellation of placement. Some possible strategies for finding housing include:

1. Checking out ads in local newspapers, Craigslist, or other on-line resources such as www.mynewplace.com or www.apartmentratings.com
2. Contact Eastern Kentucky University’s Alumni Office (www.alumni.eku.edu) as they may be able to help locate alumni living near fieldwork site.
3. Check the facility file to see if a former student has recently affiliated at a center where you will be going. He/she might be able to offer some good suggestions concerning housing while at the center.
4. Some sites maintain a list of housing possibilities. Check the facility file to see if the fieldwork site offers housing.
5. Stipends may be available through federal funding, depending upon the geographic location of the fieldwork site. Typically these stipends are for more isolated areas. Check with Elaine Fehringer for more information.

Level II Fieldwork Grading
Student performance while on Level II Fieldwork is evaluated using the Fieldwork Performance Evaluation Form (FWPE) (AOTA, 2003) and participation in online seminars. Fieldwork educators at the student’s site provide input into a student’s final grade for Level II Fieldwork via the FWPE, and through written and verbal conversations with the EKU Academic Fieldwork Coordinator(s), who is/are the instructor(s) of record. Because student performance during online seminars contributes to the final overall score, the final grade is assigned by the instructor of record and supersedes the fieldwork educator’s scoring of the FWPE. Grades are designated as pass/fail.

Monitoring by the Academic Fieldwork Coordinator, or the Fieldwork Coordinator Assistant during Level II placements are done in a number of ways including site visits, electronic communications (e.g. Skype,
blogs on Blackboard), weekly supervision sheets and telephone calls. The purpose of this monitoring is for fieldwork site evaluation, student performance evaluation, and fieldwork educator evaluation. In addition, it may also be used, if necessary, for the creation of a written development plan or contract to assist students in achieving goals in areas of apparent difficulty.

Immediate removal and a failing grade may be given for any Level I or Level II Fieldwork placement for the following:

1. Violation of the AOTA Code of Ethics
2. Violation of HIPAA
3. Unprofessional or unsafe behavior
4. Failure to complete any of the specified requirements
5. Continued unsatisfactory performance following feedback given by the fieldwork supervisor, the fieldwork instructor OR the Academic Fieldwork Coordinator.

Certification and Licensure

The National Board of Certification in Occupational Therapy (NBCOT) is the national certification body for occupational therapy professions in the United States. Its mission is to serve the public interest by providing world-class standards for certification of occupational therapy practitioners.

Following successful completion of the program, including all fieldwork requirements, the graduate is eligible to sit for the national certification examination for Occupational Therapists administered by the National Board of Certification in Occupational Therapy (NBCOT), 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-4150, (301) 990-7979, www.nbcot.org.

Once a candidate has successfully submitted an application for the national exam, (s)he is able to apply for state licensure in order to practice occupational therapy. A list of state regulatory boards is available www.aota.org. Each state must be contacted individually to obtain the regulation or licensure application process and requirements. A criminal record (excluding minor traffic violations) may make a person ineligible for national certification examination and/or licensure or state certification for practice. Students with such a history should contact NBCOT prior to enrollment.

Temporary permits which would allow the candidate to practice, under the license of a supervising occupational therapist, until notice of certification results are known differ from state to state. The Kentucky Board of Licensure for Occupational Therapy (www.bot.ky.gov), whose purpose it is to administer and enforce the statutory authority and to monitor the needs of the consuming public, and who examines and licenses all eligible candidates for entry into the profession states the following:

“A temporary permit to practice as an occupational therapist or occupational therapy assistant may be granted to a person who has completed the education and experience requirements of this chapter and has applied for licensure under the provisions of this chapter. The temporary permit shall allow the applicant for licensure to practice occupational therapy under the supervision of a licensed occupational therapist. The
temporary permit shall be valid until the applicant for licensure is issued or denied a license under the provisions of this chapter, but in no instance shall the temporary permit extend for more than sixty (60) days following the second examination offered after the applicant has applied to take the examination required for licensure or certification. Not more than one (1) temporary permit shall be granted per applicant.”
Appendices
Appendix A: OTS 821 Student Checklist

OTS 821 Student Checklist

Prior to the First Scheduled Day of Class.

1. **Access OTS 821 Blackboard Site.** Students should check Blackboard announcements. Students will be notified of a Blackboard announcement through their EKU email.

2. **Purchase Required Text and Resources.**
   d. **Standard Precautions Quiz.** You will download and read the Standard Precautions PowerPoint posted on Blackboard and then take the quiz on Blackboard. You must keep taking the quiz until you get a 100%.
   e. **HIPAA Quiz.** You will download and read the HIPAA PowerPoint posted on Blackboard and then take the quiz on Blackboard getting a 100%. You may take this quiz multiple times until you pass.

3. **Read AOTA’s Occupational Therapy Code of Ethics**

**Acknowledgment Forms:** Before beginning Level I Fieldwork, students will sign:

1. **Academic Integrity Policy.** Students must sign an agreement acknowledging their understanding of and participation in this agreement. http://www.academicintegrity.eku.edu/
2. **Dress Code.** Students must sign an agreement acknowledging their understanding of and participation in this agreement.
3. **Code of Ethics.** Students must sign acknowledging that they have read, understood, and agree to follow the AOTA’s Occupational Therapy Code of Ethics.
4. **Photographic Consent and Release Form.** Students may accept or decline to have photographic images and/or video images made and to what intended use.
5. **Fieldwork Student Acknowledgment Form.** Students acknowledge that no specific facility or geographic location is guaranteed for any fieldwork placement. Students acknowledge the possibility of driving up to 90 minutes one way for Level I Fieldwork. Students acknowledge personal responsibility for the transportation and housing costs associated with fieldwork placements.

**Prior to Level I Site Visit**

1. **Name Badge.** Students are required to purchase a name badge and wear it at all times while at the fieldwork site.
2. **Purchase Polo Shirt.** Students are required to wear the approved EKU OT student polo shirt to the fieldwork site. This is available for purchase at the on-campus bookstore.

3. **Other prerequisites** for engaging with the clients may need to be fulfilled by the student depending upon the fieldwork site. These prerequisites are varied and may include additional criminal background checks, drug screens, and setting-specific orientations. Students may incur additional expenses for these setting requirements. The student, not the University, is responsible for these expenses. All prerequisites must be met to continue in the course.

**Continuously Throughout the Semester**

1. **Student Mailboxes.** Student mailboxes are available for all students and are used by faculty, advisors, and course instructors to communicate with the students. Mailboxes are located in Dizney 102 and should be checked by students daily when classes are held.

2. **Timelog.** Students will complete eight full days (7 to 8 hours each day) at the fieldwork site throughout the semester. Fieldwork Educators will sign the time log for each student visit. It is the student’s responsibility to arrange make-up days due to illness or inclement weather. Please contact your OTS 821 Academic Instructor if you are to miss and make-up a day.

3. **Update Information with the Department and the University.** The Student should maintain current name, address, and phone number with the University, the Department of Occupational Therapy, and the Fieldwork Office at all times.

4. **Transportation.** Students are responsible for their own transportation to and from Level I fieldwork sites. While every reasonable attempt is made to assign students to sites near the student’s residence, the student must be prepared to drive up to 90 minutes one way to reach a fieldwork site.

5. **Email.** Students should communicate with their academic instructor by utilizing their EKU provided email system. Due to FERPA regulations governing confidentiality at the University, instructors are unable to use non-EKU issued emails to communicate with students regarding academic affairs.
Appendix B OTS 831 Student Checklist

OTS 831 Student Checklist

Prior to the First Scheduled Day of Class.
1. Access OTS 831 Blackboard Site. Students should check Blackboard for course announcements. Students will be notified through their EKU email account of a new announcement to the Blackboard site.
2. Purchase Required Text and Resources.
   d. Additional readings as directed by your fieldwork instructor
3. Read AOTA’s Occupational Therapy Code of Ethics
4. Read AOTA’s “Documentation of Occupational Therapy Services”.

Continuously Throughout the Semester
1. Student Mailboxes. Student mailboxes are available for all students and are used by faculty, advisors, and course instructors to communicate with the students. Mailboxes are located in Dizney 102 and should be checked by students daily when classes are held.
2. Timelog. Students will complete seven to six to eight full days (7 to 8 hours each day) at the fieldwork site throughout the semester. Fieldwork Educators will sign the time log for each student visit. It is the student’s responsibility to arrange make-up days due to illness or inclement weather. Please contact your OTS 831 Academic Instructor if you are to miss and make-up a day
3. Update Information with the Department and the University. The Student should maintain current name, address, and phone number with the University, and the Department of Occupational Therapy. In addition, students should update their Student Information Form in the Fieldwork Office.
4. Transportation. Students are responsible for their own transportation to and from Level I fieldwork sites. While every reasonable attempt is made to assign students to sites near the student’s residence, the student must be prepared to drive up to 90 minutes one way to reach a fieldwork site.
5. Email. Students should communicate with their academic instructor by utilizing their EKU provided email system. Due to FERPA regulations governing confidentiality at the University, instructors are unable to use non-EKU issued emails to communicate with students regarding academic affairs.
Appendix C: OTS 871 Student Checklist

OTS 871 Student Checklist

Prior to the First Scheduled Day of Class.

1. **Access OTS 821 Blackboard Site.** Students should check Blackboard announcements. Students will be notified by email that a new announcement has been posted at the Blackboard site.

2. **Purchase Required Text and Resources.**
   d. **Standard Precautions Quiz.** You will download and read the Standard Precautions PowerPoint posted on Blackboard and then take the quiz on Blackboard getting a 100%. You may take this quiz multiple times until you pass.
   e. **FERPA Quiz.** You will download and read the FERPA PowerPoint posted on Blackboard and then take the quiz on Blackboard getting a 100%. You may take this quiz multiple times until you pass.

3. **Read AOTA’s Occupational Therapy Code of Ethics**

Prior to Level I Site Visit

1. **Name Badge.** Students are required to purchase a name badge and wear it at all times while at the fieldwork site.

2. **Other prerequisites** for engaging with the clients may need to be fulfilled by the student depending upon the fieldwork site. These prerequisites are varied and may include additional criminal background checks, drug screens, and setting-specific orientations. Students may incur additional expenses for these setting requirements. The student, not the University, is responsible for these expenses. All prerequisites must be met to continue in the course.

Continuously Throughout the Semester

1. **Student Mailboxes.** Student mailboxes are available for all students and are used by faculty, advisors, and course instructors to communicate with the students. Mailboxes are located in Dizney 102 and should be checked by students daily when classes are held.

2. **Timelog.** Students will complete six to seven full days (7 to 8 hours each day) at the fieldwork site throughout the semester. Fieldwork Educators will sign the time log for each student visit.
It is the student’s responsibility to arrange make-up days due to illness or inclement weather. Please contact your OTS 821 Academic Instructor if you are to miss and make-up a day.

3. **Update Information with the Department and the University.** The Student should maintain current name, address, and phone number with the University, the Department of Occupational Therapy, and the Fieldwork Office at all times.

4. **Transportation.** Students are responsible for their own transportation to and from Level I fieldwork sites. While every reasonable attempt is made to assign students to sites near the student’s residence, the student must be prepared to drive up to 90 minutes one way to reach a fieldwork site.

5. **Email.** Students should communicate with their academic instructor by utilizing their EKU provided email system. Due to FERPA regulations governing confidentiality at the University, instructors are unable to use non-EKU issued emails to communicate with students regarding academic affairs.
## Appendix D: Level I Fieldwork Student Evaluation

Eastern Kentucky University Department of Occupational Therapy

**Level I Fieldwork Student Evaluation (FWSE)**

**Fall 2012**

<table>
<thead>
<tr>
<th>EKU Student Name</th>
<th>Fieldwork Setting</th>
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<tbody>
<tr>
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</tbody>
</table>

Check (✓) the appropriate score column for each of the items and provide examples on back sheet for items where the score is (2) or (1). Total and record the score on the signature page. Provide an overall comment, if desired. Student, Fieldwork Educator (FWE) and Academic Instructor (AI) sign and date the last page. Please note that the FWE does not complete the shaded items as these pertain to academic instruction only. Please note that items 1, 2, 11, 13, 14, 15, 18, 21, 28, 29, 40, and 41 either 3 (meets expectations or 1 (does not meet expectations.)

<table>
<thead>
<tr>
<th>Does/Is the student:</th>
<th>Superior Performance (Rarely given)</th>
<th>Meet Expectations (Expected score)</th>
<th>Needs Improvement</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals of Practice</strong></td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>1. Abides by standards for confidentiality</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>2. Adheres to safety regulations</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td><strong>Positive Attitude</strong></td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>3. Engages in positive communication with instructor and classmates</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>4. Accepts change to schedule and assignments</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>5. Manages stressors and emotions in positive and constructive way</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>6. Modifies performance and attitudes following feedback</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>7. Displays curiosity and interest in learning</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>8. Asks appropriate questions when in doubt</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>
### Does/Is the student:

<table>
<thead>
<tr>
<th>Time Management</th>
<th>Superior Performance</th>
<th>Meet Expectations</th>
<th>Needs Improvement</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Punctual to fieldwork site</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>12. Allows adequate preparation time at site</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>13. Submits assignments on due date</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>14. Submits materials to team members in a timely manner</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>15. Plans ahead to receive instructor input on assignments (does not wait until last day or weekend)</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
</tbody>
</table>

### Professional Communication

<table>
<thead>
<tr>
<th>Professional Communication</th>
<th>Superior Performance</th>
<th>Meet Expectations</th>
<th>Needs Improvement</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Engages in positive verbal and nonverbal interpersonal communications with (circle): client/family, peers, instructor</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>17. Demonstrates concise written and verbal communications</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>18. Writes documentation according to designated format</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>19. Demonstrates constructive resolution of conflict</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>20. Practices assertive communication</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>21. Submits written communication that employs conventional grammar, punctuation, word use</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>22. Demonstrates ability to communicate without using jargon when situation requires</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
</tbody>
</table>

### Respect of others

<table>
<thead>
<tr>
<th>Respect of others</th>
<th>Superior Performance</th>
<th>Meet Expectations</th>
<th>Needs Improvement</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Follows the chain of command</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>24. Abides by instructor’s decisions and orders</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>25. Supportive of peers and clients</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
<tr>
<td>26. Respects diversity</td>
<td>FWE</td>
<td>AI</td>
<td>FWE</td>
<td>AI</td>
</tr>
</tbody>
</table>
27. Displays sensitivity to others’ timeframes

28. Meets deadlines

<table>
<thead>
<tr>
<th>Does/Is the student:</th>
<th>Superior Performance (Rarely given) 4</th>
<th>Meet Expectations (Expected score) 3</th>
<th>Needs Improvement 2</th>
<th>Does Not Meet Expectations 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FWE AI FWE AI FWE AI FWE AI</td>
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</table>

29. If unable to meet deadlines, informs concerned parties well in advance of deadline and negotiates new deadline

30. Contributes to but does not dominate conversations

31. Contacts instructor for help at appropriate times of day

32. Contacts instructor through means identified

33. Contacts instructor prior to any absence from fieldwork, seminar or professional development

<table>
<thead>
<tr>
<th>Ability to function as team member</th>
<th>FWE AI FWE AI FWE AI FWE AI</th>
</tr>
</thead>
</table>

34. Shares resources

35. Work efficiently within the group

36. Take leadership

37. Demonstrate ability to relinquish leadership and follow

38. Assist with problem resolution, once problem has been identified

<table>
<thead>
<tr>
<th>Personal Responsibility</th>
<th>FWE AI FWE AI FWE AI</th>
</tr>
</thead>
</table>

39. Shows awareness and insight regarding strengths and areas needing growth in terms of knowledge and skills

40. Follows OT Department or instructor guidelines for appropriate dress and personal hygiene at fieldwork site

41. Wears name tag at all times (unless instructed otherwise)

42. Aware of personal health’s impact on fieldwork performance
Comments for scores of (2) or (1)

Item #: ______________

Example(s) and Comments:
**Scoring Guide:** A score of 3 is the “expected score” on all items. (Please note that score of 4 is rarely given and reserved for truly superior performance). For most items, the student will receive two scores – one from the FWE and one from the AI. When there are two scores for one item, the two scores will be averaged together to comprise the final score for that item. A student must receive a score of 100 or higher in order to pass this course. If the score is 99 or lower, the student will receive a failing grade for the seminar course regardless of scores for assignments, participation or preparedness.

If a score of 1 is received on any item, or if multiple 2s are received, the fieldwork coordinator and graduate coordinator must be contacted to explore implementing a professional behavior plan.

Satisfactory = 100 or higher  
Unsatisfactory = 99 or lower  

Student’s Total Score: ____________

Student Signature _______________________________ Date ___________

Academic Instructor Signature _______________________________ Date ___________

Fieldwork Educator Signature _______________________________ Date ___________
Appendix E: Professional Portfolio Rubric

Professional Portfolio Rubric
OTS 821/831/871

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Insufficient/ Unacceptable (0-1)</th>
<th>Developing but needs improvement (2-3)</th>
<th>Competent (4)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of Portfolio</strong></td>
<td>Content is minimal, OR there are several factual errors. Selections do not clearly address professional development.</td>
<td>Covers areas expected, with some omissions. Selections demonstrate minimal depth and breadth in understanding of professional development.</td>
<td>Covers all areas expected. Demonstrates essential knowledge about selections in the portfolio. Depth or Breadth in content selected to showcase professional development.</td>
<td>Covers all areas expected with in-depth details and examples. Demonstrates critical thinking with substantial depth and breadth in content selected to showcase professional development.</td>
</tr>
<tr>
<td><strong>Writing of Self Reflection Process</strong></td>
<td>Does not integrate parts in narrative reflection.</td>
<td>Integrates some parts with limited fairness, logic, and/or accuracy in narrative reflection.</td>
<td>Fairly, logically, and accurately integrates significant parts in narrative reflection.</td>
<td>Fairly, logically, and accurately integrates significant parts in a cohesive and creative manner in narrative reflection.</td>
</tr>
<tr>
<td><strong>Aesthetics of Portfolio organization</strong></td>
<td>Makes use of font, color, graphics, effects, etc. but these often distract from the presentation content material.</td>
<td>Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content of material.</td>
<td>Makes good use of font, color, graphics, effects, etc. to enhance to presentation of material.</td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation of material.</td>
</tr>
<tr>
<td><strong>Overall Total Rating</strong></td>
<td>Must have at least a 2 score in each category to successfully pass.</td>
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</table>

Approved 8/18/2009
Appendix F: Fieldwork Timelog

Fieldwork Time Log
OTS 821 Practice Seminar I
Fall, 2012

Student Name:

Facility:

Fieldwork Educator (FWE):

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Hours</th>
<th>Comments</th>
<th>FWE Initials</th>
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<tbody>
<tr>
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Totals for Placement:

Total Days___________ Total Hours___________
Appendix G: Level II Checklist

Facilities require the University and the Fieldwork Office to supply information as designated in the educational agreement/contract. An initial background check is done as a requirement to progress into semester one of the MS Occupational Therapy program. Additional background checks or drug screening may be required of facilities at which the student is placed in the first and subsequent Level II Fieldwork facilities. The financial responsibility for such checks and screenings belong to the student and are part of the cost of a professional education.

Level II Student Responsibilities

1. Complete the Personal data sheet (accessible [www.aota.org/Educate/EdRes/Fieldwork/Supervisor/Forms/38290.aspx](http://www.aota.org/Educate/EdRes/Fieldwork/Supervisor/Forms/38290.aspx)) to be sent to the affiliating agency as part of the Level II Fieldwork packet.

2. All students are required to complete and keep current the Student Information Form which is kept in the student’s file in Dizney 103. The Student Information Form is to be completed annually or when changes are made in the demographics or activities of the student. The information contained in the Student Information Form is used to complete Department reports for evaluation and accreditation purposes and to nominate students for awards of recognition.

3. Maintaining current name, address, and phone number with the University, the Department of Occupational therapy, and the Fieldwork Office. This is particularly important while you are on Level II Fieldwork, as we will be sending information concerning your second rotation, graduation, certification exam, and other items while you are at your first fieldwork experience.

4. Students are responsible for independently arranging for and financing their housing and transportation for internships. Changes in marital status, financial considerations, or changed housing arrangements are not considered adequate grounds for changing a fieldwork assignment. Placement sites are located in Kentucky and other states. Internship sites are limited in the Richmond/Lexington area. Students should anticipate that at least one site will be more than 100 miles away from the Richmond/Lexington region.

5. Prior to departing to fieldwork sites, it is necessary that each student shall have:

6. Satisfactorily completed all required courses in the occupational therapy curriculum, satisfactorily taken the comprehensive examination or defended the Master’s thesis.

7. Enrolled in a Professional Liability Insurance and re-enrolled on or before July 1 of each year in which the student will be completing Level I or Level II Fieldwork.

8. Have personal or family medical insurance, which will provide coverage in the geographic areas to which the student will be going. Clinical internship sites are not responsible for health care needs that arise during the internship experience.

9. Updated all pertinent health information, as notified by the Fieldwork Office. The student must also comply with any site specific requirements such as a physical examination, additional background checks, and drug screens. If a student refuses to complete additional requirements, the student will be re-placed at a site not requiring additional information but the student acknowledges that such re-place may necessitate a delay of three months or longer. Some internship sites require testing for use of illicit drugs and if the testing is positive for drug use,
the student will be unable to continue in that placement. Students are advised that any
evidence of use of illegal drugs will jeopardize their ability in the future to obtain state license to
practice occupational therapy.
10. Become knowledgeable of the fieldwork site's requirements for interns.

Students are responsible for knowing and following all policies and procedures pertinent to them at
fieldwork sites.

Grading Procedures:

The Level II Fieldwork experiences will be evaluated using the AOTA Fieldwork Performance Evaluation
(FWPE) and the Student Evaluation of the Fieldwork Experience (SEFWE). Completion of these two
form, the first by the fieldwork educator(s) and the second by the student allows for each party to
participate in giving and receiving feedback. The final grade will be assigned by the Academic Fieldwork
Coordinator who is the instructor of record for all of the Level II Fieldwork experiences. If a student is
doing an internship of less than eight weeks of experience, the FWPE will not be used and the Academic
Fieldwork Coordinator will construct a customized evaluation for the fieldwork educator to use in
evaluating the fieldwork student. The student will use the standard SEFWE.

It is expected that the fieldwork educator will complete the FWPE at midterm and at the end of the
internship. Weekly supervision forms should also be completed by the student and the fieldwork
educator and sent to the Fieldwork Office to assure that ongoing communication about student
progress occurs at regular intervals.

Students will also participate in online blogs or discussion boards to consider the ethics of practice,
communicate learning, and demonstrate ongoing reflection on action.
Appendix H: SEFWE

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to students who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Sections outlined with thick black double borders are designed to be customized by your program as needed. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.
Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student’s evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site ____________________________          Site Code ________
Address ______________________________________________________________________
Placement Dates:  from _________________________ to _______________________
Order of Placement:  [ ] First  [ ] Second  [ ] Third  [ ] Fourth
Living Accommodations:  (include type, cost, location, condition)

Public transportation in the area:

Please write your e-mail address here if you don’t mind future students contacting you to ask you about your experience at this site: _____________________________

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

_______________________________________          ______________________________________
Student’s Signature                                    FW Educator’s Signature
_______________________________________          ______________________________________
Student’s Name  (Please Print)                                    FW Educator’s Name and credentials  (Please Print)

FW Educator’s years of experience _____________

ORIENTATION
Indicate your view of the orientation by checking "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Adequate</th>
<th>Organized</th>
<th>Timely</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site-specific fieldwork objectives</td>
<td>S</td>
<td>I</td>
<td>S</td>
<td>I</td>
</tr>
<tr>
<td>Student supervision process</td>
<td></td>
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<tr>
<td>Requirements/assignments for students</td>
<td></td>
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<tr>
<td>Student schedule (daily/weekly/monthly)</td>
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<tr>
<td>Staff introductions</td>
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<tr>
<td>Overview of physical facilities</td>
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<tr>
<td>Agency/Department mission</td>
<td></td>
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<tr>
<td>Overview of organizational structure</td>
<td></td>
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<tr>
<td>Services provided by the agency</td>
<td></td>
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<tr>
<td>Agency/Department policies and procedures</td>
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<tr>
<td>Role of other team members</td>
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<tr>
<td>Documentation procedures</td>
<td></td>
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<tr>
<td>Safety and emergency procedures</td>
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<tr>
<td>Confidentiality/HIPAA</td>
<td></td>
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<tr>
<td>OSHA—Standard precautions</td>
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<tr>
<td>Community resources for service recipients</td>
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<tr>
<td>Department model of practice</td>
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<tr>
<td>Role of occupational therapy services</td>
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<tr>
<td>Methods for evaluating OT services</td>
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<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>

Comments or suggestions regarding your orientation to this fieldwork placement:
**CASELOAD**

List approximate number of each age category in your caseload.

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–3 years old</td>
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<tr>
<td>3–5 years old</td>
<td></td>
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<tr>
<td>6–12 years old</td>
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<tr>
<td>13–21 years old</td>
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<tr>
<td>22–65 years old</td>
<td></td>
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<tr>
<td>&gt; 65 years old</td>
<td></td>
</tr>
</tbody>
</table>

List approximate number of each primary condition/problem/diagnosis in your caseload.

<table>
<thead>
<tr>
<th>Condition/Problem</th>
<th>Number</th>
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<tbody>
<tr>
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</tbody>
</table>
OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by circling the appropriate number with #1 being least valuable and #5 being the most valuable.

<table>
<thead>
<tr>
<th></th>
<th>REQUIRED</th>
<th>HOW MANY</th>
<th>EDUCATIONAL VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>1. Client/patient screening</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Client/patient evaluations</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>(Use specific names of evaluations)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Written treatment/care plans</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Discharge summary</td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, co-Treatment, or consultation. List other professionals involved.

<table>
<thead>
<tr>
<th>Therapeutic Interventions</th>
<th>Individual</th>
<th>Group</th>
<th>Co-Tx</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)</td>
<td></td>
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<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<tr>
<td>Purposeful activity (therapeutic context leading to occupation)</td>
<td></td>
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<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<tr>
<td>Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)</td>
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<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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</tbody>
</table>
THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

<table>
<thead>
<tr>
<th>Theory/Frame of Reference</th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model of Human Occupation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Adaptation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecology of Human Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person–Environment–Occupation Model</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Biomechanical Frame of Reference</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Rehabilitation Frame of Reference</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Neurodevelopmental Theory</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Sensory Integration</td>
<td></td>
<td></td>
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<tr>
<td>Behaviorism</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cognitive Theory</td>
<td></td>
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<tr>
<td>Cognitive Disability Frame of Reference</td>
<td></td>
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<tr>
<td>Motor Learning Frame of Reference</td>
<td></td>
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<tr>
<td>Other (list)</td>
<td></td>
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</tbody>
</table>
FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable ------- 5 = very valuable)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study applying the Practice Framework</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Evidence-based practice presentation:</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>Revision of site-specific fieldwork objectives</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Program development</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>In-service/presentation</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>Other (list)</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
### ASPECTS OF THE ENVIRONMENT

<table>
<thead>
<tr>
<th>1 = Rarely</th>
<th>2 = Occasionally</th>
<th>3 = Frequently</th>
<th>4 = Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff and administration demonstrated cultural sensitivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Practice Framework was integrated into practice</td>
</tr>
<tr>
<td>Student work area/supplies/equipment were adequate</td>
</tr>
<tr>
<td>Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides</td>
</tr>
<tr>
<td>Opportunities to network with other professionals</td>
</tr>
<tr>
<td>Opportunities to interact with other OT students</td>
</tr>
<tr>
<td>Opportunities to interact with students from other disciplines</td>
</tr>
<tr>
<td>Staff used a team approach to care</td>
</tr>
<tr>
<td>Opportunities to observe role modeling of therapeutic relationships</td>
</tr>
<tr>
<td>Opportunities to expand knowledge of community resources</td>
</tr>
<tr>
<td>Opportunities to participate in research</td>
</tr>
<tr>
<td>Additional educational opportunities (specify):</td>
</tr>
</tbody>
</table>

How would you describe the pace of this setting? (circle one)  
- Slow  - Med  - Fast

Types of documentation used in this setting:

Ending student caseload expectation: _____ # of clients per week or day

Ending student productivity expectation: _____ % per day (direct care)
SUPERVISION

What was the primary model of supervision used? (check one)

☐ one supervisor : one student
☐ one supervisor : group of students
☐ two supervisors : one student
☐ one supervisor : two students
☐ distant supervision (primarily off-site)
☐ three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

<table>
<thead>
<tr>
<th>Name</th>
<th>Credentials</th>
<th>Frequency</th>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>
ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, **circling** the appropriate number. (Note: may attach own course number)

<table>
<thead>
<tr>
<th>Course</th>
<th>Adequacy for Placement</th>
<th>Relevance for Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Kinesiology</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Neurodevelopment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Human development</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Evaluation</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Intervention planning</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Interventions (individual, group, activities, methods)</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Theory</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Documentation skills</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Leadership</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Professional behavior and communication</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Therapeutic use of self</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Level I fieldwork</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Program development</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Informatics</td>
<td>Occ. as Life Org</td>
<td>A &amp; K</td>
<td>Foundations</td>
<td>Level I FW</td>
</tr>
<tr>
<td>Pathology</td>
<td>Neuro</td>
<td>Administration</td>
<td>Theory</td>
<td>Peds electives</td>
</tr>
<tr>
<td>Env. Competence</td>
<td>Research courses</td>
<td>Prog design/eval</td>
<td>Consult/collab</td>
<td>Older adult elect.</td>
</tr>
<tr>
<td>Interventions</td>
<td>Evaluations</td>
<td>Adapting Env</td>
<td>Human comp.</td>
<td>Community elect.</td>
</tr>
<tr>
<td>Social Roles</td>
<td>History</td>
<td>Occupational Sci</td>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

What changes would you recommend in your academic program relative to the needs of THIS Level II fieldwork experience?

____________________________________________________________
____________________________________________________________
____________________________________________________________

**SUMMARY**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations of fieldwork experience were clearly defined</td>
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<tr>
<td>Expectations were challenging but not overwhelming</td>
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<tr>
<td>Experiences supported student's professional development</td>
<td></td>
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<tr>
<td>Experiences matched student's expectations</td>
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</tr>
</tbody>
</table>

What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?
What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Study the following intervention methods:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Read up on the following in advance:

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

____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

____________________________________________________________
____________________________________________________________
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____________________________________________________________
____________________________________________________________
Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

**FIELDWORK EDUCATOR**  
**NAME:** ____________________________________  
**FIELDWORK EDUCATOR YEARS OF EXPERIENCE:** ________  

| Provided ongoing positive feedback in a timely manner | 1 = Strongly Disagree  
| Provided ongoing constructive feedback in a timely manner | 2 = Disagree  
| Reviewed written work in a timely manner | 3 = No opinion  
| Made specific suggestions to student to improve performance | 4 = Agree  
| Provided clear performance expectations | 5 = Strongly agree  
| Sequenced learning experiences to grade progression |  
| Used a variety of instructional strategies |  
| Taught knowledge and skills to facilitate learning and challenge student |  
| Identified resources to promote student development |  
| Presented clear explanations |  
| Facilitated student’s clinical reasoning |  
| Used a variety of supervisory approaches to facilitate student performance |  
| Elicited and responded to student feedback and concerns |  
| Adjusted responsibilities to facilitate student's growth |  
| Supervision changed as fieldwork progressed |  
| Provided a positive role model of professional behavior in practice |  
| Modeled and encouraged occupation-based practice |  
| Modeled and encouraged client-centered practice |  
| Modeled and encouraged evidence-based practice |  

**Frequency of meetings/types of meetings with supervisor (value/frequency):**

_______________________________________________________________________  
_______________________________________________________________________
General comments on supervision:

AOTA SEFWE Task Force, June 2006
Appendix I: Important Phone Numbers and Addresses

**American Occupational Therapy Association, Inc**
4720 Montgomery Lane, PO Box 31220
Bethesda, MD 20824-1220
Phone: (301) 652.2682
TDD: (800) 377.8555
Fax: (301) 652.7711
Website: [www.aota.org](http://www.aota.org)

**Kentucky Board of Licensure for Occupational Therapy**
(Regular Mail): PO Box 1360
Frankfort, KY 40602
(Overnight Mail): 911 Leawood Drive
Frankfort, KY 40601
Julie Jackson, Board Administrator
Phone: (502) 564.3296, x226
Fax: (502) 696.3833
Email: [JulieG.Jackson@ky.gov](mailto:JulieG.Jackson@ky.gov)
Website: [bot.ky.gov](http://bot.ky.gov)

**Kentucky Occupational Therapy Association**
PO Box 5531
Louisville, KY 40255
Phone: (888) 987.5682
Website: [http://www.kotaweb.org](http://www.kotaweb.org)

**National Board for Certification in Occupational Therapy, Inc (NBCOT)**
The Eugene B. Casey Building
800 South Frederick Avenue
Suite 200
Gaithersburg, MD 20877-4150
Phone: (301) 990.7979
Fax: (301). 869.8492
[http://www.nbcot.org](http://www.nbcot.org)
EKU Occupational Therapy Department
521 Lancaster Avenue
Eastern Kentucky University
103 Dizney
Richmond, KY 40475
Phone: (859) 622.3300
Fieldwork Office Phone: (859) 622.5935

Career Services, EKU
Division of Student Affairs
SSB 62, CPO 62
521 Lancaster Ave.
Richmond, KY 40475-3162
Phone: (859) 622.1568
Fax: (859) 622.1570
Email: career@eku.edu

EKU Office of the Registrar
SSB CPO 58, Room 239
521 Lancaster Avenue
Richmond, KY 40475-3102
Phone: (859) 622.3876
Fax: (859) 622.6207
Website: http://www.registrar.eku.edu/

EKU Office of Student Financial Assistance
521 Lancaster Ave.
SSB CPO 59, Room 251
Richmond, KY 40475
Phone: (859) 622.2361
Fax: (859) 622.2019
Email: finaid@eku.edu
Website: http://finaid.eku.edu/

Graduate Education and Research
521 Lancaster Ave
SSB 310 CPO 68
Richmond, KY 40475
Phone: (859) 622.1742
Fax: (859) 622.2975
Email: graduateschool@eku.edu
Website: http://gradschool.eku.edu/
Appendix J– Student Fieldwork Experience at the AOTA Headquarters

Fieldwork experience at the AOTA headquarters is available to occupational therapy student members who have completed or are scheduled to complete 24 weeks of practice-based fieldwork and desire an additional 8- to 12- week experience.

Fieldwork at AOTA headquarters offer students the opportunity to gain and strengthen communications, analytical, and organizational skills while increasing their knowledge of AOTA. Students may be involved in national projects and activities in the areas of

1. Federal and State policy activities
2. Practice activities
3. Communication activities
4. Education activities
5. Reimbursement and Regulatory Policy activities
6. Professional Development
7. Marketing activities

Interested candidates should:

1. Contact AOTA’s Education and Professional Development Department for an application packet via email at educate@aota.org and work with their fieldwork coordinators to ensure that a current fieldwork agreement between the student’s academic program and AOTA is on file, prior to the student starting fieldwork.
2. Complete the application and attach two reference letters from academic or clinical instructors.
3. Write and submit an essay describing your interests, a description of fieldwork experiences, information about related projects or activities, rationale for requesting AOTA fieldwork experience, and expectations and objectives for the experience.

The student may then be chosen to complete an interview and a letter of acceptance or denial will follow. Students, if accepted, are responsible for arranging their own housing. AOTA Headquarters is accessible to Metro, the metropolitan Washington’s subway system.
Appendix K– Acknowledgement Statements

Students will sign each of the following statements at the Graduate Occupational Therapy Student Orientation prior to beginning coursework in the Master of Science curriculum.

Academic Integrity

I hereby affirm that I have read, understood, accept, and will uphold the responsibilities and stipulations of the Eastern Kentucky University Honor Code and Academic Integrity Policy as they appear on http://www.academicintegrity.eku.edu/

_______________________________________________________  ___________________
Signature                                                      Date
**Dress Code**

The student will be an active participant with clients and, as such, must dress with the safety of clients and themselves in mind at all times. For Level I Fieldwork, you must purchase and wear an EKU OT fieldwork polo shirt. Students will purchase shirts from the EKU bookstore prior to the first day of on-site fieldwork visits in the Fall Semester and are responsible for making sure that shirts are clean and neat. The shirt tails must be long enough so that there is no visible skin between the bottom of the shirt and the top of the pants. Students may elect to dress in layers in order to be in compliance with the no visible skin policy.

Pants must be of woven material and khaki, black, brown, olive or light tan in color. In healthcare settings (OTS 821), pants must be full length. Pants that are no shorter than capri or cropped length may be worn, if allowed, during OTS 831 and OTS 871. No pants that are above the bottom of the patella are acceptable. If a site specifically requires the student to wear scrubs, the site dress code supersedes the Occupational Therapy Program dress code. Students are required to wear closed toe shoes. At health care settings, socks are required with shoes.

Adherence to the dress code is included as part of the grade consideration if professional behavior and participation is assessed in OTS 821, OTS 831, and OTS 871. Any breach of the dress requirements will result in the student being sent home from the fieldwork site with loss of all participation points for that day. Two or more breaches of dress requirements will result in a written professional development plan which will include a behavioral contract that must be agreed upon by the instructor and the Academic Fieldwork Coordinator (or Fieldwork Coordinator Assistant) before the student can return to the fieldwork site.

You may wear small earrings and a watch unless your site prohibits jewelry of any kind. Large or dangly earrings, nose, lip or tongue jewelry must be removed while at the fieldwork site.

I have read and understand this dress code policy for Level I and Level II Fieldwork.

_________________________________________  __________________
Student Name                        Date

_________________________________________  __________________
Witness Name                        Date
**Fieldwork Student Acknowledgment Form**  
*Assignment of Students to Fieldwork Rotations*

A primary objective of fieldwork assignments is to ensure that each student is exposed to a variety of clinical settings/environments during the course of the five (5) assignments. Different types of clinical environments include acute hospital settings, private clinics, the public school system, nursing homes, home health care agencies, and rehabilitation hospitals. The experiences are designed to provide the student with directed learning in an assortment of practice settings. These experiences are crucial in providing the student a learning environment that provides exposure to a mixture of “real-life” patient problems that cannot be experienced or duplicated in the classroom.

Students are assigned to clinical sites by the Academic Fieldwork Coordinator (AFWC) with input from the student, Fieldwork Management Committee, faculty recommendations and the fieldwork educator and/or coordinator at the site. Students may not change their assignments on their own or trade with another student. Extenuating circumstances are considered as part of the placement process.

Coordination of placements for 65 students is a labor intensive task. Negotiations for and maintenance of fieldwork sites are very competitive among OT and OTA programs. Best efforts are made to locate sites within a reasonable commuting distance. The student will need to furnish his/her own transportation.

In order to maintain the established mutual respect, relationships, and professional relationships between our program and the fieldwork sites, each student is expected to abide by the rules, regulations, policies and procedures of the facilities where they are assigned. The student’s ability to be flexible and adjust to the different environments and a variety of regulative policies is extremely important and will serve the student well.

I, ______________________________, acknowledge the following:

- [ ] Will comply with the Fieldwork Dress Policy
- [ ] Maintain patient confidentiality at all times, even when submitting assignments
- [ ] Attend every fieldwork meeting day unless emergency circumstances prevent attendance
- [ ] Abide by the Occupational Therapy Code of Ethics
- [ ] Will read the Fieldwork Student Manual prior to the first day of Level I Fieldwork
- [ ] Will not attempt to arrange my own fieldwork placement
- [ ] If I contact fieldwork sites for a placement, I may be dismissed from the Program
- [ ] I may be placed at a facility that requires relocation from my current housing
I am not required to complete fieldwork at any particular facility or geographical location but if I decline the placement I am offered, I understand that I may be required to wait until another placement becomes available.

I may have to travel up to 90 minutes one way to reach a fieldwork site

I may submit an extenuation circumstances form for consideration by the Fieldwork Management Committee

The purpose of Level I Fieldwork is to enrich and enhance selected aspects of the occupational therapy process. I may be placed with a professional who is not an occupational therapist and will take responsibility for my learning experience.

I will be a good ambassador of the EKU OT program and failure to be a good ambassador may result in a Professional Behavior Plan

I understand that the Academic Fieldwork Coordinator is required to place only fully qualified and fully prepared students for Level II Fieldwork. I understand that if my behavior and actions in the classroom or on Level I or Level II Fieldwork indicate I am not fully prepared, an action plan must be developed and completed by me in order to be placed.

I am responsible for my own transportation and living arrangements for Level I and Level II Fieldwork and am prepared to undertake the financial costs associated with transportation and living.

Understand that immediate removal, and a failing grade may be given, for any fieldwork placement for the following:

- Violation of the AOTA Code of Ethics
- Violation of HIPAA
- Unprofessional or unsafe behavior
- Failure to complete any of the specified requirements
- Continued unsatisfactory performance following feedback given by the fieldwork supervisor, the fieldwork instructor OR the Academic Fieldwork Coordinator.

I am an adult learner, and as such, am responsible for taking every opportunity and make it a learning experience of value.

I understand that if any circumstance results in a change in my clearance on my background check, I must immediately notify the Chair of the Department of Occupational Therapy. Failure to disclose the change to the Chair may result in dismissal from the program.

I understand that even though I have completed a background check, facilities have the right to require additional clearance, such as an updated background check just prior to placement, additional clearance screenings (drug) or additional medical documentation.

_________________________ _______________________
Student Name Date

_________________________ _______________________
Witness Date
CONSENT TO RELEASE INFORMATION FORM

I authorize the Department of Occupational Therapy, College of Health Sciences, Eastern Kentucky University, to release my completed Personal Data Sheet to each of the facilities in which I will participate in Fieldwork Level II Internship Placements.

__________________________  _________________________________, OTS
DATE  SIGNATURE

__________________________  _________________________________
DATE  WITNESS
Appendix L: Professional Behavior Evaluation

Eastern Kentucky University
Department of Occupational Therapy

PROFESSIONAL BEHAVIOR EVALUATION

Student

Semester

Directions: The purpose of this evaluation is to provide feedback to the student regarding his/her professional development towards becoming an Occupational Therapist. The following rating scale will be used by faculty to evaluate performance each semester.

Satisfactory: The student demonstrates the required level of professional skill.
Unsatisfactory: The student does not demonstrate the required level of professional skill.

An unsatisfactory rating in any category requires the student to develop a remediation plan.

<table>
<thead>
<tr>
<th>PROFESSIONAL BEHAVIOR</th>
<th>RATING</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>1. Respects faculty and classmates by arriving punctually to class and other academic events</td>
<td>S / U</td>
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<td>2. Promptly notifies faculty and concerned parties if circumstances prevent attendance and assumes initiative to make up missed assignments</td>
<td>S / U</td>
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<td>3. Recognizes and productively utilizes knowledge of own strengths and weaknesses</td>
<td>S / U</td>
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<td>4. Demonstrates the ability to problem solve by logically evaluating evidence</td>
<td>S / U</td>
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<td>5. Demonstrates the ability to be flexible with unexpected situations</td>
<td>S / U</td>
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<td>6. Asks appropriate questions when in doubt</td>
<td>S / U</td>
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<td>7. Communicates professionally and effectively in scholarly writing</td>
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<tr>
<td>8. Communicates professionally and effectively in clinical writing</td>
<td>S / U</td>
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<td>9. Demonstrates confidence and self assurance</td>
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<td>PROFESSIONAL BEHAVIOR</td>
<td>RATING</td>
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<td>10.</td>
<td>Demonstrates the ability to work collaboratively with faculty, clinical supervisor, other health professionals as well as peers</td>
<td>S / U</td>
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**PROFESSIONAL BEHAVIOR**

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<th>PROFESSIONAL BEHAVIOR</th>
<th>RATING</th>
<th>COMMENTS</th>
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<td>11.</td>
<td>Acts according to profession’s values, principles and beliefs</td>
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<td>12.</td>
<td>Acts professionally in dealing with personal situations and emotions while in a professional or academic setting.</td>
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<td>13.</td>
<td>Assumes responsibility for own actions</td>
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<td>14.</td>
<td>Demonstrates the ability to modify behavior in response to feedback</td>
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<td>15.</td>
<td>Demonstrates the ability to give constructive feedback</td>
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<td>16.</td>
<td>Communicates effectively with peers both verbal and nonverbal</td>
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<td>17.</td>
<td>Communicates effectively with professionals both verbal and nonverbal</td>
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<td>18.</td>
<td>Projects professional image</td>
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<td>19.</td>
<td>Demonstrates an overall ability to be a cooperative and contributing member of the class and profession.</td>
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Comments:

Student Comments on Evaluation:

_________________________________________________________________  ______________________________________________________________________
Faculty Signature / Date                                           Student Signature / Date
Professional Behavior Evaluation Remediation Plan

Student Name: _______________________________

Professional Behavior needing remediation:

Remediation and action plan developed by student:

Clear statement of outcome to be accomplished:

Date by which action plan / outcome will be accomplished:

How, when and who will evaluate attainment of Professional Behavior.

<table>
<thead>
<tr>
<th>Date Negotiated</th>
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<td>Student Signature</td>
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<td>Instructor Signature</td>
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<td>Advisor Signature</td>
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Approved: 4/6/2010
Appendix M - Level II Fieldwork Setting Student Preferences (revised 2012)

NAME: ________________________________________________________________
DATE: ______________________________________________________________

**RULES:** Regional vs. Distant = more than 100 miles from Richmond or Lexington. Any questions—Mapquest it.
***No matter what your placements are, you will register for **All three courses:** OTS 845, 846, 847***

*On the **front** list top 10 settings for OTS 845 - Healthcare Practice.
  5 regional **AND**
  5 > 100 miles
  **OR** 10> 100 miles

* On the **back** list 10 settings for OTS 846 - Community/Education Communities Practice.
  5 regional **AND**
  5 > 100 miles
  **OR** 10> 100 miles

*You should select a variety of client populations. Try to avoid selecting a school system and a children’s hospital, etc. If you are going to select two children’s placements, please make an appointment to see the Academic Fieldwork Coordinator.

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<tr>
<th>OTS 845 - HEALTHCARE SETTING NAME:</th>
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<td>10.</td>
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PLEASE LIST YOUR 821 LEVEL I PLACEMENT SITE BELOW AND PLACES YOU HAVE WORKED, IF WORK HISTORY IS RELEVANT:

821:
831:
871:

RELEVANT WORK EXPERIENCE:

Manual updated Fall 2012