

# MARIA

COLLEGE

*Aspire. Achieve. Become.™*

Master of Science in Occupational Therapy



## ***Student Fieldwork Manual***

2023-2024

Student Cohort

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### *MSOT Student Fieldwork Manual Disclaimer*

Each student at Maria College is responsible for reviewing, understanding, and abiding by the College's regulations, procedures, requirements, and deadlines as described in the College Catalog, Student Handbook, and Departmental Student Manual.

Notwithstanding anything contained in this *MSOT Student Fieldwork Manual*, **MARIA COLLEGE** expressly reserves the right, wherever it deems advisable, (1) to change or modify its schedule of tuition and fees, (2) to withdraw, cancel, reschedule or modify any course, program of study, degree or any requirement in connection with the foregoing, and (3) to change or modify any policy. Please be advised that, due to timing and other issues related to content updates, information in this *MSOT Student Fieldwork Manual* may be not be the most up to date at a particular point in time. Each student is responsible for being aware of the information provided herein, but also confirm with the Academic Fieldwork Coordinator (AFWC) on matters in this *Manual* that are material to the student's individual circumstance. **MARIA COLLEGE** assumes no responsibility for errors or omissions.

## Using this *Manual*

### General approach

Dear Students,

This *Manual* provides resources and guidance for your preparation and participation in fieldwork experiences, at Maria. The *Manual* contains Master of Science in Occupational Therapy Program (MSOT) policies, fieldwork forms and evaluations, and tools helpful in the development self-directed learning skills necessary for your smooth transition to clinical practice. Fieldwork educators (FWEd) will also have access to the *Manual* and benefit from its use.

Following presentation of general introductory matters, the *Manual* then speaks more specifically to Level I fieldwork and then moves on to Level II fieldwork matters, followed by applicable resources, references, and appendices.

Please take the time to read this entire *Manual*, including the learning and preparation resources, references, and appendices.

1. During this initial read, make note of the questions you have on the *Manual* and fieldwork expectations.
2. Once this read is complete, please post your questions on the “Fieldwork Manual Questions and Discussions Forum” within the Discussion Forum area of your cohort’s *MSOT Fieldwork Communication Portal* (portal) on Blackboard (or other designated forum). On this forum the academic fieldwork coordinator (AFWC) as well as your classmates will share answers, support, clarifications, etc. that can include and benefit all while minimizing repetition.
3. After you have thoroughly read the *Manual*, reviewed the posts and replies above, you will also have opportunity as a class to discuss outstanding matters or issues in real time (via an on campus face-to-face or virtual session) related to the *Manual* or fieldwork with the AFWC.
4. Soon thereafter you will be asked to sign-off on the *Manual* acknowledgment form (see [Appendix G](#)), and submit it via the appropriate assignment drop box within the portal (or other designated area or method).
5. At this point, your *Manual* converts to a reference for which you will be responsible for its content. Although it will be available on the portal or on the FW computer software platform (additional information below), it is recommended that you save a copy locally or cloud-based for future retrieval.
6. Communication of changes or updates will take place via the portal.

### Embedded Links

#### 1. Internal

- a. Table of Contents. To assist with maneuverability within this document, users can click on a heading or page number in the table of contents to go directly to that section in the *Manual*.

- b. Appendices. Similarly, references made to an appendix item within the text of the *Manual* contain links to the individual referenced appendix located at the end of the document.

## 2. External

- a. *Learning and Preparation Resources*. There are items in this section contain clickable image links that will bring the user to the individual resource website.
- b. *References*. Most references contain “DOI” or other “https” information (copy & paste into browser) or direct links to access the work.
- c. *In-text Resources*. Additionally, certain resources referred to in the text of the *Manual* contain direct links to the source.

## Terminology

For the purposes of this document, although at times used differently in other contexts, please use the reference table below for terms used interchangeably throughout.

<b>Term</b>	<b>Abbreviation</b> (if applicable)	<b>Possible Alternatives</b>
<i>MSOT program</i>	program	MSOT; OT program
<i>MSOT Fieldwork Communications Portal</i>	portal	MSOT FW Comm Portal in Blackboard
<i>Fieldwork experience</i>		Fieldwork assignment; fieldwork education fieldwork placement; clinical placement; placement; clinical rotation; rotation; affiliation
<i>Fieldwork</i>	FW	Clinical education
<i>Fieldwork educator</i>	FWEd; FWE	Clinical instructor (CI); clinical supervisor; supervisor; preceptor
<i>Fieldwork site</i>	-	Site; facility; organization; clinic; clinical site
<i>Memorandum of Understanding</i>	MOU	Fieldwork contract; facility contract; contract fieldwork agreement; facility agreement; agreement Memorandum of understanding for cooperative fieldwork education
<i>Occupational therapy student</i>	OTS	Student; supervisee
<i>Computer Software</i>		The program’s fieldwork management system/portal

## Introduction to Fieldwork

### The MSOT Fieldwork Team and Roles

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

Kara Fumarola, MS, OTR/L  
Academic Fieldwork Coordinator  
[kfumarola@mariacollege.edu](mailto:kfumarola@mariacollege.edu)  
phone: 518-903-6454

The AFWC is a program faculty member who oversees and manages all fieldwork components, policies and procedures, and courses related to Levels I and II fieldwork experiences. The AFWC secures memorandums of understanding (MOU) with fieldwork sites, maintains student and site files, collaborates with fieldwork educators and students, and is responsible for ensuring the program meets or exceeds fieldwork-related ACOTE Educational Standards.

#### **MSOT Program Assistant**

Jessica Evans, MS, OTR/L  
[jevans@mariacollege.edu](mailto:jevans@mariacollege.edu)

#### **Fieldwork Educator (FWEd)**

“An individual, typically a clinician, who works collaboratively with the program and is informed of the curriculum and fieldwork program design. This individual supports the fieldwork experience, serves as a role model, and holds the requisite qualifications to provide the student with the opportunity to carry out professional responsibilities during the experiential portion of their education” (ACOTE, 2018, p.50).

Please refer to individual Level I and Level II fieldwork Supervision sections below.

#### **Student (OTS)**

Fieldwork experiences provide a practice-based context for students to apply classroom learning, reflect on strengths and areas for growth, develop a professional identity, and facilitate the critical transition from student to entry-level generalist practitioner.

## General Overview of Fieldwork

Although possessing common threads, the goals and objectives of Level I and Level II fieldwork differ. The exposure and skills gained during the Level I fieldwork experience set a foundation, for Level II fieldwork. Each fieldwork experience is associated with individual courses within the curriculum.

## Fieldwork Settings

The following is a broad outline of potential fieldwork opportunities for students (some are more appropriate for Level II fieldwork):

1. Traditional settings
  - a. Hospital-based such as inpatient rehabilitation, skilled nursing facility, mental health facility)
  - b. Community-based such as behavioral health, adult developmental settings, older adult community, home health, and outpatient facilities, including hand therapy clinics.
  - c. School-based, e.g., school, early intervention
2. Non-traditional settings and emerging practice areas settings including
  - a. Work and industry
  - b. Aging in place
  - c. Health and Wellness
  - d. Driving/community mobility and accessibility
  - e. Administration
  - f. OT Education
  - g. American Occupational Therapy Association
  - h. Equine therapy locations
  - i. Developmental centers and group homes

## ACOTE Educational Standards (General Fieldwork Education)

### SECTION C: FIELDWORK EDUCATION

C.1.0: FIELDWORK EDUCATION Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:

#### C.1.1. Fieldwork program Reflects the Curriculum Design

Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.

#### C.1.2. Criteria and Process for Selecting Fieldwork Sites

Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.

#### C.1.3. Fieldwork Objectives

Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.

Ensure that fieldwork objectives for all experiences include a psychosocial objective.

#### C.1.4. Ratio of Fieldwork Educators to Students

Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.

#### C.1.5. Sufficient Fieldwork Agreements

Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.

#### C.1.6. Level I and II Fieldwork MOUs

For those clinical experiences involving an entity outside the academic institution, the program must have evidence of valid memoranda of understanding in effect that is signed by both parties, from the

onset to conclusion of the Level I fieldwork and the Level II fieldwork (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.

C.1.7. Fieldwork in Behavioral Health or Psychological and Social Factors

At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.

(Accreditation Council for Occupational Therapy Education [ACOTE], 2018, pp. 39-40)

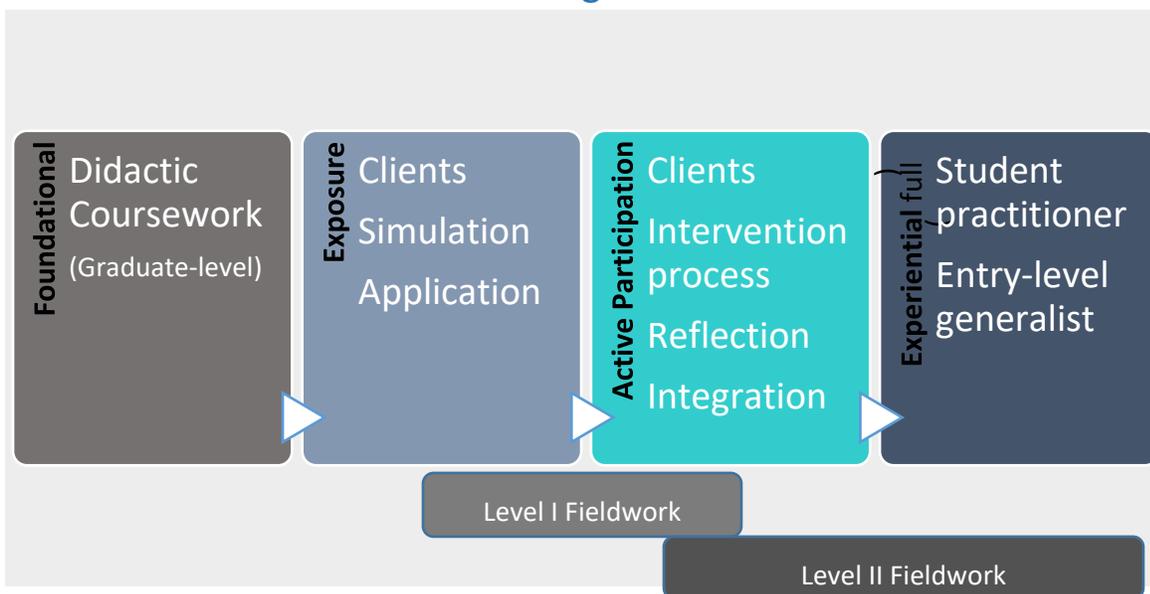
### Guiding Principle Alignment

College → MSOT Program → Fieldwork Program



Please refer full size graphic presented in [Appendix G](#)

### MSOT Student to Practitioner Progression



## Student Guidelines for Fieldwork

Please note many of the guidelines provided below apply specifically to Level II fieldwork and at times specified as such. However, students should have an understanding of each and apply as appropriate to the Level I fieldwork experience.

### Fieldwork Advising

The AFWC provides fieldwork advising for students beginning in the first semester of the program. Advising for fieldwork takes place once per semester or more frequently as needs arise. Fieldwork advisement may include the student's faculty advisor or other program faculty. For complete MSOT Program student advisement information, please refer to the *MSOT Student Manual*.

### Ethical Leadership and Professional Behavior

The MSOT program views professional behavior within the context of "Ethical Leadership." This consistent thread within the didactic portion of the program continues, and is as critical, through the student clinician transition (i.e., fieldwork) component of the program.

Students preparing for, and participating in, fieldwork should look to the relevant sections on ethical leadership and professional behavior in the *MSOT Student Manual* for reference and guidance purposes, including [Appendix C](#), "Professional Behaviors Assessment" and Appendix D, "MSOT Student Pledge of Professionalism" provided in that document. The program *Level I Fieldwork Evaluation* and *Level II Fieldwork Performance Evaluation* (FWPE) also consider and evaluate fieldwork student ethical and professional behaviors.

### Attendance Guidelines

The affiliating student is responsible for reporting to the fieldwork site as assigned and at the time specified by the FWEd (see also, "Fieldwork Site Work Schedule" section below).

In cases of illness or any other unscheduled absence, or when timely arrival is not possible, the student is to contact the FWEd according to the rules of that facility. The FWEd, AFWC, and student will collaborate on scheduling make-ups for missed time (lateness and absences). Potential mechanisms to make up missed time may include:

1. Weekends and/or evenings, if occupational therapy staff provide services during these times and appropriate supervision arrangements are in place.
2. Weekend and/or evenings to observe another discipline, provided it is for a limited time and the student has not completed a similar learning assignment at the site.
3. If the facility, FWEd, and AFWC agree, and the student is on course to pass the fieldwork experience, the student may extend the experience beyond the original end date to complete the minimum 12-week full time requirement. In certain circumstances, this may necessitate the recording of a grade of "I" (incomplete) for the Level II fieldwork course and possibly affect the student's timeline for graduation from the program.
4. Additional readings, assignments, projects, etc. are not acceptable means of making up missed time on Level II fieldwork.

Lengthy or numerous absences may result in cancellation of the fieldwork experience requiring the student completing another fieldwork experience later. Failure to complete the 24-week Level II fieldwork experience within certain timeframes may delay graduation.

## Dress code

The student will be neat and clean in their appearance at all times and will adhere to the fieldwork site's dress code. The student should establish the dress code requirements with the FWE'd or other site representative prior to the commencement of the fieldwork experience. It is the student's responsibility (general and financial) to obtain a uniform, lab coat, and/or other clothing or equipment as specified by the facility. The student should wear his/her Maria College photo nametag to identify themselves while on fieldwork. This is especially important in facilities where the NY State *Rules of the Board of Regents Part 29-2 a. (9) – Unprofessional Conduct* states that an identifying badge is part of the expected professional behavior. Such facilities include hospitals, nursing homes and clinics.

Students may be required to remove body piercings (eyebrow, nose, lip and tongue rings), cover tattoos, remove artificial fingernails, and keep hair color to those that occur naturally (e.g., blue hair would not meet this criterion). Shoes must provide support and safety during patient treatments, close-toed with soft, non-skid soles (i.e. no sandals or high heels). While fieldwork sites may require such adjustments in style and appearance, student appearance will not be a factor in fieldwork assignments.

## Travel/Housing/Living Expenses

Students are responsible for all commuting, parking, relocation, housing, and living costs associated with fieldwork. In addition to other placement factors, consideration will be given to travel times to and from assigned fieldwork sites during the placement process. For planning purposes, at this time, the program considers one-way travel within 60-minutes or 50 miles a reasonable expectation for the fieldwork period.

## Employment during Fieldwork (Level II)

The program recommends that students seriously consider and weigh pursuing or continuing employment while they are completing full-time fieldwork experiences. It is quite common for fieldwork assignments to require additional time beyond the regular established 30-40-hour workweek and considered a full-time position in itself. Students should also consider any additional didactic requirements during each Level II semester in their employment decision. Students are encouraged to discuss their individual situations regarding paid employment during Level II fieldwork with the AFWC during the placement process. Obligations related to employment will not be taken into consideration in the event it is determined student fieldwork performance is not meeting expectations.

## Fieldwork Site Work Schedule

While on fieldwork, students are to follow the work and holiday schedule that is typical and expected of occupational therapists and/or other practitioners from similar professionals at that site. Therefore,

students may need to attend fieldwork on days that the College is closed or on break, certain holidays, and/or weekends.

Days off during Level II fieldwork will be determined and approved by the FWEd & AFWC and may need to be made up to satisfy the full time 12-week experience (or scheduled number of weeks) requirement.

## Part-time Fieldwork

In agreement with the New York State Education Department, Maria College's MSOT program offers only full-time Level II fieldwork experiences except in the case of disability accommodation.

## Accessibility Services and Accommodation

As is the case during the student's didactic portion of their occupational therapy education, students should contact the Maria College Academic Support Services for accommodation needs and disclosure specific to the fieldwork component of their education.

<https://mariacollege.edu/student-support/academic-support/accessibility-services>

### **Maria College Accessibility Services Mission Statement**

The Accessibility Services program promotes the development of an inclusive and welcoming environment by ensuring that all qualified students with disabilities are given equal access to educational resources. Recognizing that each individual has unique needs, the staff of the Accessibilities Services program works to provide a student-centered approach to reasonable accommodations that will lead to not only academic success, but also to personal empowerment and professional advancement.

For more information, please contact [accessibilityservices@mariacollege.edu](mailto:accessibilityservices@mariacollege.edu)

At a suitable point, the Office of Academic Support Services will collaborate with the student, AFWC, and FWEd (if appropriate) in establishing an individualized plan for reasonable accommodation with the goal of equal opportunity for optimal student learning and success while on fieldwork.

### **Students with Disabilities Policy- Spring 2023**

Students who need accommodations for a disability should contact the Office of Accessibility Services. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, qualified individuals with disabilities will not be discriminated against in programs or services available at Maria College. Individuals with disabilities are entitled to accommodation designed to facilitate full access to all programs and services. The Office of Accessibility Services is responsible for coordinating disability-related accommodations. The Office will provide students with documented disabilities accommodation letters, as appropriate.

It is important to note, that accommodations may require early planning and are not retroactive – contact the Office of Accessibility Services as soon as possible. Students are responsible for providing accommodation letters to each instructor, every semester, and discussing with the instructor the specific accommodations needed and how they can be best implemented for each course. For more information on services provided by Maria College and for submission of documentation, please contact the Office of Accessibility Services. [accessibilityservices@mariacollege.edu](mailto:accessibilityservices@mariacollege.edu), 518-861-2583.

### **Academic Support**

Located in the Student Support Center (Mercy Hall), the Mary Beth O'Brien Tutoring Center staffs both peer and professional tutors skilled in a variety of subjects and academic disciplines. If you think you could benefit from working with a tutor and would like to schedule an appointment, simply visit <https://mariacollege.mywconline.com/> You may also speak with a staff member by phone at 518-861-2521.

If you need direct assistance or more information about tutoring and other support services, please visit the Student Support webpage at <https://mariacollege.edu/student-support> or send an email to [studentsupport@mariacollege.edu](mailto:studentsupport@mariacollege.edu)

### **Early Warning Notifications**

Early Warning Notifications are sent to students taking this course who have are struggling or unable to meet one or more of the standards of the course. The intent of these notifications is to offer you help to improve your performance in this course and ultimately achieve academic success. If you receive an Early Warning Notification, please talk to me about it so we can strategize ways to improve your current performance. Your advisor will also contact you to offer his or her support.

If you receive multiple Early Warnings from one or more of your classes, the Director of Student Support as a part of the STAR (Student-At-Risk) Initiative in order to schedule a voluntary Academic Support Review Session will also contact you. It is part of the Maria College mission to provide students with a supportive environment. Please understand that Early Warning Notifications are a way that the College is attempting to help you be a successful student.

## **Life Circumstances and Events**

Should circumstances or events arise prior to, or during fieldwork, that may affect a student's ability to fully, effectively, and safely participate in the experience (see sample list of common activities to consider listed below), the student must inform the AFWC as soon as possible. Examples of a life circumstance or event applicable under this section include, but are not limited to, a temporary medical condition, pregnancy, or an unanticipated and significant personal or family circumstance.

The AFWC will work collaboratively with the student, the student's faculty advisor, and the FWEd/facility to establish a supportive individualized plan moving forward to help assure the fieldwork experience will be successful, beneficial, and safe for not only the student, but also the clients/patients, and other staff that the student will be working with. Certain circumstances may require the student to provide medical or other clearance to participate in fieldwork (and be part of the activities below) from an appropriate professional, pausing the fieldwork, modifying the timeframe for beginning or continuing the fieldwork, etc. Consideration of fieldwork facility/site policies and procedures might also be necessary in formulating this plan.

Potential common fieldwork activities to consider include the ability to:

1. Sit or stand for extended periods
2. Kneel, squat, bend at the waist, reach, sit, rise from the floor, and crawl
3. Transfer and/or functionally position moderately heavy people or objects
4. Push or pull wheelchairs, equipment, supplies, etc.
5. Have potential exposure to blood, other bodily fluids, airborne diseases and other illnesses
6. Working with clients and families who may have sustained major life altering events

Students may also find resources pertinent to this section helpful such as “Medical Leave of Absence Policy” in the current *Maria College Student Handbook* and the Maria College Accessibility Services information and resources provided above.

## Technology Use

Regarding personal device use, general technology, and social media students should consider program and College policies that speak directly to these topics as well as those on expected professional behaviors and respect for others and the environment. Individual clinical sites will also have similar policies in place for which the student must abide by, including those that fall under HIPPA regulation requirements.

## Fieldwork Dates

<i>Fieldwork Planning</i>	<b>Course #</b>	<b>Credits</b>	<b>Year 2</b>	<b>Wish List</b>	<b>AFWC Consult</b>	<b>Placement</b>
<i>Timelines</i> <sup>4</sup>			<b>Semester</b>	<b>Deadline<sup>1</sup></b>	<b>(Year 1)<sup>1</sup></b>	<b>Notification(Year 1)<sup>2</sup></b>
<i>Level I</i>	OCT 604	2	Fall	NA	NA	Fall (Year 2)
<i>Level II a (1<sup>st</sup> rotation)</i>	OCT 607	9	Spring	December 31 (Year 1)	February- March	Spring (Year 2)
<i>Level II b (2<sup>nd</sup> rotation)</i>	OCT 608	9	Summer	January 30 (Year 1)	February- March	Spring/Summer (Year 1)
	<sup>1</sup> If applicable					
	<sup>2</sup> If out-of-area/relocation Level II fieldwork experience(s) is desired or preferred, the student should reach out to the AFWC ASAP.					
	<sup>3</sup> Although not preferred, the many variables that make up securing appropriate Level II placements may result in placement notifications may occur during Year 2					
	<sup>4</sup> <b>Not applicable the program's first cohort (2020-2022).</b>					

*AOTA Suggested Level II Begin  
Experience Dates (OT)* <sup>1</sup>

**End**

<i>Calendar Year 2024</i>	January 2	March 22
	March 25	June 17
	June 27	September 14
	September 23	December 13
	<i>3-month, 12-week increments / One week break in between if possible</i>	
	<sup>1</sup> <i>Provided for reference purposes only. AOTA or ACCOTE do not require program adherence to these dates.</i>	

<i>MSOT Level II</i>		
<i>Fieldwork Schedule</i>		
	<b>First rotation (Level II a)</b>	<b>Second rotation (Level II b)</b>
<i>Course</i>	OCT 607 Level II Fieldwork	OCT 608 Level II Fieldwork
<i>Approximate monthly timeframe (Year 2)</i>	January → February → March	(Early/Mid)April → May → (End) June/(Early) July
<i>Target dates<sup>1</sup></i>	↓	↓
<i>Calendar year 2024</i>	<b>January 2 – March 22</b> January 8 – March 29	March 25 – June 17 (weekend break) <sup>2</sup> April 1 – June 21 (1-week break) April 8 – June 28 (2-week break) April 15 – July 5 (3-week break)
<i>Calendar year 2024</i>	<b>January 6 – March 28</b> January 13 – April 4	March 31 – June 20 April 7– June 27 April 24 – July 4
<i>Calendar year 2025</i>		
<i>Calendar year 2026</i>		
<sup>1</sup> <u>Tentative</u> target dates provided for advanced planning purposes. Individual Level II start/end dates may vary.		
<sup>2</sup> ”Breaks” indicate time between 1 <sup>st</sup> & 2 <sup>nd</sup> Level II rotation.		

## Fieldwork Requirements

General Requirements <sup>1-3</sup>	Maria/ MSOT	Sitespecific <sup>4</sup>	Notes
<i>CPR/BLS certification</i>	√	√	
<i>First aid training/certification</i>	√	√	
<i>HIPPA training</i>	√	√	May be available through program
<i>OSHA universal precautions training</i>	√	√	May be available through program
<i>Human subject protection training</i>		√	
<i>Health Insurance</i>		√	
<i>Criminal background check <sup>5</sup></i>		√	Type, level, cost etc. site-defined
<i>Drug screen <sup>5</sup></i>		√	Type, level, cost etc. site-defined
<i>Fingerprinting <sup>5</sup></i>		√	Type, level, cost etc. site-defined
<i>Resume/references</i>		√	
<i>Volunteer application/orientation</i>		√	
<i>Compliance training</i>		√	
<i>Student liability insurance</i>	√		Included in College tuition/fees
<i>Professional liability insurance</i>	√		Individual beyond College liability coverage. See applicable section in this <i>Manual</i> .
<i>Other <sup>6</sup></i>			
<i>Other <sup>6</sup></i>			

Health Records & Immunization Requirements <sup>1-3</sup>	Maria/ MSOT	Sitespecific <sup>4</sup>	Notes
<i>Physical examination</i>	√		Within past year; annual update while enrolled in program
<i>PPD – Tuberculin test</i>	√	√	Initial 2-step; annual update while enrolled in program. Some facilities may require w/in 3 months of FW start
<i>Measles, mumps, rubella (MMR) <sup>7</sup></i>	√		Proof of immunization
<i>Hepatitis B vaccine</i>	√		3-step; or waiver
<i>Meningococcal meningitis vaccine <sup>7</sup></i>	√		Immunization w/in 10 years
<i>T-dap vaccine</i>	√		Tetanus/diphtheria/pertussis (T-dap) or tetanus booster; w/in 10 years

<i>Polio vaccine</i>	√	
<i>Influenza vaccine</i>	√	
<i>Varicella titer</i>	√	Or vaccine
<i>COVID-19</i>	√	<i>See COVID-19 information on next page.</i>
<i>Other</i> <sup>6</sup>		
<i>Other</i> <sup>6</sup>		

<sup>1</sup>For Level I and Level II fieldwork unless otherwise indicated (current prior to beginning and throughout all FW experiences).

<sup>2</sup>Maintain your own personal health records to provide directly to the FW site.

<sup>3</sup>Students are responsible for time (i.e., not during class or required campus time) and cost required to satisfy site specific and most Maria/MSOT requirements.

<sup>4</sup>Indicates common and potential requirement by typical fieldwork sites. Please refer to the FW site to confirm each site's specific requirements. May also require direct confirmation from FWEd

<sup>5</sup>Fingerprinting, background checks, and drug screens are processed by agencies working on behalf of the fieldwork facility, and decisions regarding the results of such checks are made by the facility.

<sup>6</sup>The MSOT program, College, and/or fieldwork facility may request additional information or verifications from students

<sup>7</sup>College registrar form download

## COVID-19 Vaccination and Related Health Measures

### Maria College

For the latest information on College COVID-19 policies and procedures, including vaccination, please go to the [Maria College COVID-19 Campus Guidelines & Regulations](#) website.

### Individual Fieldwork Sites

At the time of publication of this *Manual* some fieldwork sites and institutions have put in place or are developing COVID-19 site-specific policies for staff, students, the public, etc. The program anticipates individual site policies and requirements will vary. The AFWC will make every effort to maintain current site information Individual policies and procedures for potential fieldwork sites. Please note that such policies may not allow for medical, religious, or other vaccine exemptions.

## General Program Fieldwork Policies

### Ethical, Legal, and Professional Standards

The FWEd will model professional and ethical behavior, acknowledge positive student behavior, and identify and attempt to cure negative student behaviors by making recommendations for positive change and growth.

The student is responsible for conducting him or herself in a manner consistent with the ethical, moral and legal criteria of Maria College, the MSOT program, and the fieldwork site during fieldwork

assignments. The Maria College and MSOT missions and core values, didactic course experiences, and state practice licensure laws should also serve as an important guide to ethical and legal practice.

In addition, while on fieldwork students must adhere to *the Occupational Therapy Code of Ethics* (AOTA, 2015) and the New York State Rules of the Board of Regents Part 29 (New York State Education Department, 2010) guiding professional conduct via the legal detailing of unprofessional conduct, specifically:

- **8 CRR-NY 29.1 General Provisions**

[https://govt.westlaw.com/nycrr/Document/lca3f3eec2211dd97adcd755bda2840?viewType=FullText&originationContext=document&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/nycrr/Document/lca3f3eec2211dd97adcd755bda2840?viewType=FullText&originationContext=document&transitionType=CategoryPageItem&contextData=(sc.Default)) and:

- **8 CRR-NY 29.2 General Provisions for Health Professionals**

[https://govt.westlaw.com/nycrr/Document/lca41af2c2211dd97adcd755bda2840?viewType=FullText&originationContext=document&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/nycrr/Document/lca41af2c2211dd97adcd755bda2840?viewType=FullText&originationContext=document&transitionType=CategoryPageItem&contextData=(sc.Default)).

In the event a student is not demonstrating behaviors consistent with the above, the needs and expectations of their fieldwork site, or been dismissed from fieldwork due to unprofessional behaviors or ethical concerns may, depending on the severity of the infraction(s), result in the following:

1. The program issuing a verbal or written warning to the student with the expectation of timely improvement or correction moving forward.
2. Require the student to complete a plan of correction through a *Fieldwork Learning Contract* (see [Appendix D](#)) in collaboration with the AFWC, FWEd, and student's faculty advisor (if applicable). This written contract will address specific behavioral and/or ethical concerns requiring modification on the part of the student for successful completion of the current fieldwork assignment or commencement of an additional or replacement fieldwork experience.
3. Dismissal from the fieldwork experience.
4. Re-assignment to an alternate fieldwork experience at the discretion of the AFWC and MSOT Program Director (please refer to the *MSOT Student Manual* regarding program policies on grading, program progression, and probation).

## MSOT Student Credential Designation

While on fieldwork, Maria College MSOT students are to use the following "OTS" credentials when signing off on clinical documentation, in email communications/signatures, and other professional documentation etc. This single designation also applies to students who are occupational therapy assistants or professionals in other fields therefore; those credentials are not used. Please see guidance examples below however, institutional policies prevail.

*Clinical documentation (handwritten signatures)*

*Mary Reilly, OTS*

<i>Clinical documentation (electronic signatures)</i>	Mary Reilly, OTS; <b>or</b> other as required or predetermined.
<i>Email signature section</i>	Mary Reilly, OTS Maria College MSOT Program Home address; <b>or</b> 700 Scotland Avenue Albany, NY 12208 555-555-5555 <a href="mailto:mreilly@mariacollege.edu">mreilly@mariacollege.edu</a>
<i>Written communication closing, e.g., letter</i>	Sincerely/Regards/Yours truly,  <i>Mary Reilly, OTS</i> Mary Reilly, OTS Maria College MSOT Program

## Email

As is the case during the didactic portion of their professional training, students must use their Maria College email account for all fieldwork communications with the FWEd, AFWC, program faculty, or others associated with the College or fieldwork organization.

Students are also expected to follow program guidelines and policies and for professional email etiquette.

## Placement Processes

### Level I

Level I student fieldwork placements made by the AFWC based on the availabilities of the various community, psychosocial, and other non-traditional experiential partnerships that the College has. Level I placement notification will take place through the AFWC.

### Level II

#### Overview

As per current ACOTE Educational Standards and reflecting the program’s philosophy and curriculum model, the focus of the fieldwork program will be to place students into Level II fieldwork experiences that represent as much “variety of clients across the lifespan and variety of settings” as possible (ACOTE, 2018, p. 42 & below – introductory statement). (E.g., first rotation in a skilled nursing facility, followed by the second in the school-based setting).

For students who are occupational therapy assistant practitioners, consideration can be given for placements that may help to begin a desired change from current practice area or facilitate a move to a different level of practice, career advancement, or promotion within the current area of practice.

### Site Research and “Wish List”

Beginning early in the program, students will research fieldwork sites that the program has a current MOU with for potential Level II placements via the fieldwork management system. Based on that research, students will create a “Wish List” indicating their Level II site preferences for the AFWC to take into consideration.

Each student may include up to three (3) sites per Level II rotation (6 total) on the wish list. Students should note due to the many variables involved, that there is no guarantee of placement into any of their preferred fieldwork site selection or placement within the confines of a given semester or typical timeframe expectation.

### Temporary Relocation Selection

Students will also include one temporary relocation site for at least one Level II fieldwork experience on their wish list. Students will categorize their temporary relocation selection(s) with one of the following to facilitate timely and appropriate placement:

1. Out of area/temporary relocation is desired for site(s) selected
2. Not first choice, but would be interested in pursuing
3. As a last resort to assure placement and/or timely program graduation

The temporary relocation wish list entry is in addition to the allotted three for each Level II experience.

For preferred fieldwork sites, students should refer to the “Procedure for Site Referral” in this *Manual*.

### “Wish List” Deadlines

Please refer to table in “Fieldwork Dates” section of this *Manual*.

### COVID-19 Impact

**The COVID-19 pandemic continues to affect OT and OTA student fieldwork placements significantly nationwide. Although over time the immediate threats from this crisis may begin to wane and come under an element of control in a public health emergency context, residual and backlogging fieldwork effects (e.g., fieldwork experiences under way interrupted by the virus and those delayed before beginning) are expected to remain for some time. Therefore, the program cannot guarantee the implementation of the “Wish List” system described above nor placements within the timeframe typically expected prior to the COVID-19 pandemic.**

**Absent direct information to the contrary, it would be reasonable and prudent for students to anticipate that the AFWC will determine fieldwork placements based on criteria such as facility/slot availability, geographic parameters, diversity across experiences, and other factors. Moreover, planning in the event of placement delays on the part of the student would be advisable.**

### Final Considerations and Variables

In the interest of fairness to all students, the AFWC has the responsibility of making final decisions regarding Level II fieldwork placements. However, the AFWC will consider each student’s wish list (if

applicable), the above consultation(s), as well as multiple other factors that contribute to the placement process. Examples of such factors include (but are not limited to):

1. Fieldwork site availability and other site-specific and time-related factors
2. Practice setting diversity across each of the individual student's Level II fieldwork experiences
3. Maximization of student learning opportunities and accommodation of student needs
4. Additional input from MSOT faculty and the student's faculty advisor regarding appropriate student-fieldwork experience fit
5. Other related policies detailed throughout this *Manual*

### Notification of Level II Fieldwork Assignments

Once confirmed by the fieldwork site, student placement notification will take place as soon as reasonably possible through the AFWC. The "Fieldwork Dates" section of this *Manual* provides a general placement notification timeframe for reference purposes. Students should bear in mind individual placement notifications can, and will, vary from this timeline.

### Initial Student Site Contact

Unless directed otherwise, students should contact the FWE (or other representative) at the facility to introduce themselves; express appreciation for the opportunity; confirm site-specific requirements; timelines, and procedures; and inquire as to when and how the next contact should take place.

## Memorandum of Understanding (MOU)

As per *ACOTE Educational Standard C.1.6*, in order to assign any fieldwork placement, a current memorandum of understanding (MOU), also known as a "contract" or an "agreement," for fieldwork education signed by the College and the fieldwork site or organization must be in place during a student's clinical rotation. The program has established relationships with qualified fieldwork site partners and thoroughly vets potential new sites. The program requests each facility wishing to participate in fieldwork education of College MSOT students provide information on its fieldwork program and supervision model prior to the College establishing a fieldwork partnership with that facility or organization.

## Procedure for Site Referral

If a student is aware of a potential fieldwork site that the program might benefit from establishing a memorandum of understanding for cooperative fieldwork education (MOU) with, or the student has possible interest in completing fieldwork at the site, the student should complete the *Student Fieldwork Referral Form* (see [Appendix A](#)) and email it to the AFWC. The AFWC will follow-up on the potential MOU opportunity and update the student on its progress as for appropriate.

**At no time or under any circumstances** should a student attempt to initiate the MOU or fieldwork placement process with the potential site or contact person (beyond gathering the required information for the *Student Fieldwork Referral Form*). Not adhering to this procedure may result in delaying the student's start date for a particular clinical rotation.

## Individual Professional Liability Insurance

Maria College carries insurance covering students for general liability during clinical rotations. However, given potential limitations under this coverage as well as the reasonable cost of a typical individual OT student policy, the program has made the determination it would be prudent to require each student to have in place a professional liability insurance policy with limits of \$1M per occurrence and \$3M yearly aggregate throughout their time on Level II fieldwork.

Individual professional liability insurance is generally available for purchase as a one-year policy.

AOTA has a relationship with Mercer/Proliability, however, there are other carriers that provide student professional liability insurance and students are free to research and shop options. To provide examples of coverage costs, a brief summary of annual pricing information from Mercer/Proliability for the above coverage (as of October 2020) follows:

- Student (non-OTA), \$35 w/quick online sign-up
- OTA or other clinician not employed during fieldwork, ~\$80
- OTA or others practicing professional during student fieldwork, between \$100-200 w/the higher representing 1099 status as an independent contractor.
- Essentially, students are billed at their highest level of license/certification

Although Maria College has no relationship with or interest in Mercer/Proliability, the web links provided below aim to assist students in their initial information gathering related to individual professional liability insurance.

- General <https://www.aotainsurance.com/business-insurance/professional-liability/professionalliability/professional-liability-insurance.html>
- OT-specific <https://www.proliability.com/professional-liability-insurance/occupationaltherapists.html>

## Conflict of Interest (mitigation)

In an effort to prevent or mitigate potential conflict of interest situations for all parties involved and maximize fairness for all students, Level II fieldwork experiences cannot be made, or take place, at a site, facility, or organization where:

1. The student is currently or has been previously employed by the occupational therapy, rehabilitation, or related department or has been a client/patient.
2. The student has already accepted a job or is negotiating employment.
3. The student has extensively volunteered, observed or shadowed.
4. A family member or friend may be serve in a supervisory capacity of the student or student's supervisor

Of note, this policy does not apply when that the nature of the Level II fieldwork experience leads to a post-affiliation job offers to students. However, it does apply to situations where the formal recruiting process begins prior to the conclusion of the fieldwork experience.

### COVID-19 Impact

Refer to [Appendix E](#): *COVID-19 Temporary Policy Relaxation (Fieldwork Placement Conflict of Interest Related to Place of Employment)*.

## International Fieldwork

Presently, opportunities for fieldwork placements (Level I or Level II), outside the United States are not available to students in the MSOT program.

## Fieldwork Cancellation

### Student Initiated Cancellation or Change Request

Fieldwork assignments are considered to be a contract between the College, the student, and the facility. Therefore, student requests for a fieldwork experience cancellation or change will not be entertained following placement confirmation by the site except in the case of an extreme/emergency situation or hardship such as an extended or serious illness or care situation (student or family member for whom the student provides care). Appropriate documentation may be required of the student in such cases. Situations that do not qualify as “extreme” or “emergency” in this section include, but are not limited to, financial, relocation, housing issues or planned events such as a wedding or vacation.

### Site Initiated Cancellation

At times, a fieldwork site or organization may need to cancel a confirmed fieldwork placement. This type of cancellation typically happens for a variety of reasons, including but not limited to, staffing issues (including the availability of an appropriate or qualified FWEd), inadequate supervision and potentially poor learning environment. In addition, occasional organizational changes, restructuring, or closure (temporary or permanent) may no longer permit the facility to honor the confirmed placement.

### Program Initiated Cancellation

The program has established relationships with fieldwork site partners and thoroughly vets potential new sites; therefore, it views this type of cancellation to be a very rare occurrence. Reasons for the program to take this action may include a newly discovered ethical, legal or professional issue within the site or significant difference in fieldwork learning objectives or standards between the site and the program.

## Student Withdrawal from Fieldwork

Student withdrawal from a fieldwork experience that has begun will considered for the same extreme or emergency reasons outlined in “Student Initiated Cancellation” above in consultation with the AFWC and student’s faculty advisor. The College has policies in place with regard to the timing of withdrawal and associated tuition refund. Please refer to the current *Maria College Catalogue* and College graduate academic calendar for more information.

## Fieldwork Termination

Level I or Level II fieldwork may be terminated for a variety of reasons that are considered to be within the student's control resulting in the student not passing the fieldwork experience/course. Consequences of the termination will depend on the specific circumstances of the situation.

Examples of reasons for fieldwork termination may include:

1. An egregious safety violation necessitating the immediate removal of the student from the fieldwork experience
2. A pattern of behaviors that pose actual or potential safety risks to clients, staff, or self
3. Documented student negligence resulting in potential or actual physical or psychological harm in a fieldwork setting.
4. A serious single act, or a pattern of, unprofessional or unethical behaviors
5. The student's failure to modify or correct unprofessional and/or unethical behaviors following feedback, identification of necessary corrections, and/or formal plan of correction.
6. A pattern of not attaining expected skill levels and/or requirements typical of an occupational therapy fieldwork student in that setting where remediation is deemed by FWEd to not be possible
7. A pattern of not considering clients' rights, HIPAA regulations, applicable laws, the rights of others within the setting, etc.
8. A pattern of excessive tardiness, absences (excused or unexcused), or otherwise missing clinical or client time, appointments, etc.

With the exception of a safety violation or unprofessional/unethical behavior, fieldwork termination can occur only after the FWEd has provided the student sufficient feedback or additional skill or policy instruction toward remediation, which may or may not have included a learning contract plan of correction with specific and measurable goals.

## Learning contract

The overall intent of the learning contract is to serve as a structured, supportive, and collaborative tool (between student, FWEd, AFWC) to identify specific areas of needed improvement and detail a plan of correction, via specific and measurable learning outcomes. Typical overall objectives of the learning contract include facilitating the attainment of an expected level of practice performance or competency or ethical and professional behavior in order to complete and pass the fieldwork experience (see [Appendix D](#)).

## FWEd Qualification Verification

1. The Academic Fieldwork Coordinator (AFWC) will request that each Level II fieldwork site provide the names and requisite credentials (ACOTE, 2018, C.1.11.) of occupational therapy practitioners who will be potentially assuming FWEd roles during fieldwork experiences.

2. The fieldwork site or FWEd(s) will complete, update, or confirm the qualifying information related to site occupational therapy practitioners via the AFWC; i.e., occupational therapy state license and NBCOT certification information and confirming years of practice experience prior to the start of the assigned Level II rotation.
3. If the fieldwork site or FWEd(s) do not provide to the above form or information to the AFWC within a reasonable time prior to the commencement of the fieldwork experience, the AFWC will attempt to verify the matched FWEd's qualifications through the NBCOT and applicable state licensure websites.
4. In the event, the scheduled FWEd/supervisor does not possess or produce the adequate preparation and credentials and a suitable FWEd/supervisor cannot be provided at the site, the Level II placement will be cancelled and a replacement fieldwork experience be investigated.

## Confidentiality & HIPPA

All healthcare professionals, including students of the profession, have a responsibility to maintain the confidentiality of its service recipients. MSOT students will be interacting with clients in a variety of settings throughout the program and will be required to report on their learning activities. In support of this principle, students are required to sign and abide by the *Pledge of Professional Behaviors* (please refer to the *Maria College MSOT Student Manual*). Failure to adhere to this policy and professional expectation will carry consequences as detailed in the *Maria College MSOT Student Manual*.

Fieldwork facilities may also require their students to sign a separate oath of confidentiality and demonstrating their understanding of the need to abide by the *Health Insurance Portability and Accountability Act* otherwise referred to as "HIPAA." The HIPAA Privacy Rule, effective April 2003, established a federal requirement that most doctors, hospitals, and other health care providers obtain a patient's written consent before using or disclosing the patient's personal health information to carry out treatment, obtain payment, or conduct health care operations.

## Level I Fieldwork

### Student Functions

Our ACOTE Educational Standards state the goal of Level I fieldwork is to "introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients." Moreover, Level I fieldwork is not intended to develop independent performance, but to "enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process" (ACOTE, 2018, p. 41-Introduction & C.19.).

Given the above, Level I experiences and related course(s) vary greatly across educational programs. Maria College MSOT Level I fieldwork, with its focus on community and psychosocial-based practices, takes place during the Year 2 fall semester. Presently, Level I participation is planned near or during times when students are on campus. Other models include experiences at different times within the student's local community, and simulated environments.

The general objectives of Level I fieldwork for MSOT include:

1. Introduce the student to fieldwork, the supervision process, selected treatment/intervention environments, and clients.
2. Enhance coursework (OCT 604) having the student begin to integrate and apply classroom knowledge to the clinical ("real life") setting.
3. Provide a context for the student to practice observation, interviewing, and documentation skills outside of the classroom setting.
4. Allow the student begin to experience the impact that occupation has on client health and wellness.

## Associated Course: OCT 604 – Level I Fieldwork

### Syllabus/Learning Objectives

*See current OCT 604 course syllabus for detailed course information and related learning objectives.*

Prior to the start of the Level I fieldwork experience, the FWEd should contact the AFWC if not in agreement with, or to request modifications to the learning objectives based on the planned experience.

To satisfy the objectives of the OCT 604 course and its embedded Level I 40-hour fieldwork experience, the following examples of fieldwork opportunities may be available for MSOT students:

1. Community practice through the College's partnership with the Albany Neighborhood Naturally Occurring Retirement Community (NNORC) Northeastern New York associated with the Jewish Family Foundation of Northern New York.

2. Intraprofessional practice through collaboration with current Maria College Occupational Therapy Assistant (OTA) students during Level I fieldwork.
3. Other community (campus or student-local) and/or psychosocial-based organizations and settings.

## Supervision and experience types

The level I fieldwork educator's role is to provide supervised learning experiences to increase student awareness and comfort in a clinical or professional setting, with clients, and therapeutic interventions. The FWEd should also provide regular student feedback with regard to progress toward the stated learning objectives and relevant items for the setting from the *MSOT Level I Student Performance Evaluation* (See "Level I Course Grading" section below). The FWEd and student prior to, or at the beginning of the experience should determine the structure and timing of these communications.

In accordance with ACOTE Educational Standards (ACOTE, 2018), Level I fieldwork educators may be an occupational therapist or another allied health professional (e.g., social worker, physical therapist, nurse, speech language pathologist, physician, physician assistant, psychologist, teacher, occupational therapy assistant, etc.). There are no minimum experience requirements for level I fieldwork educators (p. 41-C.1.8).

## The Level I FWEd Packet

In support and preparation for the supervision of Level I fieldwork students, FWE's receive the above packet, which contains the following resource documents:

1. *Level I Fieldwork Educator Guide*
2. Level I Supervision Affirmation Form
3. OCT 604 Course Syllabus
4. MSOT Level I Student Fieldwork Performance Evaluation
5. *MSOT Student Fieldwork Manual* (this document)

## The Level I Fieldwork Semester

### Fall Semester (Year 2) Course Descriptions

**OCT 604 Level I Fieldwork (2 credits):** This course examines occupation-based practice, advocacy, and leadership roles in emerging and community-based programs promoting wellness and participation. Strategies from previous and concurrent behavioral health and psychosocial-based courses are used to design and effectively participate in community-based and service-learning Level I fieldwork initiatives in an emerging area of practice. This course will also prepare students for their Level II fieldwork experiences.

*Accompanying Semester Didactic Coursework*

**Please see the MSOT course curriculum for more information.**

## Level I Course Grading

To pass OCT 604, students must earn a passing grade as per the program grading scale for the didactic portion of the course as well as the Level I fieldwork experiential component.

The Level I experiential component must be completed successfully, i.e. “passed” before moving on to Level II fieldwork. The assessment for this component is the *MSOT Level I Student Performance Evaluation* completed by the Level I FWEd (see [Appendix B](#)).

If a student passes the didactic portion of the course however does not pass the Level I fieldwork experiential component, the student may remediate the Level I experience one time. Depending on timing and other factors, this may necessitate the recording a grade of “I” incomplete for the semester and changed to the appropriate letter grade following successful remediation.

If the student does not successful remediate during this opportunity, program polices apply as detailed in the *MSOT Student Manual*.

## ACOTE Educational Standards (Level I Fieldwork)

**The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. The program will:**

### C.1.8. Qualified Level I Fieldwork Supervisors

Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.

### C.1.9. Level I Fieldwork

Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.

The program must have clearly documented student learning objectives expected of the Level I fieldwork. Level I fieldwork may be met through one or more of the following instructional methods:

- Simulated environments
- Standardized patients
- Faculty practice

- Faculty-led site visits
- Supervision by a fieldwork educator in a practice environment

All Level I fieldwork must be comparable in rigor.

(ACOTE, 2018, p. 41)

## Level II Fieldwork

### Rationale

The MSOT is a scaffolded curriculum and thereby structured so that each semester of the program provides a foundation for the next semester and for additional future learning. Students are gradually introduced to practice settings, and to the roles and responsibilities of the occupational therapy practitioner, as they progress through the program didactics and culminate in fieldwork.

Level II fieldwork provides the student with an opportunity to engage in situational and experiential learning with clinical practice under the guidance and supervision of experienced occupational therapy staff. Vital to their development as a clinician, fieldwork experiences help the student transition from classroom learning to practical application. Fieldwork situations foster clinical reasoning, application of knowledge and skills, and provide opportunities for the development of professional behaviors and entry-level clinical competencies. As such, Level II fieldwork prepares students to join the work force as “competent entry-level generalist occupational therapists” (ACOTE, 2018, p. 42 & below – introductory statement).

### General Level II Overview

Upon completion of the first four semesters of didactic coursework, students in the MSOT program will be eligible to move on to their required 24-week full-time Level II fieldwork which takes place over two 12-week full-time experiences. Each Level II fieldwork experience is nine credits.

As indicated in the “Placement Process” section of this Manual, the overall goal is for Level II students to participate in two experiences that represent as diverse practice areas as possible to maximize the breadth of clinical learning.

### Student Functions

The Level II student will function as a learning participant with gradually increasing responsibility for the delivery of appropriate occupational therapy services to assigned clients. Students can expect, at the conclusion of the Level II experience, to be working more independently (i.e., minimal FWEd direct supervision) and be carrying a full or close to full caseload typical of an occupational therapist in that particular setting (ACOTE, p. 42, C.1.13.). At no time however should the student be considered an employee of the organization; even though expected to abide by the policies, procedures, rules, and regulations of the assigned department and facility as a whole. As part of its orientation, the facility is required to inform the student of such policies, procedures, rules and regulations.

During Level II fieldwork, the emphasis should be on the *art of practice*, not on the *science* of “textbook” *learning*. The student and fieldwork educator should collaborate on required new learning as necessary to augment the existing level of knowledge or that is required to understand the specific needs of a given client’s treatment program. The full time Level II fieldwork experience should allow the student to develop skills related to therapeutic use of self and clinical reasoning while engaging the patient/client

throughout the occupational therapy process using interventions that are client-centered, occupation-centered, and evidence-based.

## ACOTE Educational Standards (Level II Fieldwork)

**The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:**

### C.1.10. Length of Level II Fieldwork

Require a minimum of 24 weeks' full-time Level II fieldwork. Fieldwork Level II must be completed on a full-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies.

The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.

### C.1.11. Qualified Level II Fieldwork Supervisors

Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork.

Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.

### C.1.12. Evaluating the Effectiveness of Supervision

Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).

### C.1.13. Level II Fieldwork Supervision

Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.

### C.1.14. Fieldwork Supervision Where No OT Services Exist

Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational

therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

#### C.1.15. Evaluation of Student Performance on Level II Fieldwork

Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent).

#### C.1.16. Fieldwork Supervision Outside the U.S.

Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.

(ACOTE, 2018, pp. 42-44)

## Level II Fieldwork (OCT 607 and OCT 608) Learning Objectives Curriculum Threads and Design

*“Opportunities for integration of skills necessary for entry-level practice”*

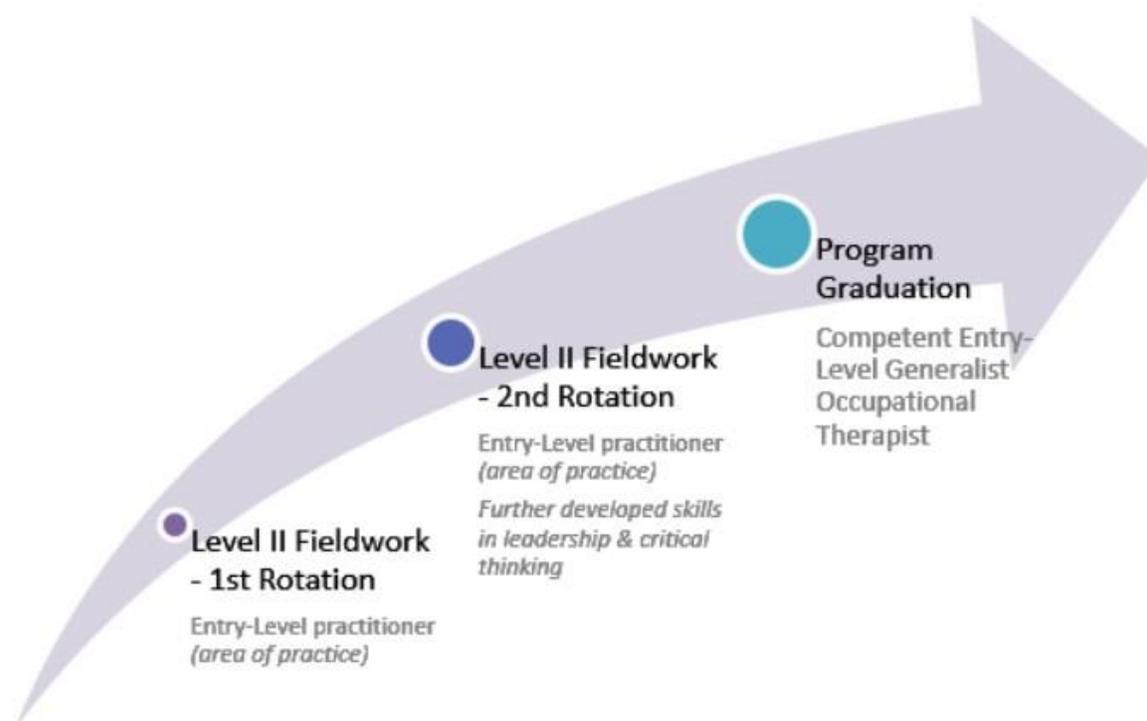
The MSOT program’s didactic phase prepares students for practice as a generalist via the curriculum course sequence below:

- Foundations of Practice
- Essential Sciences
- Scholarship & Research
- Assessment; Intervention and technology
- Interprofessional and Advanced Practice
- → *Level I and Level II Fieldwork*

“Threaded themes, integrated and woven throughout the curriculum, provide depth and continuity to pedagogy across all courses in the curriculum and are consistent with the mission and values of Maria College. Threads include:

- Critical and Scientific Thinking
- Occupation
- Scholarship and Research
- Advocacy and Service
- Interprofessional and Advanced Practice”

Consistent with the Program's scaffolding approach to learning, MSOT fieldwork students further build upon the practice knowledge and skills (e.g., critical thought and clinical reasoning) gained from their first Level II affiliation with ongoing experience through the second affiliation toward becoming an entry-level generalist occupational therapist.



Fieldwork progression graphic with circles inside the arrow representing increased levels of student competence specific to learning objectives, the AOTA FWPE, and Site-specific objectives (SSOs)

*“Maria seeks to foster graduates who recognize and respect the dignity of every human person and who will transform their knowledge and skill into caring and compassionate service to others.”*

## Student Learning Objectives

The Level II fieldwork experiences provide the opportunity for the MSOT student to [integrate their didactic learning in focused clinical educational settings](#) and demonstrate their readiness for entry-level practice through competence in the following areas:

1. Consistent adherence to ethical, regulatory, and safety precautions related to practice and ability to demonstrate ethical leadership. ([Interprofessional Leadership and Advanced Practice](#))
2. Demonstration and articulation in practice of the role of occupational therapy and health and wellness value of participation in occupations. ([Occupation](#))
3. Selection, administration, and interpretation of appropriate client assessment and evaluation mechanisms based on sound clinical reasoning, best evidence, contexts, theories, frames of

reference, practice models, and/or professional occupational therapy documents. *(Critical & Scientific Thinking; Scholarship & Research)*

4. Planning and carrying out evidence-informed, client-centered, occupation-based interventions based on sound professional reasoning; theories, frames of reference, and/or models of practice; available evidence; contexts, client factors, performance patterns and skills; evaluation data attained; and/or collaboration with the interprofessional team. *(Occupation; Critical & Scientific Thinking; Scholarship & Research; Interprofessional Leadership & Advanced Practice)*
5. Appropriately plans continuation, discontinuation, and referral of occupational therapy services based on sound clinical reasoning, collaboration with the interprofessional team, others central to the client's occupational health and wellness. *(Occupation; Critical & Scientific Thinking; Advocacy & Service; Interprofessional & Advanced Practice)*
6. Meeting productivity, work, and professional standards specific to the policies, procedures, and mission and vision of the fieldwork experience setting. *(Advocacy & Service; Interprofessional & Advanced Practice)*
7. Consistent production of clear, accurate, concise, and effective clinical and professional verbal, non-verbal, and documented communication. *(Advanced Practice)*
8. Assuming responsibility for practice-based learning including seeking, considering, and implementing constructive feedback. *(Advanced Practice)*
9. Regardless of practice setting, consistently consider client psychosocial assets and demands and mental functions in carrying out the occupational therapy process. *(Advanced Practice; Occupation: Advocacy & Service)*
10. Effective and efficient management of occupational therapy services within the organization via an understanding of associated costs, funding sources, and reimbursement elements. *(Advanced Practice; Advocacy & Service)*

#### Notes:

1. The above objectives are based on the AOTA FWPE and reflect curricular threads
2. Curricula threads indicated *parenthetically* after each objective above
3. All student learning objectives and student performance assessed via the FWPE
4. Individual fieldwork sites may also have established Site-Specific Objectives (SSO's). The AFWC can collaborate with the site in the development of SSO's

## Fieldwork Site-Specific Objectives

In addition to the aforementioned Program learning objectives, students will utilize background knowledge and demonstrate treatment interventions consistent with the setting type and identified client needs. To that end, fieldwork sites may have in place or develop their own site-specific objectives (SSO's). These objectives help the student understand the expectations of the FWEd and site as well as assist the FWEd complete the AOTA *Fieldwork Performance Evaluation (FWPE)* at midpoint and conclusion of the clinical experience. The objectives should help guide learning regarding the typical caseload, frames of reference, assessments, modalities, interventions and documentation used in the fieldwork setting. The SSO's for each facility's fieldwork program will incorporate the philosophy and

domain of occupational therapy in order to prepare the student as a generalist for entry-level practice. Level II SSO's are to be on file with the AFWC and the MSOT fieldwork office at Maria College and provided to the student by their FWEd prior to the initial orientation to the facility. The AFWC may collaborate with facility in developing SSO's if desired and the MSOT Program recommends the following AOTA documents as resources in that effort.

1. Occupational Therapy Code of Ethics (AOTA, 2015a).
2. Standards of Practice (AOTA, 2015b).
3. Scope of Practice (AOTA, 2014).
4. Guidelines for supervision, roles, and responsibilities during the delivery of OT services (AOTA, 2020a).
5. Occupational Therapy Practice Framework, Domain and Process, 4<sup>th</sup> ed. (AOTA, 2020b).
6. Occupational Therapy Fieldwork Education: Value and Purpose (AOTA, 2016a).
7. Fieldwork Level II and Occupational Therapy Students: A Position Paper (AOTA, 2012).
8. Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE) (AOTA, 2020c).

**Additional SSO resources:**

Update New York Fieldwork Consortium site-specific objectives (available via the FW management system, public website and upon request)

AOTA examples of site-specific objectives (by practice area) <https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

## Agreement and Collaboration (Fieldwork Objectives)

Prior to the beginning of the Level II fieldwork experience, the AFWC and FWEd must agree to, or collaborate on learning objectives for the individual experience. The Program's Student Learning Objectives need to be addressed during the clinical affiliation but as noted above; the site may have or wish to develop SSO's in collaboration with the AFWC. The MSOT Level II Student Learning Objectives will serve as the default goals for fieldwork facilities that do not have SSO's in place.

## Site Projects

Students can expect (or may volunteer) to complete a site-related culminating project or assignment such as an in-service presentation, case study write-up and/or presentation, equipment fabrication, evidence-based article summary, annotated bibliography, etc.

## Faculty Site Visits

In-person or virtual visits by the AFWC, faculty, or other program representative may take place during a student's Level II fieldwork experience. Site visits could be for a variety of reasons including providing educational support to the FWEd or site, general networking and good will furthering of the partnership, furthering the program's knowledge about the facility, for collaboration on community projects or initiatives, or for student-specific matters.

## The Level II Fieldwork Semesters

### Spring Semester (Year 2)

**OCT 607 Level II Fieldwork (1<sup>st</sup> Rotation - 9 credits):** The first of two required Fieldwork experiences described as: “An in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services” (ACOTE) \*Refer to Maria College OT Fieldwork Manual for requirements, policies, procedures and learning outcomes.

#### Accompanying Semester Didactic Coursework

**None**

*Course note: OCT 606 is a semester-long online seminar-based course tied to Level II fieldwork. The structure of the course will allow a certain element of flexibility and include assignments as well as a class face-to-face processing session.*

### Summer Semester (Year 2)

**OCT 608 Level II Fieldwork (2<sup>nd</sup> Rotation - 9 credits):** The second of two required Fieldwork experiences described as: “An in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services” (ACOTE) \*Refer to Maria College OT Fieldwork Manual for requirements, policies, procedures and learning outcomes.

## Supervision

The ratio of FWEd to student should be appropriate within the context of the practice setting. In most clinical supervision situations a 1:1 ratio is recommended and desired, however if the FWEd is supervising another student, that shared model may provide an enriched learning environment. The AFWC will collaborate with FWEd at the time of placement to assure an appropriate planned ratio allowing the FWEd to provide effective supervision while assuring client safety and maximum outcomes.

The Level II FWEd serves as an extension of the College faculty and provides guided active learning experiences; frequent feedback and assessment on student progress; and professional role modeling to allow students to cross the bridge from classroom to practice, student to entry level professional. Fieldwork educators should make every effort to consider the student(s) individual learning style and pace of learning opportunities to facilitate an appropriate progressive increase in professional responsibilities culminating in the student(s) demonstrating entry-level competence by experience end.

Therefore, over the course of the 12-week experience supervision should initially be direct as the student becomes more familiar and comfortable with the site, team, clients, etc. and then appropriately

decrease. The specific timing with the above model is dependent on a number of variables including the complexity of the client population and student's ability to support and self-direct their progression toward entry-level competence. The student, FWEd, and AFWC should collaborate any material or atypical deviations to this expected progression model as soon as possible. (ACOTE, p. 43 C.1.13.)

ACOTE requires that the Level II FWEd be a currently licensed ("or otherwise regulated") occupational therapist with at least one year of full-time practice experience (ACOTE, p. 42, C.1.11.)

For Level II placements where no occupational therapy services exist, the following supervision model applies:

1. The FWEd must be an occupational therapist with at least 3 years full time practice experience.
2. Supervision from that FWEd must include at least 8 hours of direct supervision per week, with an additional assigned on-site supervisor (from another profession) designated to provide onsite supervision when the occupational therapist is not present or available. (ACOTE, p. 42, C.1.14.)

Using the *Student Fieldwork Site Supervision Plan* (see [Appendix F](#)) completed by the potential FWEd or site representative, the AFWC will verify the supervision status for the planned placement on an individual basis and ensure compliance with the above criteria, including working with the site with scheduling or other logistics if necessary.

### Ongoing progress assessment

The Program recommends that the FWEd and student schedule regular formal weekly meetings prior to, or at the beginning of the fieldwork experience to discuss student progress and performance; constructive feedback and recommendations for improvement; or other matters related to the Level II fieldwork experience. Within this structure should be a mutual understanding that interim meetings (formal or informal) should take place as needed.

### Level II Evaluation/Policies & Procedures

The AOTA *Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student* (see "Student Learning & Preparation Resources" section below) will be the evaluation instrument used by sites providing clinical education to Maria College MSOT students. The student's FWEd will rate student performance on the 37 FWPE items at the midpoint as well as at the conclusion of the rotation on a pass-fail basis. The AFWC will provide the FWEd access to the FWPE for completion.

The FWPE should reflect the student's ability to adhere to ethical principles, regulations, and safety protocols; understand occupational therapy philosophy including theory, models of practice, and frames of reference; the process of occupational therapy (evaluation, intervention, and outcomes); demonstrate clinical reasoning in this process that is evidence-informed, occupation-based and clientcentered; satisfy site-specific learning objectives; and demonstrate professional attitudes and behaviors (AOTA, 2020c, 2020d).

### Midterm/midpoint evaluation

The FWEd should review the completed midterm FWPE with the student and be used to help develop or modify learning objectives for the second half of the fieldwork experience. If at the midpoint/midterm of the Level II experience, the data from the FWPE indicates there are areas of significant improvement needed or general concern, the FWEd, AFWC, and student will collaborate on an action plan through a

learning contract (see [Appendix D](#)). This document will be used to help foster student improvement in the noted areas in order to successfully complete (i.e., pass) the fieldwork experience. If it is determined that it is best for the student not to continue in the experience, the AFWC will discuss the options that are available based on the student's individual situation and other related factors.

## Final evaluation

The FWEEd should complete the FWPE during the final week of the fieldwork experience and schedule a time (generally during the final days of the fieldwork experience) to present the completed FWPE (including supporting comments) to the student and for the student to present the SEFWE (see below) findings to the AFWC. Student and FWEEd acknowledgment signatures are required on both forms to signify that the evaluations were completed, reviewed, and discussed in person. The student and FWEEd/fieldwork site will each have access to a copy of the completed evaluation documents and the AFWC will store each on the program's fieldwork management system and/or Formstack.

## The SEFWE

The affiliating student must complete AOTA's *Student Evaluation of Fieldwork Experience* (SEFWE) (see "Learning & Preparation Resources") in Formstack and share its results with the FWEEd as described above. Completion of this tool is required of the student for a number of reasons, which include developing student-practitioner entry-level skills in delivering professional and constructive peer and direct-report feedback and providing the program and future site affiliating students with data on the fieldwork experience at that site (AOTA, 2016b).

## Passing Fieldwork

### Mid-term-

FWPE Scoring at Mid-term (AOTA, 2020)

*AOTA has not identified a minimum score for the mid-term evaluation review.*

*Maria College MSOT Program has identified the following parameters-*

*"Unsatisfactory" is defined as a score of 82 or below; or a score of "1" in the safety and ethics sections regardless of the other scores. Consultation with AFWC and FW Educator is required.*

*"Satisfactory"- is defined as a score of 83-89 with no score of "1" in safety and ethics sections. Consultation with AFWC and FW Educator is required.*

*"Passing"- is defined as a score of 90 and above with no score of "1" in safety and ethics section.*

### Final-

Students must achieve a "Pass" score rating at the conclusion of each Level II fieldwork experience, which is comprised of the following:

1. Sum score of 111 or higher
2. Minimum “3” rating (“Proficient Performance”) on each of three specific evaluation items related to ethics, regulations, and safety on the FWPE (“Fundamentals of Practice” section item numbers 1, 2, and 3)
3. No score of “1” on any item on the evaluation.

Meeting the above criteria on the FWPE for the Level II fieldwork experience(s) will thereby evidence student entry-level generalist competence and enable the AFWC to record grade of “pass” for the applicable Level II Fieldwork course (AOTA, 2020c, 2020d).. Students must attain a grade of pass for each Level II FW course in order to graduate from the MSOT program. In certain circumstances the timely completion, review and distribution of the FWPE is imperative, e.g., when the student is scheduled to begin another Level II fieldwork experience within a few days or graduation deadlines are relevant.

### Extending Fieldwork

Consideration may be given to extending the Level II fieldwork experience If it is collaboratively determined that the student’s learning and skills would benefit as well as increase the possibility of earning a grade of “pass” at the end of the predetermined extension time. In such cases, the plan for extension must be logistically feasible, agreed upon by the FWEd/facility and AFWC, and be based on a formal fieldwork program learning contract ([Appendix D](#)). Similar to making up missed time on fieldwork, the recording of a grade of “1” may be necessary in some extension situations and may result in delayed graduation.

### Not Passing Fieldwork

If a student does not earn the required sum score and minimum rating on the three items detailed above on the FWPE or earns a score of “1” on any item on the FWPE, the student will not attain the acceptable required minimum performance level and therefore not pass the Level II fieldwork experience/course. The student will have opportunity to repeat the fieldwork experience one time to demonstrate entry-level competency (“Pass” on the FWPE as described above). The AFWC may assign the student to a different facility when the fieldwork context or learning environment is a factor impeding student success or repeating the experience same site or setting. The type of site, setting, and client population for the remedial fieldwork experience will be collaboratively determined considering the learning needs of the student, whether the site meets the requirement to provide the diverse experience recommendation, and result in the student attaining the goal of becoming an entry-level generalist occupational therapist. As is the case with all fieldwork assignments, the timely placement into an additional Level II fieldwork experience as above is dependent on individual site availability and the overall “inventory” of available sites at the time.

The AFWC and the MSOT Program Director will determine the timing of the repeat Level II course, with consideration given to extenuating circumstances. In addition to completing a learning contract, as previously mentioned, the student may be required to audit or retake selected MSOT courses, prior to returning to fieldwork.

### Completion Timeframe

MSOT students must complete all Level II fieldwork within 18-months of the completion of the didactic portion of the program (which does not include accompanying courses taken while on Level II fieldwork).

## Resolution of FWPE Disagreement

As healthcare professionals, students will be proactive the elicitation and integration of constructive feedback about their performance throughout the fieldwork experience (including the formal midterm meeting) and address issues and concerns as they arise. Therefore, information exchanged during the final evaluation FWEd meetings should align with the ongoing feedback received over the course of the experience. Often times, miscommunication, professional behaviors, ability to accept feedback, and different learning styles may lead to differing performance perceptions. However, should the student, for valid reasons, not be in agreement with the FWEd's or facility's evaluation of his or her performance during the Level II fieldwork experience as reflected in the final FWPE or otherwise, the following resolution procedure is available:

1. The student should make every effort to resolve the issue(s) directly with the FWEd prior to, or during, the final evaluation discussion. If it is best the student reflect on the area(s) of disagreement before discussing matters further with the FWEd, the student should communicate this and request a follow-up meeting within 24 hours of the initial review.
2. If resolution is not reached as a result of the FWEd follow-up meeting, the student must sign the FWPE, adding a statement that he or she does not agree with the findings (specifying relevant individual assessment items or in the overall assessment).
3. Written Statement and Meeting Request
  - a. Within three (3) calendar days of completing the fieldwork rotation, the student will submit to the AFWC via email attachment a concise written statement requesting a meeting that includes the following:
    - i. The written statement must detail the nature of the disagreement, the parties involved, and relative grade item(s) and/or feedback comments (if applicable).
    - ii. The written statement must also briefly outline the efforts the student has already made to resolve the matter that led to the decision to request the meeting.
  - b. The student will also forward a copy of the written statement to the FWEd, and if applicable, the Clinical Fieldwork/Education Coordinator.
  - c. The student should also consult with their faculty advisor regarding this matter.
4. Review and Meeting(s)
  - a. Following the AFWC's review of the student's written statement and the final FWPE (or other relevant documentation); the AFWC will meet with the student.
  - b. Subsequent meetings with the FWEd (or other facility representative), and/or the student's faculty advisor will be scheduled as appropriate. Such meetings may or may not include the student depending on the individual circumstances.
  - c. All meetings will take place in-person, virtually, or by phone as determined by the AFWC, considering the situational logistics involved.

5. Determination
  - a. Following careful consideration of the information gathered from the process above, the AFWC will provide to all parties, a written determination within five (5) calendar days.
6. If, at the conclusion of this process, the student reasonably believes that substantive or procedural issues remain unresolved and resulting in an inequitable outcome, the student should look to the *Fieldwork Grievance Policy* outlined in the next section.

#### NOTES:

1. In the event the fieldwork experience is terminated as described in the “Fieldwork Termination” section above, the student should initiate the resolution process at step #3.
2. Depending on the nature of the individual circumstances and determined outcome, the meetings as a result of this process may also be used to assist the student develop strategies to resolve similar concerns in the future, plan additional follow-up with the FWEd and/or site, or result in other learning and fieldwork program quality improvement outcomes.
3. In addition to communicating with the parties mentioned, the AFWC may also consult with the MSOT program Director for additional guidance in reaching an equitable resolution of the disagreement or issue.

### Fieldwork-Related Grievance Process

Students have the right to appeal the determination from the “Resolution of FWPE Disagreement” process above via the formal fieldwork-related grievance process outlined below:

- A. Written Statement and Meeting Request
  1. Within three (3) calendar days of receiving the written determination from the “Resolution of FWPE Disagreement” process the student will submit to the MSOT Program Director via email attachment a written statement requesting a meeting that includes the following:
    - i. A concise, but thorough, explanation regarding the nature of the grievance
    - ii. Supporting documentation from previous attempts to resolve the issue(s)
  2. The student will also forward a copy of the grievance statement to the AFWC and his or her faculty advisor
- B. Review and Meeting
  1. Upon review of all submitted data, and if determined appropriate; the program Director will convene a meeting with the student and all applicable parties involved within five (5) school days.
    - i. The meeting will take place in-person, virtually, or by phone as collaboratively determined by the parties, within the context the individual situation and logistics involved.
- C. Determination

1. After reviewing the statements, documentation, and issue(s) at hand, the Program Director will provide to all parties, a written determination within five (5) school days of the meeting.
2. The program Director's decision and recommendations will be considered final and acted upon immediately and may include, but are not limited to, the student:
  - i. Passing the Level II fieldwork experience and moving forward in the educational program course sequence
  - ii. Not passing the Level II fieldwork experience but be granted an opportunity to complete an alternate experience at another facility/site.
  - iii. Developing and completing a plan of correction with the student's academic/faculty advisor and the AFWC and continuing the Level II fieldwork experience on a conditional basis based on successfully completing the plan of correction. This may also include:
    1. The retaking of relevant MSOT courses
    2. Extending (if feasible), the Level II experience
    - iv. Not passing the Level II fieldwork experience and dismissal from the program (please refer to the *Maria College MSOT Student Manual*).

NOTES:

1. All decisions should be guided by the 2018 AOTE Educational Standards (ACOTE, 2018), FWPE, Occupational Therapy Code of Ethics (AOTA, 2015), Standards of Practice for Occupational Therapy (AOTA, 2015), MSOT program materials related to fieldwork, site-specific fieldwork learning objectives, policies, and procedures, and other professional and legal materials that may bear on equitable decision making throughout this process.
2. After initiating the FWPE disagreement resolution or grievance process, a student's ability to continue with his or her subsequent semester or begin another Level II fieldwork assignment will depend upon the nature of the grievance and the student's eligibility. Such proceedings may prevent continuation with MSOT course work, Level II fieldwork, and/or delay graduation.
3. When it is determined that a fieldwork site and/or FWEd has not acted in the best interests of the student or the program, the intent of fieldwork education or the profession, the College will consider a range of options including future use of the practitioner as a fieldwork educator/supervisor through termination of the fieldwork agreement. In some cases, the College may request a facility wishing to continue to provide fieldwork education to occupational therapy students to provide additional information on its fieldwork program and supervision model prior to the College reestablishing a fieldwork partnership with the site.

### Program Committee on Student Progress

Students have the right to appeal the determination from the “Fieldwork-Related Grievance” process above via the Program Committee on Student Progress.

### Student Grievance Policy

For grievances beyond the processes detailed above, the student should refer to the “Student Grievance Policy” in the current *Maria College Student Handbook*.

## Learning & Preparation Resources

### Student and Fieldwork Educator Resources

*(FWEds may also find the following resources helpful)*

#### AOTA

Fieldwork landing page

<https://www.aota.org/Education-Careers/Fieldwork.aspx>

Additional resource: AOTA examples of site-specific objectives (by practice area)

<https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

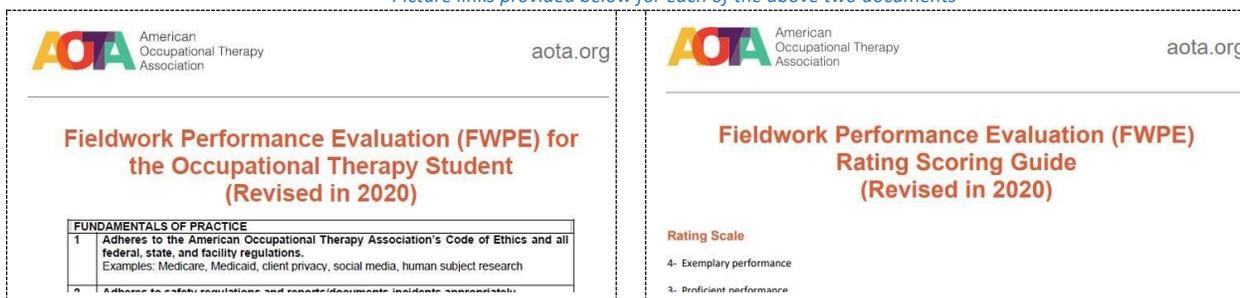
#### FWPE

Step-by-step instructions and training video for students, FWEds, and AFWC available from AOTA at <https://www.aota.org/Education-Careers/Fieldwork/performance-evaluations.aspx>

American Occupational Therapy Association. (2020c). *Fieldwork performance evaluation (FWPE) for the occupational therapy student (Revised in 2020)*.

American Occupational Therapy Association. (2020d). *Fieldwork performance evaluation (FWPE) rating scoring guide (Revised in 2020)*.

*Picture links provided below for each of the above two documents*



#### SEFWE

American Occupational Therapy Association. (2016b). *Student evaluation of the fieldwork experience (SEFWE)*.

*Picture link provided below on left for access to SEFWE paper version. Students will complete the SEFWE directly in Formstack.*

## Student Supervision

- [OT/OTA Student Supervision & Medicare Requirements - pdf](#)
- [Practice Advisory: Services Provided by Students in Fieldwork](#)
- [Student Evaluation of the Fieldwork Experience - doc, 280 kb](#)
- [Medicare Claims Processing Manual - Chapter 5 - pdf, 30 kb](#)

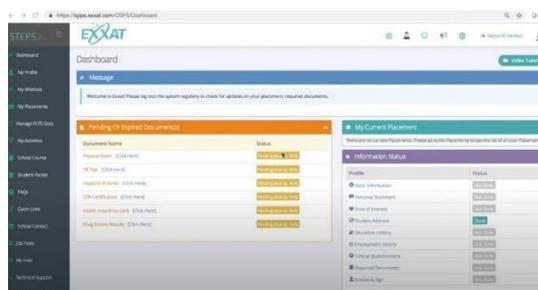
Fieldwork Education Section

### 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 fieldwork educator[s] 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
- Provide objective information to students who are selecting sites for future Level II fieldwork



## Neighborhood Naturally Occurring Retirement Community (NNORC)

- Jewish Family Services (JFS) of Northern New York



## HIPAA

HIPAA guidelines for fieldwork. Retrieved

<https://www.aota.org/EducationCareers/Fieldwork/Supervisor/HIPAA.aspx>

HIPPA frequently asked questions. Retrieved

<https://www.aota.org/EducationCareers/Fieldwork/Supervisor/HIPAA/FAQ.aspx>

## College/MSOT Official Documents

Maria College. (2020). *Maria College student handbook 2020-2021*.

<https://mariacollege.edu/wp-content/uploads/2019/09/9.3.19-StudentHandbook.pdf>

Maria College. (2019). *Maria College academic catalog 2020-2021*.

<https://mariacollege.edu/wp-content/uploads/2020/10/AcademicCatalogCover2020-21.pdf>

Maria College. (2020). *Maria College Master of Science in Occupational Therapy student Manual 2020-2021*.

### Recommended Journal and Other Readings

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070.  
<https://doi.org/10.5014/ajot.2018.72S201>

American Occupational Therapy Association. (2016). Occupational therapy fieldwork education: Value and purpose. *American Journal of Occupational Therapy*, 70(Suppl. 2), 7012410060.  
<http://dx.doi.org/10.5014/ajot.2016.706S06>

American Occupational Therapy Association. (2012). Fieldwork level II and occupational therapy students: A position paper (2012). *American Journal of Occupational Therapy*, 66, 6(Suppl. 3), S75-77.

Gutman, S.A., McCreedy, P., Heisler, P. (1998). Student level II fieldwork failure. Strategies for intervention. *American Journal of Occupational Therapy*, 52(2).

Napier, B. (2011). *Occupational therapy fieldwork survival guide: A student planner* (2<sup>nd</sup> ed.). AOTA Press.

## Fieldwork Educator Resources

AOTA Fieldwork Educator Learning Resources Webpage <https://www.aota.org/Education-Careers/Fieldwork/Products.aspx>

AOTA Fieldwork Educator Certification Workshop Webpage <https://www.aota.org/Education-Careers/Fieldwork/Workshop.aspx>

AOTA Student Supervision Webpage  
<https://www.aota.org/Education-Careers/Fieldwork/StuSuprvsn.aspx>

American Occupational Therapy Association. (2015). Standards for continuing competence. *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410055.  
<http://dx.doi.org/10.5014/ajot.2015.696S16>

AOTA examples of site-specific objectives (by practice area) <https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

## References

- Accreditation Council for Occupational Therapy Education. (2018). Accreditation standards for an educational program for the Occupational Therapy. Retrieved from <http://www.aota.org/Education-Careers/Accreditation/StandardsReview.aspx>
- American Occupational Therapy Association. (2012). Fieldwork level II and occupational therapy students: A position paper (2012). *American Journal of Occupational Therapy*, 66, 6(Suppl. 3), S75-77.
- American Occupational Therapy Association. (2014). Scope of practice. *American Journal of Occupational Therapy*, 68(Suppl. 3), S34-S40.
- American Occupational Therapy Association. (2015a). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030. <http://dx.doi.org/10.5014/ajot.2015.696S03>
- American Occupational Therapy Association. (2015b). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410057. <http://dx.doi.org/10.5014/ajot.2015.696S06>
- American Occupational Therapy Association. (2016a). Occupational therapy fieldwork education: Value and purpose. *American Journal of Occupational Therapy*, 70(Suppl. 2), 7012410060. <http://dx.doi.org/10.5014/ajot.2016.706S06>
- American Occupational Therapy Association. (2016b). *Student evaluation of the fieldwork experience (SEFWE)*.
- American Occupational Therapy Association. (2020a). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410020. <https://doi.org/10.5014/ajot.2020.74S3004>
- American Occupational Therapy Association. (2020b). Occupational therapy practice framework: Domain and process (4<sup>th</sup> ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>
- American Occupational Therapy Association. (2020c). *Fieldwork performance evaluation (FWPE) for the occupational therapy student (Revised in 2020)*.
- American Occupational Therapy Association. (2020d). *Fieldwork performance evaluation (FWPE) rating scoring guide (Revised in 2020)*.

New York State Education Department. (2010). *Rules of the Board of Regents, Part 29, Unprofessional conduct*. Retrieved from <http://www.op.nysed.gov/title8/part29.htm#hp>

## Glossary

**ENTRY-LEVEL OCCUPATIONAL THERAPIST:** The outcome of the occupational therapy educational and certification process; an individual prepared to begin generalist practice as an occupational therapist with less than 1 year of experience. (ACOTE, 2018, p.49)

**FIELDWORK COORDINATOR:** Faculty member who is responsible for the development, implementation, management, and evaluation of fieldwork education. (ACOTE, 2018, p.50)

**FIELDWORK EDUCATOR:** An individual, typically a clinician, who works collaboratively with the program and is informed of the curriculum and fieldwork program design. This individual supports the fieldwork experience, serves as a role model, and holds the requisite qualifications to provide the student with the opportunity to carry out professional responsibilities during the experiential portion of their education. (ACOTE, 2018, p.50)

**HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA):**

The Health Insurance Portability and Accountability Act, otherwise known as HIPAA, was enacted by Congress in 1996 to address insurance portability (when moving from employer to employer), to reduce fraud, and to protect confidential medical information. (AOTA, <https://www.aota.org/EducationCareers/Fieldwork/Supervisor/HIPAA/FAQ.aspx#1>)

**MEMORANDUM OF UNDERSTANDING (MOU):** A document outlining the terms and details of an agreement between parties, including each party's requirements and responsibilities. A fieldwork memorandum of understanding may be signed by any individual who is authorized by the institution to do so on its behalf. (ACOTE, 2018, p.51)

## Appendix A: Student Site Referral Form



### OCCUPATIONAL THERAPY (MSOT) PROGRAM

#### Student Fieldwork Site Referral Form

Dear MSOT Student:

Please provide the following information in the fields below for potential fieldwork sites for which the program or College does not yet have a memorandum of understanding (MOU) for cooperative fieldwork education in place.

Use this form if you:

1. Have an interest in the site for a future Level II fieldwork placement; and/or
2. Believe the MSOT program overall would benefit from having the site in its inventory for potential fieldwork experiences for other students

Complete every field below and submit the form via email to the MSOT AFWC ([dpallister@mariacollege.edu](mailto:dpallister@mariacollege.edu)) to begin the MOU process if appropriate.

Please limit your site investigation to the information requested below. At no time or under any circumstances should a student attempt to initiate the MOU or placement process with the potential site or contact person(s). Failure to adhere to these guidelines will fall outside the program's professional behavior expectations and may result in delaying the student's start date for a particular clinical rotation.

<b>Student name</b> Click or tap here to enter text.	<b>Submission date</b> Click or tap to enter a date.	<b>Setting type</b> Click or tap here to enter text.
<b>Potential fieldwork site name</b> Click or tap here to enter text.	<b>Main site address</b> <i>Street</i> <i>City, state, postal code</i> Click or tap here to enter text.	
<b>Site website address</b> Click or tap here to enter text.	<b>Site best equipped or prepared for:</b> <i>(select both if applicable)</i> <input type="checkbox"/> Level I <input type="checkbox"/> Level II	<b>*Additional locations or organizational affiliation</b> <i>(if applicable and known)</i> Click or tap here to enter text.
<b>Contact person/title for MOU</b> <i>(may differ from FWE@)</i> Click or tap here to enter text.	<b>MOU contact email address &amp; phone</b> Click or tap here to enter text.	
<b>Potential FWE@/title</b> Click or tap here to enter text.	<b>FWE@ email address &amp; phone</b> Click or tap here to enter text.	

\* optional information

MSOT Student: FW Site Referral Form 05.28.2021

Addendum- 1/28/24 Appendix A to be submitted to the MSOT academic fieldwork coordinator Kara Fumarola at [Kfumarola@mariacollege.edu](mailto:Kfumarola@mariacollege.edu)

## Appendix B: MSOT Level I Student Performance Evaluation



### MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT) PROGRAM

#### Level I Student Fieldwork Performance Evaluation (OCT 604)

<b>MSOT Student Name</b> <i>(please type into each text field)</i> Click or tap here to enter text.	<b>Semester</b> Click or tap here to enter text.	<b>Date of Evaluation</b> Click or tap here to enter text.
<b>Site/Facility Name</b> <i>(please indicate if simulation)</i> Click or tap here to enter text.	<b>Site Practice Setting</b> Click or tap here to enter text.	

<b>Fieldwork Educator Name</b> <i>(primary)</i> Click or tap here to enter text.	<b>Credentials</b> Click or tap here to enter text.	<b>Profession/Discipline</b> Click or tap here to enter text.
<b>Fieldwork Educator Name</b> <i>(secondary, if appl.)</i> Click or tap here to enter text.	<b>Credentials</b> Click or tap here to enter text.	<b>Profession/Discipline</b> Click or tap here to enter text.

#### Dear Fieldwork Educator,

Please indicate the student's level of performance for each category using the rating guide and rating drop down tools provided. Comments and input provide additional insight on information for rating and can further student learning. If an item is not applicable to the site/setting or there was no opportunity to perform or observe, please rate as "3" and enter "NA" in the comments area.

<b>1</b>	<b>Well Below Standards</b>	Performance indicates much needed improvement in many or most areas. Work is frequently unacceptable.
<b>2</b>	<b>Below Standards</b>	Opportunities for improvement exist, however the student has not demonstrated adequate response to feedback to do so. Work is occasionally unacceptable.
<b>3</b>	<b>Meets Standards</b>	Carries out required tasks and activities in all areas in an expected or sound manner.
<b>4</b>	<b>Exceeds Standards</b>	Frequently carries out tasks and activities that surpass requirements or expectations. At times, performance is exceptional.
<b>5</b>	<b>Far Exceeds Standards</b>	Consistently carries out tasks and activities in an outstanding manner. Performance considered the best the student can demonstrate.

<b>Categories</b>	<b>Comments/Additional Student Feedback</b> (if applicable)	<b>Rating</b>
<b>1. Time Management Skills</b> Consider ability to be prompt, arrive on time, and complete assignments on time.		<i>Select rating</i>
<b>2. Organization</b> Consider ability to set priorities; be dependable; organized; follow through with responsibilities		<i>Select rating</i>

MSOT Level I FW Performance Evaluation\_02.2021

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<p><b>3. Engagement in fieldwork experience</b> Consider student's apparent level of interest, level of active participation, investment in individuals and treatment outcomes</p>		<i>Select rating</i>
<p><b>4. Self-Directed Learning</b> Consider ability to take responsibility for own learning; demonstrate motivation. Consider initiative, ability to seek and acquire information from a variety of sources; demonstrate flexibility as needed.</p>		<i>Select rating</i>
<p><b>5. Clinical Reasoning/Problem Solving</b> Consider ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process.</p>		<i>Select rating</i>
<p><b>6. Written Communication</b> Consider grammar, spelling, legibility, clarity, brevity, successful completion of written assignments, documentation skills.</p>		<i>Select rating</i>
<p><b>7. Adherence to Policies/Safety</b> Consider ability to follow facility rules, policies, procedures, and codes of conduct, including professional dress and appearance. Consider ability to adhere to setting safety precautions and regard the safety of clients and staff.</p>		<i>Select rating</i>
<p><b>8. Observation Skills</b> Consider ability to observe relevant behaviors related to occupational performance and client factors, and to verbalize perceptions and observations.</p>		<i>Select rating</i>
<p><b>9. Participation in Supervisory Process</b> Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow proper channels.</p>		<i>Select rating</i>
<p><b>10. Verbal Communication/Interpersonal Skills</b> Consider ability to verbally interact effectively and appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority, etc. Look to degree and quality of verbal interactions; use of body language and non-verbal</p>		<i>Select rating</i>

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communication; degree of confidence exhibited confidence (with patients/clients/staff/caregivers)		
<b>11. Professional &amp; Personal Insight</b> Consider ability to recognize and manage personal/professional frustrations; balance personal/professional obligations; effectively manage responsibilities; work w/others cooperatively, considerately, and effectively; responsiveness to social cues.		<i>Select rating</i>
<b>12. Inter/Intra-Professional Practice</b> Consider (if applicable to the site) understanding of practice domains of other professions. Consider ability to understand and differentiate OT and OTA roles and contributions to practice (e.g., evaluation, discharge, supervision).		<i>Select rating</i>
<b>13. Use of Professional Terminology</b> Consider ability to respect confidentiality; appropriately apply professional terminology (written and verbal), such as the Occupational Therapy Practice Framework, acronyms, abbreviations, etc. in written and oral communication.		<i>Select rating</i>
<b>Evaluation rating total:</b> <i>(See passing criteria below)</i>		

<b>Requirements for passing:</b>	<i>Click to check</i>	<i>Click to check</i>
	• No more than one item rated below “2” <b>OR</b>	Confirmed <input type="checkbox"/>   > one item <input type="checkbox"/>
	• No more than two items rated below “3”	Confirmed <input type="checkbox"/>   > one item <input type="checkbox"/>
	<b>Pass</b> ( <i>both above</i> ) <input type="checkbox"/>	<b>Fail</b> ( <i>one from above</i> ) <input type="checkbox"/>

Thank you for accommodating and working with our student. If there are any questions regarding this evaluation form or Level I occupational therapy fieldwork, please reach out to:  
David Pallister @ 518-903-6454 / [MSOTfieldwork@mariacollege.edu](mailto:MSOTfieldwork@mariacollege.edu)

Adapted with permission from the *Philadelphia Region Fieldwork Consortium Level I Student Evaluation, 2<sup>nd</sup> edition.*

MSOT Level I FW Performance Evaluation\_02.2021

Addendum 1/28/24 Appendix B – Reach out to Academic Fieldwork Coordinator Kara Fumarola @ 518-903-6454/  
Kfumarola@mariacollege.edu

## Appendix C: Evaluation of Student Professional Attributes

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OCCUPATIONAL THERAPY PROGRAM  
EVALUATION of STUDENT PROFESSIONAL BEHAVIORS

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

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

**KEY:**

- 1. Unsatisfactory**
- 2. Needs Improvement**
- 3. Meets Standards**
- 4. Exceeds Standards**

**Satisfactory Performance: 25 – 40 points**

Unsatisfactory Performance: 0 – 24 points

	<b>Performance Statements:</b>	<b>Comments:</b>	<b>Rating:</b>
1.	<u>Commitment to Learning</u> : Self-directed, identifies needs and sources of learning and invites new knowledge and understanding.		
2.	<u>Interpersonal Skills</u> : Engages in effective and non-judgmental interactions with classmates and faculty, and maintains focus in new situations.		
3.	<u>Communication Skills</u> : Exhibits acceptable written, verbal and non-verbal communication skills and is capable of modifying information to meet the needs of various audiences/purposes.		
4.	<u>Effective Use of Time and Resources</u> : Obtains good results through the use of time and resources, shows flexibility and is capable of setting goals.		
5.	<u>Use of Constructive Feedback</u> : Accepts, identifies and integrates feedback from others, and provides appropriate feedback to others.		
6.	<u>Problem Solving</u> : Recognizes and defines problems, analyzes data, develops and implements solutions, and evaluates outcomes.		
7.	<u>Professionalism</u> : Exhibits professional conduct concerning ethics, regulations, policies, and procedures, and represents the profession in a competent and positive manner.		
8.	<u>Responsibility</u> : Demonstrates an appropriate level of commitment, is dependable, punctual, aware of personal and professional limitations, and accepts responsibility for actions and outcomes		
9.	<u>Critical Thinking</u> : Readily identifies, articulates and analyzes problems, consistently and accurately distinguishes relevant from irrelevant, differentiates among facts, and generates ideas.		
10.	<u>Stress Management</u> : Accurately identifies sources of stress and problems in self and others, actively seeks assistance when appropriate, demonstrates effective use of coping mechanisms and successfully maintains a balance of professional and personal life.		

Total Score: \_\_\_\_\_

Student \_\_\_\_\_

Date \_\_\_\_\_

OT Faculty \_\_\_\_\_

Date \_\_\_\_\_



# Appendix D: Fieldwork Learning Contract



## OCCUPATIONAL THERAPY (MSOT) PROGRAM

### Fieldwork Learning Contract

The overall intent of this learning contract is to serve as a structured, supportive, and collaborative tool to identify specific areas of needed improvement and detail a plan of correction, via learning outcomes, to assist the student in reaching an expected level of performance or competency in order to complete and pass the fieldwork experience.

Fieldwork Level (please check one)  Level I  Level II

Fieldwork facility/site: [Click or tap here to enter text.](#) Fieldwork Educator(s)/Coordinator: [Click or tap here to enter text.](#)

MSOT Student: [Click or tap here to enter text.](#) Academic Fieldwork Coordinator: [Click or tap here to enter text.](#)

Focus of necessary remediation/correction (please check applicable box(es))	<input type="checkbox"/> Behavioral; professionalism; ethics	<input type="checkbox"/> Safety, policy	<input type="checkbox"/> Knowledge; OT tenants - theory, model, etc.	<input type="checkbox"/> Practice skills	<input type="checkbox"/> Feedback integration / application	<input type="checkbox"/> Other (please specify)
---	--	---	--	--	---	---

Identified problem or issue	Expected outcome and how it will be measured	Strategies / Steps to achieve outcome	Resources to facilitate outcome attainment	Date to be achieved	Consequence(s) if not achieved

Acknowledgment Signatures:

MSOT Student	Date	AFWC	Date
FWE	Date	Other (Title)	Date

MSOT FW Learning Contract

**700 New Scotland Avenue, Albany, NY 12208**  
 Phone: 518-438-3111 • Fax: 518-438-7170 • [mariacollege.edu](mailto:mariacollege.edu)



## Appendix E: COVID-19 Temporary Policy Relaxation



### MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT) PROGRAM

#### COVID-19 Temporary Policy Relaxation Fieldwork Placement Conflict of Interest Related to Place of Employment

##### Overview:

Due to the ongoing COVID-19 pandemic effects on occupational therapy fieldwork, the MSOT program has put into place the following temporary situation-specific relaxation of its current “Conflict of Interest” policy found on p. 23 of the *MSOT Student Fieldwork Manual*. It is the Program’s view; this narrowly applied policy modification under current pandemic circumstances may increase in some cases the chances of securing Level II fieldwork placements required for graduation for some students who are OTA practitioners.

Broad pandemic fieldwork effects (can apply regionally or nationally):

1. Significant impact on OT educational programs’ ability to secure and maintain Level II fieldwork placements since the onset of the pandemic.
2. The anticipated accommodation of the backlog of unfulfilled fieldwork commitments once the pandemic climate lends itself to permit fieldwork sites to consider resumption of, at some level, their typical clinical education program.

It is important to understand this temporary measure may not apply to, or benefit, all MSOT students who are OTA practitioners and make fieldwork opportunities available to some students in this category and not others. This potential outcome is dependent on a myriad of factors including the employment organizational structure, size, flexibility, and specific aspects of a student’s current employment. Conversely, the possibility exists this provisional approach may create or “free-up” fieldwork placement opportunities for other students, including those who are not OTA practitioners.

##### Process for placement consideration under the temporary provision:

(See also separate “**Process Flowchart**” graphic)

##### **I. Student Site Self-assessment**

Students who wish to explore whether this Level II fieldwork option may be possible at their workplace under this provision should first consider the following criteria using the questions posed as a guideline:

1. Does my current place of employment possess the resources necessary to provide an effective fieldwork learning experience while avoiding any potential conflict of interest?
  - i. Consider physical resources and environs. E.g., the potential for physical separation from current practice area and personnel; the existence of

- multiple or varying departments, units, geographical locations, or practice areas that may permit such an arrangement.
  - ii. Can the current organizational structure provide a sufficient pool of qualified OTRs (that does not include the student's current supervisor) to serve as the student's FWEd during Level II fieldwork (ACOTE, C.1.11.)?
2. Role clarity
    - i. Will the proposed fieldwork arrangement assure the student will participate in the experience solely as an occupational therapy fieldwork student throughout the experience and not a COTA or OTR nor be compensated as such?
  3. Billing parameters
    - i. Can the potential fieldwork arrangement assure that the services provided by the OTS will not be billed as those provided by an OTA?
    - ii. Can the potential fieldwork arrangement assure that the services provided by the OTS will not be billed as those provided by an OTR?
  4. Would it be possible for the student to suspend employment and/or arrange for a leave of absence during the 12-week Level II fieldwork experience?
  5. Is there an existing memorandum of understanding (MOU) between the fieldwork site/organization and Maria College?

The student is encouraged to collaborate with his/her current place of employment/organization during this self-assessment. Additionally, the student should contact the AFWC for any needed clarifications related to this step.

If the above self-assessment reveals the potential for the employment site to "provide an effective fieldwork learning experience while avoiding any conflicts of interest" the student should move to the next step in the process as provided below.

## II. Overview to AFWC

1. Students will submit a written overview based on their site self-assessment to the AFWC touching on the points of consideration provided above.
2. This statement should not be a proposal, but rather a written "picture" of how the fieldwork education process would take place during the experience under this provisional option.

## III. Meeting

1. If the written overview provides information that the fieldwork arrangement may be an effective and conflict managed, ethical learning experience the AFWC will convene a virtual meeting with the student and potential FWEd (or organizational representative). Meeting topics will include a more in-depth discussion of potential fieldwork arrangement, plan for the execution of an MOU if applicable, and any questions that remain to this point in the process.
2. The AFWC will inform the student within a reasonable time following the meeting, if he/she should submit a final fieldwork design (step IV below).

#### IV. Final Fieldwork Design

1. The written final fieldwork design will be a detailed account of proposed design and plan for the fieldwork experience. Students can continue collaboration with the proposed site in finalizing the final design.
2. In addition to building on the previous steps in this process, the final design should address/include the following:
  - i. How current employment will be affected during 12-week fieldwork experience period including general compensation structure; work location and hours, if any, as an OTA outside role as OT fieldwork student
  - ii. Specific measures that will be put in place to mitigate potential conflict of interest areas
  - iii. Supporting materials if applicable should accompany the final design.
3. The AFWC inform the student within a reasonable time following submission of the final fieldwork whether the design is approved; requires additional information, clarity, specificity, etc.; or denied.

#### V. Design Agreement

1. Upon final fieldwork design approval, the student, FWEd, and AFWC will sign a commitment (as below) to follow through on the fieldwork experience as detailed in the final design.

*To be appended to each fieldwork design agreement.*

The undersigned collaboratively commit to carry out the fieldwork experience as per the above design and under the following conditions:

1. The place of employment-fieldwork option under this temporary provision is limited to one 12-week Level II fieldwork experience per student.
2. Non-compliance of the agreed upon fieldwork design on the part of the student, hosting facility/organization, or FWEd will result in the immediate failure of the fieldwork experience with no further consideration for placement provided under this temporary provision.

#### ACOTE Educational Standards reference

##### Ethical Decision Making

[The student will be able to] Demonstrate knowledge to the American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics* and AOTA *Standards of Practice* and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts (ACOTE 2018, p. 38, B.7.1.).



## Appendix F: Student Fieldwork Site Supervision Plan



### OCCUPATIONAL THERAPY (MSOT) PROGRAM

#### Student Fieldwork Site Supervision Plan

*(Where no occupational therapy services exist)*

Dear Fieldwork Educator,

Thank you for agreeing to host our MSOT student \_\_\_\_\_ for her/his Level II fieldwork experience.

Our accrediting body, the Accreditation Council for Occupational Therapy Education (ACOTE) requires certain supervision criteria be in place in cases where our students will be participating in Level II fieldwork at a site that does not offer occupational therapy services. Educational Standard C.1.14 codifies these requirements and is provided below for your reference.

Please feel free to collaborate with the AFWC and student (if applicable) in completing the basic supervision plan below that will be carried through the 12-week fieldwork experience in order to comply with this Standard. For convenience, please use the fillable fields provided.

#### C.1.14. Fieldwork Supervision Where No OT Services Exist

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

<b>Student name</b> Click or tap here to enter text.	<b>Fieldwork site name</b> Click or tap to enter a date.	<b>Setting/practice area type</b> Click or tap here to enter text.
<b>Main site address</b> <i>(Street City, state, postal code)</i> Click or tap here to enter text.	<b>Main site contact</b> <i>(name, phone, email)</i> Click or tap here to enter text.	
<b>Name &amp; credentials of FWE</b> with 3 or more years of full-time professional experience who will provide our student a minimum of 8 hours of direct supervision each week during the fieldwork experience. Click or tap here to enter text.		
<b>Name, professional credentials, &amp; title of designated on-site supervisor</b> <i>(when the OT supervisor is off site)</i> Click or tap here to enter text.		<b>Date</b> Click or tap to enter a date.

David Pallister, JD, MA, OTR/L - AFWC | 518-903-6454 | dpallister@mariacollege.edu

Addendum 1/28/24 Appendix F- Forward form to Kara Fumarola- AFWC @ [Kfumarola@mariacollege.edu](mailto:Kfumarola@mariacollege.edu) or call 518-903-6454

## Appendix G: MSOT Student Fieldwork Manual Acknowledgment



### OCCUPATIONAL THERAPY (MSOT) PROGRAM

#### MSOT Student Fieldwork Manual Acknowledgment

I have received a copy of the *MSOT Student Fieldwork Manual* and been provided ample time to read it and request clarification regarding its contents. I understand what is contained in the *Manual*, agree to be responsible for its content, and abide by the policies and procedures contained therein. I also understand the *Manual* may be amended (with notice) during my time in the MSOT program and as such the same conditions above would apply.

#### Acknowledgment:

MSOT Student Name <i>(please type name in text field)</i>	Date of Manual Review Completion
Click or tap here to enter text.	Click or tap here to enter text.
MSOT Student Signature <i>(type name again to serve as acknowledgment signature)</i>	Signature Date
Click or tap here to enter text.	Click or tap here to enter text.

[Please access this form through the *MSOT Fieldwork Communication Portal* on Blackboard or document area in EXXAT. Do not print and sign this form - enter the requested information into the text fields, save the file (suggest including last name) and upload it into the designated assignment area in the portal or document area in EXXAT]

MSOT Level II FW Manual Acknowledgment

700 New Scotland Avenue, Albany, NY 12208  
Phone: 518-438-3111 • Fax: 518-438-7170 • mariacollege.edu

Addendum 1/28/24 to Appendix G – Form will be available through CORE not EXXAT

# Appendix H: Guiding Principle Alignment

College → MSOT Program → Fieldwork Program

