THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Division of Occupational Science
Class of 2015

FIELDWORK (FW) MANUAL

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Notes:
Additional resources are available on the sakai.unc.edu and UNC OS websites.

OVERVIEW OF FIELDWORK

There are aspects of becoming an occupational therapist that are learned through fieldwork, and there are types of reflection and scholarship that are best learned through coursework. **Fieldwork education is thus an integral part of the UNC-Chapel Hill Occupational Science curriculum design.** Fieldwork is an exciting process of applying knowledge in real practice under the supervision of clinicians who serve as role models. These experiences are at selected sites for developmentally sequenced Fieldwork I and Fieldwork II experiences throughout the two year course of study. **Fieldwork I** experiences are associated with academic courses and occur during the Spring and Fall of each year. **Fieldwork II** is a more in depth experience that occurs for 12 weeks between the two academic years, and in the final summer of the curriculum. The **Academic Fieldwork Coordinator** (AFWC) works with the other faculty, sites, and support personnel to organize, develop and evaluate these experiences. The fieldwork program is conducted in accordance with the **Accreditation Council for Occupational Therapy Education** (ACOTE) Accreditation Standards for a Master's Degree Level Educational Program for the Occupational Therapist. The ACOTE Standards B.10.1-B.10.22 are included in this manual for reference.

Students are responsible for reading and knowing the fieldwork information in this manual. Mandatory Fieldwork seminars are held during the academic semesters. These seminars are for planning and information regarding the fieldwork program, as well as discussion of fieldwork experiences. A schedule of fieldwork seminars is distributed at the beginning of each semester. More information about active FW sites can be found in the OS offices hallway file cabinet. Students with disabilities should arrange a meeting with the AFWC if there is a need for accommodations during fieldwork.

The AFWC schedules and assigns all FW placements. Input from the student and student's faculty advisor is also considered, with the AFWC having final authority to make assignments. **Student input to fieldwork placements** is discussed in fieldwork seminars, and students are given opportunity to indicate preferences about upcoming fieldworks with the exception of the first FW I assignment which is made prior to the student beginning the program. As students progress through the program we seek their increased input into placements. In September of each year, students are given a form to state their preferences of FW sites for the spring and summer of the upcoming year. The AFWC then works on matching students to sites. Students are informed of their final fieldwork placements for the upcoming year by the end of the Fall semester, or given a status report on planning. There will be no changes to assigned sites unless in extreme and rare circumstances.

Practice settings constantly change; when a site agrees to take a student it is their best guess about the future at their practice. Students should keep in mind that each year we have FW cancellations from sites for staffing and other reasons. Cancellations can occur at last minute, and students should therefore be prepared to change placements. When assigning students to FW I and FW II sites, the primary consideration is the quality and appropriateness of the placement. A further consideration for student placement is to ensure continuity of students each year at fieldwork sites that have a history of collaboration and support for our fieldwork program at UNC. Placement in FW II during time periods listed on the curriculum schedule is contingent upon available sites.

Location of FW sites: In the fall of the first year, all FW I occurs in the Triangle area. Week-long FW I experiences are scheduled in the spring semesters of each year. Priority for local sites is possible when the student is a primary caregiver for a child, older adult or disabled person. Many sites are outside the Triangle Area, and students arrange and pay for **travel/transportation**. Before paying for travel and housing, students should email the AFWC and the site supervisor to ask if there has been any change in the contract or reservation. AHEC information on services that support FW is provided at orientation, and are available on the website: www.med.unc.edu/ahs/ahec/ahec

The **weekly schedule for FW** experiences will vary based upon the supervisor work schedules. For example, some work Sunday through Thursday, or ten hour blocks for four days per week. Some supervisors begin work early in the mornings to address client skills with morning routines, or they may provide evening programming. The student follows the work schedule of the site.

(B.10.1) Criteria and process for selecting fieldwork sites. Ensure that the fieldwork program reflects the sequence, depth, focus, and scope of content in the curriculum design.

The AFWC collaborates with faculty to **identify and select appropriate sites** that serve as UNC-Chapel Hill fieldwork settings. These sites are selected to optimize student learning consistent with the philosophy of the curriculum. Our process of identifying active sites is to explore the alignment of site philosophies and practices relative to UNC curriculum themes, in consideration for the objectives of particular fieldwork experiences. Faculty visits to sites, and connections to colleagues through projects or meetings, help us identify potential sites. Appendix 1 offers a guide to the alignment using examples of evidence of the curriculum themes in fieldwork sites.

Appendix 2 presents the **sequence and progression of FW experiences** through the curriculum to develop competence in occupational therapy practice. This sequence also conveys our philosophy of generalist practice that has core features regardless of setting. For each student, diversity of experiences is considered in selection of fieldwork sites. We use several mechanisms to ensure the range of experiences. In first year FW I for OCCT 748 students are selectively placed in sites that are different from prior experiences. Then the spring FW I for OCCT 750 consists of two weeks with adults. One week is with people with primarily physical disabilities and the other week in a setting for people with mental health conditions. The course assignment for both weeks is the same, reflecting the continuity of OT processes regardless of setting and health condition. Students have by the end of the first academic year completed the clinical coursework associated specifically with adult clients. The first FWII occurs in the summer after academic year one with adult clients. The second year coursework draws upon the FWII experiences as students explore management of services, program development, historical perspectives on OT and occupational science, research in OT, and pediatric occupational development and practice. As part of pediatric coursework in the second year, students spend two weeks in a setting with children. In order to better integrate FW with coursework they are not continuous weeks. The first FW week focuses on getting to know the practice and clients in the setting with an emphasis on evaluation. Students return to the classroom for three weeks, during which they bring topics from their FW into course learning. Then students return to the same site for a more in-depth experience with intervention processes and clinical reasoning, and class discussions about those experiences. The summer following the second academic year is the final FW II in an area of special focus to the individual student. Examples of special focus FWIIs are home health pediatrics, community mental health, assistive technology, and community mobility.

Over the course of the academic program, students are exposed to **the range of curriculum themes in fieldwork** experiences. Our analysis of student questionnaires about fieldwork placements from 1999-2009 showed that in fact students do see all of the curriculum themes over the course of the curriculum. These experiences are in a variety of settings, from communities to institutions, with individuals of varying ages, ability levels, and health conditions. Students develop competence and understanding of practice by an accumulation of experiences, thus all sites may not exemplify all of the themes. As part of ensuring breadth of experiences in settings, cultural experiences, and other diversity, students record and reflect upon their experiences before submitting preferences for upcoming fieldwork placements (See Appendix 3).

The following is a summation of **considerations for assigning particular students to a field site:** quality and diversity of educational experience relative to curriculum themes and philosophy, input from faculty, match of student characteristics to the site (e.g. tolerance for fast pace or support needs), and student preferences.

Student preferences for placement will be considered if the student has:

- Submitted all FW requirements by the deadline (Student data form, immunizations, CPR certification, etc.)
- Successfully completed coursework to date
- Attended FW seminars
- Submitted preference forms on time

(B.10.2) Academic fieldwork coordinator and faculty collaborate to design fieldwork experiences that strengthen the ties between didactic and fieldwork education.

Fieldwork I experiences are associated with particular courses, accordingly site selection involves increased involvement by those teaching faculty. Class discussion and assignments build an understanding of the relationship between academic coursework and occupational therapy practice for students. Congruent with our teaching philosophy, faculty learn from these discussions as well. Even in courses not specifically associated with an FW, **all faculty draw from students' clinical experiences** to strengthen their understanding of occupational therapy and the linkage to content in courses. The AFWC attends selected in-class discussions about fieldwork, and shares feedback from students and sites about compatibility of fieldwork with course content. In addition, **mandatory fieldwork seminars** are held by the AFWC and attended by other faculty throughout the academic years to reflect upon and plan for fieldwork. These in-person discussions are complimented by feedback from students and clinical educators to strengthen the ties between didactic and fieldwork education.

(B.10.3) Fieldwork education is in settings that are equipped to meet the curriculum goals, provide educational experiences applicable to the academic program, and have fieldwork educators who are able to effectively meet the learning needs of the students.

The selection of FW II sites is a faculty process led by the AFWC, who ensures the site is equipped to meet the educational needs of students. The faculty may initiate (or discontinue) sending students to a site, based upon congruency with an **occupation- and client-centered philosophy, and evidence based approaches** of our curriculum. We build understanding between the curriculum and FW sites by communication (in person, phone, electronic) about practice and learning opportunities. In addition there are collaborative projects between faculty and clinicians that build relationships for clinical education.

To prepare and equip FW educators for their role with students, each spring UNC hosts a Clinical Educator workshop to offer continuing education related to practice and fieldwork. Sometimes Faculty offer in-services and AHEC presentations at facilities. Site visits occur as needed, and as practical for distances and schedules. Resources for FW educators are on the UNC website, and on the AOTA website resources. Other information to develop FW educators skills are offered with new sites and by request. UNC is able to respond to some individual requests from sites because all faculty are involved with fieldwork, the OS Division is a small program, and the AFWC coordinates both FW I and FWII. In addition to communication during the FW experience, The Student Evaluation of Fieldwork Experience (SEFW) for FW II and the Student Feedback on FWI assist us in identifying learning areas for supervisors. The relationship of faculty, FW educators and students is very important to our mission.

B.10.4. The AFWC is responsible for advocating the development of links between the fieldwork and didactic aspects of the curriculum, for communicating about the curriculum to fieldwork educators, and for maintaining contracts and site data related to fieldwork placements (see above).

Agreements and understandings with Fieldwork sites: The AFWC works with the AHS Department contracts person to ensure there is a Memorandum of Understanding (MOU) (sometimes called a contract or letter of agreement) with clinical sites, secure reservations and obtain the necessary information on each site's fieldwork education program. For active sites a file about the site is available to students to read before fieldwork to find out about the requirements, practices, policies and other information about the site and their fieldwork program. The AOTA Fieldwork Site Data form is the central source for this information. Information is provided to new sites about the UNC OT curriculum at the beginning of the MOU and then in subsequent communication (email or post). The sites are also referred to our website for updated information about the program and fieldwork. A section for FW educators allows easy access to these documents. The Clinical Educator Workshop is an additional, annual opportunity to exchange information about changes in the sites and the curriculum.

Student contact with fieldwork sites: Students are not to contact potential fieldwork sites to inquire about fieldwork unless specifically instructed to do so by the AFWC. Prior to each fieldwork, students are to contact the site to which

they are assigned, using the contact information that is provided. For FW 1, a telephone or email contact may be made. Students contact the site least one month in advance of the fieldwork.

(B. 10.5.) Academic and fieldwork educators collaborate in establishing fieldwork objectives, identifying site requirements, and communicating with the student and fieldwork educator about progress and performance during fieldwork.

The AFWC, along with other faculty, collaborate with FW sites on establishing objectives, identifying site requirements and communicating about students during fieldwork. **The Memorandums of Understanding state expectations and requirements of the site**, and at times the site fieldwork educator may contact the AFWC with additional new requirements and that information is shared with the students. Mailings are sent to the sites a minimum of one month in advance of each of fieldwork. These mailings contain background information on students, objectives and assignments for fieldwork, pertinent curriculum information, evaluation forms, and mechanisms for communication during the fieldwork.

Objectives for FWI are stated in the fieldwork assignment associated with the course, which are sent to the sites in advance. If there is a problem with completing the assignment at a site, we will confer with the site to adjust the assignment or the experience. **Objectives for FW II** experiences correlate with the curriculum objectives (Appendix 4). The UNC objectives are sent to FW II sites, but the site's own FW II objectives supersede the UNC FW II objectives as long as they are compatible with the curriculum philosophy. As previously stated, materials about the curriculum are shared in multiple ways, including annual clinical educator workshops, mailings and use of the website as a resource. Sites use the UNC FW II objectives to guide the experience unless site-specific objectives have been developed. The AFWC assist sites in forming site-specific objectives as needed. In all experiences we endeavor to optimize the congruence of FW and curriculum themes. Objectives that guide FW are agreed upon by the UNC Division of OS and the site.

Communication during FW I and II: The AFWC is available to respond to issues from the students and FW educators during a fieldwork. During FW II, the AFWC contacts the sites for feedback on student performance two times during the fieldwork, once in the first three weeks and again near the midpoint. Student to AFWC communication occurs as needed, with reminders emailed to the students to make contact if problems arise. In addition, the AFWC monitors the student discussion forum during fieldwork. Students are in contact with various faculty on fieldwork, in addition to the AFWC. Records of key communications are kept on a shared confidential electronic file for continuity of communication.

(B. 10.6.). Policy and procedure for complying with fieldwork site health requirements and maintaining student health records in a secure setting.

The MOU with sites contain specific information about required student health records and training. **Students must provide the documentation for student fieldwork requirements in advance** to the curriculum for sending to the sites, and in some cases students send information directly to the sites. Students should only provide copies of the information and keep the originals. These **health and background records are kept in a locked/secure file in the program assistant office**.

Students will be able to participate in fieldwork after all requirements have been met by deadlines given. These include such things as Personal Accident and Health Insurance, Immunization and Health Records, Tuberculosis Tests, CPR, OSHA Training, HIPAA Training, and Criminal Background Checks. Additional requirements, such as drug testing or fingerprinting may be required at some sites. The student is responsible for the costs and arrangements to meet these requirements. The university provides liability insurance for students who are registered for courses associated with fieldwork. Students must be registered for courses during fieldwork for liability coverage.

(B. 10.7) The ratio of fieldwork educators to student(s) enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.

The **type and amount of supervision on FW varies depending upon the setting and the objectives for the FW** experience. Typically there is a 1:1 ratio of students to supervisors; however other models are effective and enriching in learning. Increasingly, there are situations in which students have multiple supervisors (for example 1:2 with two part-time OTs supervising). Many settings use a model of multiple students per supervisor. These arrangements are discussed in advance to ensure proper supervision, and ongoing communication as needed between the student, FW educator(s) and AFWC. Accordingly, the student schedule is typically the supervisor's schedule. This could mean, for example, that a full time fieldwork is four 10 hour days that may include weekends. Supervision by an occupational therapist is only one of the learning relationships in fieldwork. Students learn from clients, other students, non-OT personnel, and many others.

B.10.8. 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.

UNC maintains agreements for fieldwork with **a sufficient number of sites** to meet our placement needs. These sites offer a wide variety of experiences. In the unlikely event that sites become unavailable (e.g. cancellation of placement by the site) the schedule may be delayed, but that delay will not exceed the time allowed to complete the program. **Students must complete fieldwork requirements within 24 months of completing their academic coursework.**

B.10.9: For programs in which the academic and fieldwork components of the curriculum are provided by two or more institutions, responsibilities of each sponsoring institution and fieldwork site must be clearly documented in a memorandum of understanding. For active Level I and Level II fieldwork sites, programs must have current fieldwork agreements or memoranda of understanding that are signed by both parties. (Electronic contracts and signatures are acceptable.)

A **signed Memorandum of Understanding** (MOU), sometimes referred to as a Letter of Agreement, between UNC and the site is in place throughout the time that a student is on fieldwork. The MOUs clearly document the responsibilities of UNC and the FW site, and are signed by both parties. Students must adhere to those specific expectations, and have access to the document for review.

B. 10. 10. Each memorandum of understanding between institutions and active fieldwork sites is reviewed at least every 5 years by both parties. Programs must provide documentation that both parties have reviewed the contract.

These **MOUs are established or renewed every five years or less.** The legal process of obtaining, renewing and sustaining the agreement is at times cumbersome. Changes and delays in the letter of agreement may occasionally interfere with a planned fieldwork. Students will be informed of issues or problems that arise in their site's Letter of Agreement as soon as feasible so alternate plans can be made.

FIELDWORK I **Fieldwork I (FW I) is an integral component of learning the knowledge, skills, and attitudes of the occupational therapist. There are two levels of fieldwork experiences, with Fieldwork I (FW I) incorporated into coursework and Fieldwork II (FWII) a graded course.**

B. 10. 11 Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.

FW I experiences are incorporated into academic courses, and graded assignments for the courses are based in the fieldwork experience. Course instructors plan these FW I assignments in a developmental progression for gradual building of clinical skills. Fieldwork I sites are selected based on collaboration among faculty teaching the associated courses. FW I expectations initially focus on developing observation and interviewing skills. Later in the program the expectation is for more involvement in assessment and intervention processes. Participation in selected aspects of the OT process occurs based upon the assignment from the course affiliated with the FWI, and also the judgment of the FW supervisor about student competence to perform a task. The Supervisor Report of Supervision (Appendix 6) is used throughout the curriculum to give students feedback on professionalism in the sites. For the first FW, students begin to practice engaging in the supervisory process through accepting and responding to feedback. They can track their performance over the curriculum and in varied settings because of the use of a consistent form across FWI.

B.10.12. Qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or credentialed occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

Supervisors for FW I can be occupational therapists, OT Assistants, and other qualified professionals. For example, a social worker or case manager may be the supervisor at a clubhouse model community mental health center. Our view of learning to become an OT involves many teachers, including clients, family members and other professionals.

B.10. 13. Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork.

The **Supervisor Report of FW I** (Appendix 6) is the form used for feedback on student performance during FW I experiences. This form gives valuable information about performance, including professional behaviors. If there are concerns on the form the students will meet with the AFWC to discuss a plan to address those concerns. Students complete a **FWI Student Feedback for Supervisor** (Appendix 7), and discuss it with the supervisor. Further documentation of the learning experience is reflected in the FWI assignments students turn in to course instructors. Students are required to complete all Level I and Level II Fieldwork. Level I Fieldwork may not be substituted for any part of Level II Fieldwork.

Note: Some community based learning activities and assignments are not formal fieldwork experiences. An example of this is student observations of children in the community during the second year of study.

FIELDWORK II is an opportunity for students to learn the entry level skills of the practice site.

B.10.14. The fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.

Through graded practice, students gain clinical reasoning and skills to be an ethical and effective practitioner. These are opportunities to gain competence in general practice as well as specific skills of the site. Sites are selected that will promote professional development and responsibility. Becoming an occupational therapist encompasses development of clinical as well as professional skills. Communication, receptiveness to feedback, taking initiative, dependability and other interpersonal behaviors are essential learning outcomes of fieldwork and coursework. More information on professionalism can be found in the Essential Professional Behaviors for the Student Therapist (Appendix 8). **At all times students are expected to dress appropriately and demonstrate professional behavior** consistent with each community or clinical setting and be guided by the standards of each site. They are responsible for transportation to sites.

B. 10.15. Level II fieldwork is in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. 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.

In the UNC curriculum design, the first FWII in the summer after academic year one is with adult clients. Students have by the end of the first academic year completed all the clinical coursework associated specifically with adult clients. The second year coursework draws upon the FWII experiences as students explore management of services, program development, historical perspectives on OT and occupational science, research in OT, and pediatric occupational development and practice. Sometimes FW II is at more than one site, for up to a total of four sites for all FWII. We encourage students to have experiences in a wide array of settings, including emerging settings, such as low vision, assistive technology, driving evaluation, and dementia consultation. At the beginning of the second academic year, students engage in a planning process for FW II that ensures they see the variety of settings and clients that are needed for a broad perspective on OT practice.

Fieldwork is an opportunity to experience a **variety of practices** that collectively allow students to observe, collect and select the knowledge, skills and attitudes of occupational therapy, while recognizing that one ideal site may not exemplify all aspects of the curriculum philosophy. It is for this reason that student interaction with peers, faculty and supervisors is necessary to sort through what can be learned in any situation, and in fact who are the teachers—clients, family members, staff, OT's and others in clinical settings.

When selecting a site, the AFWC ensures through conversation and/or follow up materials with the clinical site that a **biopsychosocial perspective** is understood and integrated in the practice. A focus on client centered and occupation centered outcomes requires consideration of psychosocial factors and contextual factors influencing engagement in occupation.

An important opportunity to **build a repertoire of clinical stories is** through other students. We build many opportunities for sharing of these stories, and thus students learn from each other's clinical experiences.

B.10. 16. Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis as defined by the fieldwork placement in accordance with the fieldwork placements usual and customary personnel policies as long as it is at least 50% of a full-time equivalent at that site.

FWII Registration, Duration and Schedule. UNC requires 24 weeks full time in FWII. This consists of two 12 week FWII experiences that are courses for which students will register for six credits in each First Summer Session. Students cannot begin FWII unless they have registered in advance for the course. FW II course registration is for the first summer session only, even though each fieldwork experience lasts for 12 weeks. Students must enroll for the six credit hour OCCT 720A course during the first summer session following completion of the first academic year.

Students must enroll for the six credit hour OCCT 720B course during the first summer session following completion of the second academic year. Students must pay tuition and fees for the summer session they are enrolled (summer session tuition rates can be found at http://cashiers.unc.edu/). Exceptions to this timeline for completion are only made through a request and approval process. Both FWII courses (OCCT720A and OCCT720B) are required for graduation. Any delay in completing FW II will result in a delay in degree award. There are no exceptions.

Students complete the first FW II experience with adults during mid-May to early August following completion of the first academic year. The second FW II experience is scheduled following completion of the second academic year, also in the mid-May to early-August time period. In order to allow students to take advantage of special opportunities, it is possible to delay FW II for a few months. In rare circumstances FW II can be part time, but only with a specific request and justification (e.g. a disability that limits work schedule).

In all FW experiences, students should not assume a Monday to Friday schedule. **The student follows the schedule of the site**. In many hospitals and rehabilitation centers for example, occupational therapists work weekends or four 10 hour days. There is **no vacation time or holiday time** during FW II experiences. Verified personal illness or emergency is the only reason for missing fieldwork, and the make-up time will depend primarily upon the policies of the site. If personally observed religious holidays occur in the fieldwork schedule, the AFWC should be contacted in advance to make arrangements. Inclement weather and emergency policies of the sites guide the process of the student contacting the supervisor/site to determine if and when to arrive at the field site in such event. Except for "comp time" the student must inform the AFWC of any missed time at FW. All occupational therapy students must complete Level II Fieldwork within 24 months following completion of academic preparation.

B.10.17. Students are supervised by a currently licensed or credentialed occupational therapist who has a minimum of 1 year of practice experience subsequent to initial certification, and is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.

FWII supervisor qualifications: FW II experiences are supervised by occupational therapists who have at least one year of experience. The licensure status of the OT supervisor (if in the USA) is assured by the NC Licensure lists and the regulations of sites to require licensure for practice. Students may have one OT supervisor or multiple supervisors. Other professionals may contribute to supervision depending on the setting and the purpose of the fieldwork, in accordance with ACOTE Standards. The specific learning activities for FWII are determined in collaboration between the FW site and the curriculum.

B.10.18. Mechanisms 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).

Communication and Supervisor Development

Communication and collaboration to ensure linkage of fieldwork experiences with curriculum themes occurs through many venues. Examples are: annual workshops with clinical educators held at UNC; faculty attending and giving presentations at regional and state conferences that convey curriculum themes and philosophy; mailings to FW sites that contain curriculum information; site visits, phone calls, emails, document review and website viewing by faculty; collaborative projects between faculty and clinicians; networking with clinicians including UNC graduates; and student reports of their experiences at the sites. In these communications we seek alignment of sites and curriculum philosophy and themes, so that students experience practice that is evidence based, client-centered, occupation-centered, and pragmatic in clinical settings. In all fieldwork settings, the biopsychosocial nature of humans is incorporated in occupational therapy assessment and intervention.

Students provide feedback on their fieldwork sites as part of our ongoing process to improve learning experiences. FWI feedback is solicited informally in discussion and in questionnaires relating to the curriculum objectives. The

AOTA Student Evaluation of Fieldwork Experience is completed for each FWII placement. This form is completed by the student prior to the final evaluation in Fieldwork II. The student presents and discusses this form with the supervisor AFTER the student evaluation and discussion is completed. The Student Evaluation of Fieldwork Experience form is returned to the UNC Academic Fieldwork Coordinator along with the Student Fieldwork Performance Evaluation. Student Evaluations of Fieldwork II are read carefully and then decisions or follow up is done as indicated. Our feedback tool for FW I supervisors (Appendix 7) guides us in matching future students and supervisors and is a way to give feedback to supervisors to improve skills. In general, supervisor development uses adult learning principles in which specific supervisory strategies are discussed as needed in fieldwork situation. A second mechanism is the annual continuing education conference held at UNC for supervisors. The topics for these conferences are generated from feedback from the participants from prior years, as well as in informal conversations with supervisors. Articles on evidence-based practice, theory and occupations are shared by faculty in ongoing exchange with sites. Specific materials are given to sites, such as materials about accommodation for disabilities of students. The AFWC offers requested in-services about FW at sites when possible.

B.10.19 Supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as is appropriate for the setting, the severity of the client's condition, and the ability of the student.

Safety, role modeling and graded supervision.
Prior to beginning FW, students receive training in safety (OSHA, TB, Infection Control, CPR, etc) and confidentiality (HIPAA). Additional safety and policies of sites are addressed in site-specific orientations. The supervisor models these safety and protection issues, and students are expected from the beginning of FW to act in accordance with safety precautions. With each skill, such as transferring a client, the safety dimensions are part of the competency of the task. Students learn through role modeling and communication to anticipate safety hazards and apply judgment in situations of risk (e.g. elopement or falls risk).

Initially, supervision for FW II is direct but then decreases to less direct supervision as is appropriate for the setting, the severity of the client's condition, and the ability of the student. There are also elements of personal style and preferences in supervisory processes. Students find that some supervisors are more reluctant than others to have students perform tasks independently. Ongoing communication and negotiation of activities is part of the supervisory process in which students actively engage.

B.10.20 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 credentialed occupational therapist with at least 3 years of professional experience. Supervision must include a minimum of 8 hours per week. Supervision must be initially direct and then may be decreased to less direct supervision as is appropriate for the setting, the client's needs, and the ability of the student. 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.

For some **non-traditional sites**, the OT supervisor is not always on-site, although an OT supervisor is available by phone at all times. Those placements are supervised by an OTR with three years of experience. A minimum of eight hours per week of supervision is required for FW II, again beginning with more supervision and decreasing depending on the setting and client needs relative to the student's ability. For non-traditional FWII, the student, supervisor and AFWC will develop a written plan for supervision, involving objectives and evaluation. That plan includes an on-site supervisor when the OT supervisor is off site.

B.10.21. Mechanisms for formal evaluation of student performance on Level II fieldwork (e.g., the American Occupational Therapy Association *Fieldwork Performance Evaluation for the Occupational Therapy Student* or equivalent).

Communication is key to a satisfying fieldwork experience for students and supervisors. The fieldwork supervisor and clinical education coordinator at the site are the first people whom the student should inform about a concern, problem or need. Students are encouraged to contact the AFWC whenever there is an issue or question that is not sufficiently handled by the resources at the fieldwork site. The earlier the supervisor or academic fieldwork coordinator is contacted, the more likely those issues can be resolved within the timeframe of the fieldwork experience. In addition, students who are in need of professional psychological support should seek services in the community or through the many services offered through UNC: http://campushealth.unc.edu/

During FW II students will be supervised and evaluated by an occupational therapist. At least two times during the fieldwork, the Academic Fieldwork Coordinator will make contact with the site and/or the student to ensure that any problems with the fieldwork are addressed. Students and clinical instructors are encouraged to contact the Academic Fieldwork Coordinator if there are concerns about the student's progress in meeting the FW site objectives.

Evaluation of student performance: The Fieldwork Performance Evaluation form (FWPE) from the AOTA is used in most sites. Specific objectives for items on the FWPE are established by the sites, unless the wording on the FWPE is sufficiently clear to evaluate performance at the site. Students should familiarize themselves with this tool. Non-traditional fieldwork sites, such as Clubhouse Model programs, may use an alternative to this form to more appropriately evaluate student performance. In such cases, the objectives and performance evaluation process is determined at the beginning of fieldwork. At times, a modification of the FWPE is developed to address learning opportunities at the site in alignment with the UNC curriculum themes and philosophy. An original Fieldwork Performance Evaluation is provided to the FW II sites by the program. Scores are reviewed by the AFWC who assigns the grade for the FW II experience based on the FWPE, observation and other communications about student performance.

The following policies on **Fieldwork II grading** for the AOTA Fieldwork Performance Evaluation were revised and adopted by the faculty in 2003 and are reviewed annually. Students will be informed of any alterations in the policies.

1. Student fails if the total Field Work Performance Evaluation (FWPE) score does not reach the minimum passing score of 122. (Note: This is also the AOTA cutoff point for Passing FW.)
2. Student with a grade of "F" is ineligible to continue in the Graduate School.
3. Student who receives an "L" will be required to complete remedial work, as determined and prescribed by the Division faculty. The Fieldwork Clinical Instructor will be contacted for additional input and discussion. The decision of the amount and type of remedial work is the responsibility of the faculty.
4. The Division/University has the final responsibility for grade assignment.

The FWII grades are assigned according to the following scores:

H (high)	159-168
P (pass)	126-158
L (low pass)*	122-125
F (fail) –same as AOTA	121 or below
AOTA Minimum Passing Score	122

Procedure for Addressing FW II Grade of "Low Pass"*

The following is a summary of the plan to address a grade of Low Pass for FW II. A more detailed description of the process, with resource information, will be provided to the student as needed.

1. A student who scores an "L" on the FW II Evaluation will develop a specific written plan that addresses how to resolve each problem area identified during the FW II experience.
2. After finalization of the plan the FW coordinator will identify possible sites and duration of a remedial FW. The student learning objectives and plan is shared with the sites to ensure the site can meet the student's learning needs.
3. The student signs up for three (3) credits of OCCT independent study for the remedial fieldwork.

B.10.22. Ensure 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 1 year of experience in practice. Such fieldwork must not exceed 12 weeks.

International Fieldwork II: Students attending FWII outside the US are supervised by a graduate of a WFOT approved program. This is verified thorough the CV of the supervisor, and would be verified by the educational program if in question. International fieldworks can be up to 12 of the 24 FWII weeks. A MOU is also required of international fieldworks, and students are responsible for costs associated with these fieldworks.

FW STUDENT RESPONSIBILITIES

The student is expected to collaborate with the fieldwork coordinator, the fieldwork educator, and the academic fieldwork coordinator to ensure compliance with fieldwork experience requirements.

The student is responsible for the following:

1. Providing documentation (copies) of all FW Requirements by deadlines
2. Reading and knowing contents of FW Manual, and referring to it with questions about FW
3. Attending all FW seminars
4. Indicating preferences with consideration for interests and experience in a variety of practice contexts, recognizing that the AFWC determines FW placements.
5. Seeking information on sites, asking questions and using FW files in OS Office suite and Sakai
6. Calling and/or emailing the site FW coordinator or supervisor to confirm the FW dates and getting instructions about requirements in preparation for the first day. This contact is at least one month in advance of the starting date.
7. Complying with all policies and procedures of the fieldwork placement unless exempted, including prompt notification of student absences. Attendance policy: There is NO time off during FW II. Some sites allow for up to three days off in cases of unavoidable absences, i.e., illness or death in the family. UNC defers to the sites on this policy.
8. Fulfilling all duties and assignments made by the fieldwork supervisor and AFWC, unless exempted, within the time limit specified.
9. Notifying the fieldwork placement and Division of OS of address & phone number changes.
10. Using the unc.edu email for all FW correspondence.
11. Completing and presenting to the fieldwork educator at least one copy of the student's evaluation forms and assignments for FW I, and having available copies of the appropriate performance evaluation forms and student evaluation forms.
12. Being an active participant in the supervisory process. This process also includes effective communication, constructive response to feedback and reflection on performance and learning.
13. In an event of any problem related to fieldwork evaluation, follow chain of command at fieldwork placement site (i.e. discuss problem with fieldwork educators and/or academic fieldwork coordinator and if not satisfied with a resolution, contact academic program director).
14. Even with strong privacy settings, avoid posts or photos to social network sites (Facebook, Twitter, Linked In, MySpace, etc) about your fieldwork experiences. Students are advised not to 'Friend' supervisors, clients (including families) or staff at FW sites (until you graduate). Avoid names of supervisors or other staff, comments or criticism about sites, and information about what is happening at sites on social media platforms. It is a HIPPA violation if you mention a client/patient with enough information that the person might be identified, even if you avoid PHI. The consequences for violations, as you know, are severe. For more information: http://www.aota.org/Educate/EdRes/Fieldwork/Supervisor/HIPAA/39884.aspx . Stating where you are on FW is up to the student, but there are problems with you being identified. Consider if you want privacy from clients, patients and staff. Do not post anything that could be questionable. If you have questions, ask the AFWC.

Appendix 1
UNC Curriculum Themes in Practice Settings

CURRICULUM THEME	DESCRIPTION OF THEME	EXAMPLES OF EVIDENCE OF THEME IN PRACTICE SETTINGS
Clinical Reasoning	Expert clinicians use multiple forms of reflection to understand clinical relationships and problems in terms of the individual client. Integrated clinical reasoning allows the formulation of therapeutic responses that are sound procedurally while addressing unique concerns and meanings of the individual. Through clinical reasoning the therapist can quickly adapt to changes while continuing to work within the present and future context of the client.	The setting fosters multiple forms of clinical reasoning. Procedural- presence of protocols and references on diagnosis based intervention Interactive - time for interview and formation of collaborative relationships with clients Conditional - Client goals are individualized and relate to broader social and temporal contexts. Caregivers are included in evaluations and treatment as team members. Narrative - storytelling by therapists that includes significant treatment experiences and clients as active partners Pragmatic - linking to other community agencies and services; creative solutions to physical, financial, or social problems.
Ethical Reasoning	Ethical reasoning is a process of analyzing problems and generating solutions based on a careful and systematic study of morality.	Awareness, concern and mechanisms to handle ethical issues • Open discussion of ethical issues • Time and mechanisms for handling ethical issues
Investigative Reasoning	Investigative reasoning is an attitude and process of inquiry that underlies all forms of research and motivates life long learning.	• Changes in clinical programming based on new information about practice • Learning opportunities: study groups, availability of OT journals and other literature, time for study and reflection, continuing education activities • Outcomes studies, clinical CQI projects • Inquisitive nature of the interactions among therapists
Occupations	Occupations are the way one orchestrates the use of time to fulfill one's needs and wants in the context of one's environment.	Temporal orientation of the program supports the need for occupations and natural routines. • Self-care and other activities occur at typical times of the day. The environment is occupationally enriched, with a variety of activities and materials readily available to clients.

CURRICULUM THEME	DESCRIPTION OF THEME	EXAMPLES OF EVIDENCE OF THEME IN PRACTICE SETTINGS
Humans as Occupational Beings	Humans use occupations to fulfill their needs and create purpose and meaning in life. Engaging in occupations allows us to adapt to challenges, make choices and use time, organize daily routines and influence our health. The consideration of humans as occupational beings directs attention to the dynamic relationship between people and their physical, social and cultural environments and acknowledges the dynamic influences across the life span.	• Top -down approach: Evaluations begin with occupational needs of the person, followed by assessment of components of function. • Evaluation tools allow for individualizing based on the persons desired occupations. • There is narrative space on evaluation forms to describe the person as an occupational being, rather than major focus on components of function, such as ROM and strength.
Occupation as a Medium of Change	Occupation is used therapeutically to enhance, sustain, or improve quality of life and health. The use of occupation in therapy results in multiple functional outcomes as the individual progresses from disability to ability. Occupation serves as the basis for change in various intervention approaches including habilitation and promoting development, remediation, compensation, adaptation, and supporting and educating families or caregivers.	• Treatment activities clearly link to the unique functional and meaningful goals of the client. • Objects in the environment are real life items, such as laundry baskets, computers, books, and other common tools. • The objects and activities are age appropriate, and are compelling to the clients served. • Occupations of caregivers are considered in treatment planning.
OT as Scholar and Change Agent in Systems	As change agent and scholar the occupational therapist confronts multi-level problems with innovative solutions that are grounded in theory, empirical research and clinical reasoning skills; novel programs and state of the art models of practice are conceptualized, developed and implemented to meet the changing needs of the community.	• Participation of OT professionals on committees and in administrative roles within the organization • Opportunities for communication among OT staff, as well as interdisciplinary forums • OT philosophies linked to the organizational mission and objectives • Novel practice models and approaches • Climate of teamwork in the organization, as viewed by the OT personnel • Activity of the OT staff in professional organizations, political activities, and community services • Interest in having students contribute, as well as to learn

Appendix 2: DIVISION OF OS -COURSE OF STUDY & FIELDWORK

Course	Course Name	Fieldwork Experiences
	Fall Semester I- 2011	
OCCT 748	Fundamentals of Occupation-Centered Practice	Sept 11, Oct 14-16, Nov 18-22
OCCT 826	Occupational Science: Adulthood & Aging	
OCCT 718	Musculoskeletal Dimensions of Occupational Performance	
OCCT 736	Occupational Therapy Practice Environments	Draws on other FW this semester
	Spring Semester I-2012	
OCCT 722	Biomedical & Phenomenological Perspectives on Illness & Disability	Draws on other FW this semester
OCCT 750	Occupation Centered Practice with Adults	FW I Adults: Physical disablities: Feb 10-14 Mental health : Mar 10-14 OR 17-21 The week not on FW is your Spring Break
OCCT 720	Neuroscience: Processes Supporting Occupation	
OCCT 751	Occupations, Adaptation & Technology II (Older Adults)	
	Summer Semester I	
OCCT 720A	**Fieldwork II** working with Adults (6 credits-First SS)	FW II May 12- Aug 1, 2014
	Fall Semester II	
OCCT 828	Occupational Science: Childhood Adolescence	Community experiences with children
OCCT 704	Research in Occupational Science & Therapy	
OCCT 738	Political, Admin.& Financial Contexts of Service Delivery*	
	Special Focus Elective	
OCCT 890	Independent Study: OT & OS	
	Spring Semester II	
OCCT 752	Occupations, Adaptation & Technology III (Pediatrics)	FW I Pediatrics: Feb 10-14 AND March 10-14 OR 17-21.
OCCT 842	Historical Evolution of Occupational Therapy & Science	
OCCT 740	Evolution of Community Based Practice: Developmental, Implementation & Evaluation	
OCCT 890	Applied Research Experience	
	Summer Semester	
OCCT 720B	**Fieldwork II** in an area of special focus	May11-July 31, 2015 (approx)

Appendix 3: Student Self-Assessment for Fieldwork Planning: Fall of second year

Second Year Students,

This form guides you through a process to reflect on previous experiences and weigh your preferences about upcoming fieldworks. Bring this form to the FW Seminar in August.

Sue

Part 1: Reflective profile of experiences

OT Experiences	**List your site/setting**
Fall FW I for OCCT 748 (9 days)	
February- 1 week physical dys. focus	
March– 1 week- mental health focus	
Summer FW II	
List any related extensive (>3 months) experience prior to OT school.	
Volunteer work (e.g. Beyond Clinic Walls)	

	What types of experience you have had? **Circle all that apply, add, and comment as you wish.**
Age	infants, children, adolescents, young adults, middle age, older adults
Continuum of Health Care	acute, rehab, outpatient, long term care, home health, retirement community, center based (e.g. day program), other community-based
Models / economics	medical model, social model, public school, private practice, not-for-profit, for-profit
Region	rural, suburban, urban
Diagnostic Groups	mental illness, cognitive disability, developmental disability, physical disability, chronic conditions, well and non-disabled population
SES	high income, middle income, low income, underserved
Cross-Cultural	

Curriculum Theme (Refer to table showing examples of evidence of theme)	**Indicate place and example(s) of this curriculum theme you observed or experienced in a practice setting. Comments are welcome.**
Humans as occupational beings	
Occupation as a medium of change	
Clinical reasoning • Narrative • Interactive • Conditional • Pragmatic • Procedural	
Investigative Reasoning- Evidence Based Practice	
Ethical Reasoning	
OT As Scholar and Change Agent – indicating specifically: • Leadership roles	
• Underserved populations	
• Cross cultural experiences for you	
• Program development	
• OT in emerging or non-traditional roles	

Curriculum themes I have observed the most so far:

Curriculum themes I most want to <u>use</u> and/or <u>observe</u> in upcoming fieldworks:

Part 2: Priorities

Thinking pragmatically about future placements, what are the top five priorities that you wish to guide your Fieldwork II selection. (Indicate 1-5, with 1 being your top priority)

___Rounding out my experiences relative to curriculum objectives not observed much
___Having an in-depth experience in my area of special focus:_____
___Seeing a range of practice (for example, having a FW in two settings)
___Making contacts in a region where I hope to work upon graduation
___Experience in a type practice setting where I hope to work
___Experience with a different population, culture or a setting
___Staying put (so I don't have to move out of the triangle)
___Experience with an underserved population
___Challenging myself in a dynamic and complex setting
___Experience in an area that builds my confidence, and sustained performance
___Experiencing a particular model: medical, school-based, social, other:
___other:

Part 3: Preferences

Further considerations before you indicate your preferences, noting that:

- Your FW I in a pediatric setting is two weeks long.
- As a graduate of our program you will be a generalist, ready to begin practice in a wide range of settings.

Indicate 1st, 2nd, & 3rd in the boxes below to indicate your order of preferences.

Setting:

Age group	*Continuum of service*	*Disability Types*
___children ___adults ___older adults ___no preference	___community based (school, EI,HH,OP) ___facility based (hospital, institution) ___no preference	___psychosocial ___physical ___mix of disabilities ___no preference

Location:

Community	Preference	* Indicate preferred NC areas
__Rural __Urban __Suburban __*no preference*	___in the triangle area ___in North Carolina* ___out-of state: ___*no preference*	

- What is your area of special focus?_____[ ]not sure
- Do you speak Spanish? [ ] no, [ ] yes, level of fluency_____
- Other special interests:_____
- Add below (or on back) any other information or preferences that you would like considered with this FW placement, including sites that particularly interest you.

Appendix 4: University of North Carolina at Chapel Hill
Division of Occupational Science
Fieldwork II Objectives

Student will:

1. Apply *ethical* reasoning in accord with OT professional and humanistic values, considering multiple perspectives on decisions that affect individuals, families, and communities.
2. Employ professional *judgment* to ensure safety and wellbeing of others.
3. Collaborate and share responsibility with key people (clients*, family, team members, and other stakeholders) in providing services.
4. Communicate and represent occupational therapy as a profession that effectively enables outcomes of *participation in occupation*.
5. Ensure evaluations and interventions are guided by the *occupational goals, cultural values and preferences* of the client and his or her family/caregiver.
6. Select and employ *OT interventions*, including occupational analysis, adaptations, grading activity, compensation, environmental modifications and teaching in a therapeutic process.
7. Apply *procedural reasoning* to select, follow and modify assessment and intervention protocols and practice guidelines.
8. Apply *interactive reasoning* to understand clients and to establish and maintain a therapeutic relationship.
9. Apply *conditional reasoning* to understand and provide effective intervention in accord with present and future socio-cultural and physical context of the client, while also considering past, present and future physical and psychosocial capacities
10. Apply *narrative reasoning* to understand the role of occupational therapy in the context of the client's life story, and adjust intervention to the expectations and future plans of the client.
11. Apply *pragmatic reasoning* to work within the practical constraints and opportunities presented by the client, the environment, clinicians and the intervention context.
12. Use investigative reasoning to provide *evidence based* assessment and intervention of clients/populations, considering literature, expertise of clinicians, and information from clients.
13. *Function effectively* as an entry level practitioner in the setting, demonstrating understanding of policies, procedures, professional roles, expectation, culture, communication, and documentation.
14. Take responsibility for learning and professional development, which includes engaging in the supervisory relationship for positive change and growth.
15. Demonstrate understanding of roles of team members, including (when applicable) the collaborative relationship between OT and OT Assistants.
16. Incorporate psychosocial factors of clients into evaluations and interventions to ensure client centered outcomes addressing participation in occupation.

*clients refers to individuals, families, caregivers, social networks and community members

Appendix 5: Student Requirements to Participate in Fieldwork

Students will obtain a CertifiedProfile secure, online account for management of information.

Requirement	Description of Requirement to be uploaded to the Certifybackground.com
Measles, Mumps & Rubella (MMR)	One of the following is required: 2 vaccinations OR positive antibody titer for all 3 components (lab report required). If the titer is negative or equivocal, student must repeat series.
Varicella (Chicken Pox)	One of the following is required: 2 vaccinations OR positive antibody titer (lab report required). If the titer is negative or equivocal, student must repeat series.
Hepatitis B	Both of the following is required: 3 vaccinations AND positive antibody titer (lab report required). If the titer is negative or equivocal, student must repeat series.
TB Skin Test	One of the following is required: 2 step TB Skin test (within 12 months of each other) OR QuantiFERON Gold Blood Test OR if positive results, you are required to go to Campus Health for a TB Evaluation. An additional alert will be created if TB Skin Test is positive. Renewal date will be set for 1 year. Upon renewal, one of the following is required: 1 Step TB Skin Test OR QuantiFERON Gold Blood Test OR TB Questionnaire.
CPR Certification	Copy of front & back of card and card must be signed.
Influenza Vaccine	Submit documentation of a flu shot administered during the current flu season. Renewal date will be set at 11/1 of next flu season.
Personal Health Insurance	Personal Health Insurance number and company. Students must have personal health insurance.
OSHA Training	OSHA Training requirements: Bloodborne Pathogens, Tuberculosis & Infection Control and Healthcare Worker/Joint Commission Safety Info. Click on the link to complete the online training and post-test. Then go to your "training history". Print, scan, and upload your training history results when you have completed all three post-tests. http://www.ehs.unc.edu/training/self.shtml
HIPAA Training	Click on the link to complete the on-line HIPAA training and tests. Modules (1-6) Print, scan and upload* UNC HIPAA Training Certificate http://hipaatrain.med.unc.edu/html/hipaa/trainingintro.html
Liability Insurance	Provided by UNC
Drug Test &	Verification that student understands he or she may have to

Fingerprinting Acknowledgement	obtain additional testing, including drug testing and fingerprinting for some FW sites at my own expense.

Appendix 6: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

DIVISION OF OCCUPATIONAL SCIENCE

SUPERVISOR REPORT OF FIELDWORK I (Rev 5/2010)

INSTRUCTIONS FOR SUPERVISORS: Please complete this form and discuss it with the student. Have the student return it to Sue Coppola, UNC-CH Fieldwork Coordinator or it can be faxed to 919-966-9007. Questions: sue_coppola@med.unc.edu or 919-966-9006

Student's Name: _____Dates of FW I:_____

Site:_____Supervisor(print):_____

1. What strengths did you observe in the student?

2. Please indicate your impressions of the student by circling one number for each item.

	Poor--------Average-----Excellent
Appearance appropriate to setting:	1-------2--------3-------4-------5
Dependability and punctuality:	1-------2--------3-------4-------5
Communication (verbal and non-verbal):	1-------2--------3-------4-------5
Comfort in the setting:	1-------2--------3-------4-------5
Receptiveness to feedback:	1-------2--------3-------4-------5
Self-awareness:	1-------2--------3-------4-------5
Takes initiative:	1-------2--------3-------4-------5
Follows safety precautions:	1-------2--------3-------4-------5
Ethical reasoning and actions:	1-------2--------3-------4-------5

3. Problems noted:

4. Recommendations for the student's future learning and professional growth:

5. Please comment on the assignment and arrangements for this FW I experience:

Supervisor signature:_____Date:_____

THANK YOU!

Appendix 7:

UNC Chapel Hill - Division of Occupational Science
FWI Feedback for Supervisor

The student brings this completed form to a final meeting of FW I to discuss with the supervisor. Then the student brings a copy to Sue Coppola.

Student name: _____ Date:_____
Supervisor name: _____ Site:_____

1. What strengths did your supervisor have in teaching and serving as a professional role model?

2. What were your key learning experiences and outcomes of this fieldwork?

3. Did you understand what was expected of you? (if not, explain)

4. How could the experience have been improved?

5. How comfortable were you in approaching your supervisor with questions or concerns?

6. How did the supervisor bridge your learning between coursework and fieldwork? (e.g. assist you in thinking about the FW assignment, explain how he/she reasons through problems, etc.)

Student signature:_____Date:_____
Supervisor signature_____
Comments

Appendix 8

MICHAEL REESE HOSPITAL AND MEDICAL CENTER
DEPARTMENT OF REHABILITATION MEDICINE

ESSENTIAL PROFESSIONAL BEHAVIORS for the STUDENT THERAPIST

In addition to developing clinical competencies, an important part of the clinical education experience is the development of professional behaviors. The following qualities have been determined essential to the position of student therapist and reflect the expectations of acceptable performance.

1. Responsibility: demonstrates independent initiative and readily assumes responsibility in fulfilling responsibilities, demonstrating attention to routine responsibilities
   a). ask questions when in doubt
   b). punctual to work and to appointment, meetings and conferences throughout the day.
   c). recognized and act on personal responsibility for learning during the clinical experience (e.g. finding answers to questions, providing feedback to CI, utilizing opportunities for observational learning experiences – i.e., other therapists, disciplines).
   d). take initiative to utilize resources (physical and personnel).
   e). read student manual/materials in the first week.

2. Organizational Skills: punctual in fulfilling responsibilities and requirements of the position, including adhering to schedules, meeting deadlines, etc. ability to establish realistic priorities and set appropriate limits
   a). plan and organize daily schedule for self and for patient treatment, for short-and long-term projects
   b). effectively manage time to complete direct patient care and indirect patient care duties as well as special projects \and assignments

3. Flexibility: effectively adjusts to changes in schedules, policies and procedures, patient and student program; ability to adjust to priorities according to needs of the program and department and others.
   a). develop an attitude of flexibility – expect changes to occur (e.g. changes in lecture schedule, supervision meetings, increase or decrease in patient load, early discharges, or patient's schedules).
   b). utilize time effectively when a patient's treatment is canceled.
   c). help out and fill in for other therapist.
   d). offer assistance to others.

4. Interpersonal Skills – able to establish effective interpersonal relationships with patients and their families, staff members, students, and members of other disciplines, is sensitive to and considerate of others; able to work and relate effectively with a wide range of diagnoses and disabilities (patients), socio-economic, age and ethnic groups (patients, their families, and other personnel).
   a). maintain professional relationships with CI and others.
   b). regard feedback as a learning tool.
   c). be aware of how your behavior affects others
   d). consider timing of questions (e.g., when approaching staff).
   e). respect personal space and time of others
   f). explore situations before responding – informed interpretations and decisions.

5. Communication Skills: effective and appropriate (timing, content, method, open and direct) communication with intra and extra departmental personnel at all levels; oral and written communication should reflect the standards established for the department; independently initiate communication when necessary; maintain consistent feedback to appropriate personnel; discretion and confidentiality; open lines of communication
   a). expect and respect differences in professional opinions. Open-mindedness allows opportunity to explore different theories and techniques of treatment. You are part of a team, consider the goals of other disciplines when planning your treatment program for the patient.
   b). be aware of non-verbal behavior, tone of voice, etc., and the effect these can have upon your relationships with others.

c). take time to organize your thoughts and make notes before reporting in conferences or contacting other disciplines.
d). follow establish guidelines and documentation standards for note writing.

6. Concern for Professional Development: receptive to guidance and regards constructive feedback as a learning tool; actively assesses. recognizes, and expresses personal needs for further professional development; demonstrates interest and actively participates in continuing education activities; willingness to share professional knowledge and experience with others.
   a). assume responsibility for learning
   b). be resourceful in finding answers to your questions.
   c). actively seek learning experiences (e.g., vs. only using scheduled experiences).
   d). realize that as a student therapist you have valuable information and experiences to share with others. Be willing to share information, offer suggestions for OT and student programs, procedures, equipment, etc.

7. Problem Solving Abilities: demonstrates effective problems, solving skills in approach to patient treatment and overall functioning within the department; readily identifies and communicates problems impacting upon patient care and departmental functioning to appropriate individuals; maintains an open; appropriately acts upon decisions and maintains communication and effective feedback and follow-up.
   a). be resourceful. Use common sense and think things through before asking someone else for the answer.
   b). utilize resources to help find answers to questions and suggests for patient treatment.
   c). utilize student materials.
   d). recognize and act on need to contact other disciplines.
   e). make self aware of material and resources available through the department and facility

8. Sense of Humor

9. Supervisory Skills: with experience, demonstrates those skills essential to the guidance of aides, volunteers and other ancillary staff (e.g., in patient treatment, group activities, clerical work request).
   a). supervisory skills – give specific instructions to OT Aides when utilized in supervising patient treatment.
   b). interpersonal skills – respectful approach when working with secretaries, aides, transporter.

10. Demonstrates a commitment to the growth and development of the department's programs and the support of its staff and students. Offers constructive, diplomatic suggestions for change beneficial to the department in all areas of its functioning.

Remember that you are a representative of the OT Department and the profession. Through personal demonstration of professional attitudes and appearance, support and contribute to the professional image of the department.