

Belmont University

School of Occupational Therapy

OTD Fieldwork Manual

Overview

Fieldwork education is designed to provide occupational therapy students with opportunities to integrate academically acquired education with practice. It is during the fieldwork experience that the student can learn, practice and refine skills of observation, evaluation, treatment planning, implementation and communication. In the fieldwork setting the student begins to define his or her future roles as a practicing occupational therapist and can develop the necessary self-confidence and affective characteristics essential to meeting the demands for this challenging field. Fieldwork provides many opportunities for feedback which promotes professional behaviors and attitudes and clinical expertise.

Fieldwork is an integral part of the education of an occupational therapist and must occur in an environment that provides those experiences which reinforce previous learning and which challenge and motivate the student to develop professionally and adapt to clinic situations. The academic fieldwork coordinator is responsible for the planning and implementation of integrated and sustained fieldwork experiences. The experiences occur under the supervision of and with the support of occupational therapists or other qualified individuals. To ensure that the fieldwork activities support and enhance the goals of the program there is continual collaboration by clinical educators, academic faculty, and the academic fieldwork coordinator. In keeping with Belmont University's occupational therapy program's mission and curriculum design, fieldwork will be directed toward meeting the goals of education for practice, advocacy, and research. The fieldwork experiences are designed to encourage values and behaviors that exemplify professional leadership, integrity, and social consciousness to support the program's goals to develop ethical practitioners to meet the immediate and future needs of the community.

The occupational therapy program requires both Level I and Level II fieldwork experiences. Level I fieldwork is an integral part of the didactic portion of the educational program. Students are exposed to diverse practice settings to increase their understanding of occupational therapy. Level II fieldwork is the culminating educational experience for the Belmont University occupational therapy student.

Level I Fieldwork

Level I fieldwork has been designed to integrate with intervention courses and assist the student in their role as researcher, advocate, and practitioner with a variety of cultures and service delivery systems, for each of the developmental stages; childhood, adulthood and older adulthood. The integration of the fieldwork and the academic intervention courses is accomplished by utilizing focus groups consisting of the intervention course faculty, academic fieldwork coordinator and clinical educators for each co-requisite Level I Practicum to develop curriculum objectives, clinical experiences and assignments. The experiences include an opportunity to observe and assist in practice with occupational therapist practitioners and other qualified personnel in coordination with the academic faculty. The sites include contemporary practice areas such as special education classrooms, juvenile court programs, homeless shelters, group homes and other community agencies as well as traditional medical model environments to expose the student to new opportunities for occupational therapy, to identify the role of the advocate and to explore questions for research. The faculty, fieldwork coordinator, fieldwork supervisors and students continually evaluate the experiences to ensure their effectiveness. Preparation of the student prior to each Level I clinical experience includes review of professional behaviors, safety procedures related to student and clients/patients, objectives, and assignments for the individual fieldwork experiences. The extensive amount of time allotted to fieldwork, the variety of facilities available, and the close collaboration of faculty and clinical educators are elements incorporated into

the fieldwork program to provide opportunity for the student to successfully accomplish the objectives of fieldwork and promote the educational goals of the program.

Level I Fieldwork Objectives

Level I fieldwork experiences are integrated so as to provide a sequential exposure to professional practice in concert with didactic and laboratory material presented in the intervention courses. The following general Level I objectives coordinate with the co-requisite intervention course and laboratory objectives and serves as a guide for developing the specific objectives and learning experiences for each of the Level I fieldwork practicum's. The emphasis is not in independent performance at this level, but rather on the incorporation of professional modes of behaving, communicating, thinking and problem solving through directed observation and participation. The student is expected to meet the Level I performance objectives which will be reviewed in the orientation sessions prior to participating in each Level I experience. Level I fieldwork objectives will include, but not be limited to the following:

1. The student will be given the opportunity to develop an understanding of the context in which OT services are currently or **might be** delivered, and will be able to:
 - a. Identify the relationship of the facility to the community.
 - b. Describe the socio-cultural orientation of the client/patient served.
 - c. Identify the relationship of the O.T. School to the facility. In an emerging practice setting, identify what the occupational therapy profession has to offer the facility's clientele.
2. Students will be given the opportunity to observe the effects of congenital, developmental, acute, and chronic disease processes and traumatic injuries, the effect of such conditions on human functioning and society, and the role of occupational therapy intervention in the remediation, rehabilitation and amelioration of those effects on function (protocols that you have developed and had approved by the OT facility would be considered OT intervention in an emerging practice setting where there are not OT staff). The student will be able to:
 - a. Identify and discuss the impact of various conditions - on performance and as observed in clinic or other settings.
 - b. Identify and discuss the interventions observed or implemented by yourself under direct supervision and how they impact on the client/patient's level of functioning.
3. Students will be given the opportunity to observe how the impact of self, dyadic, and group interaction affects the therapeutic process and/or the management of service. The student will be able to, in an applied setting:
 - a. Explain the impact of self on the therapeutic process.
 - b. Critique their own strengths and limitations regarding the use of self in the therapeutic process.
 - c. Explain the benefit of the group process.
 - d. Critique members' participation in the group process.
4. The student will be introduced to the clinical application of the occupational therapy assessment process. The student will observe and participate with the supervisor in the following data gathering procedures, as appropriate:
 - a. Chart/client file review
 - b. Interviewing
 - c. Standardized or non-standardized test/evaluations
 - d. Clinical observation
5. The student will be introduced to the directing, planning, and implementation of the OT intervention process (this would include intervention processes appropriate in emerging practice settings as well). The student will be able to:
 - a. Interpret the rationale behind data gathering.
 - b. Formulate goals based on strengths and needs.
 - c. Select appropriate therapeutic occupations.

- d. Discuss the application of therapeutic adaptations for accomplishment of purposeful activities.
- e. Discuss reassessment for effect of occupational therapy intervention and need for continued and/or change in treatment.
- f. Plan and critique group and/or individual treatment or activity sessions appropriate to the facility.
- g. Demonstrate creativity and problem solving.
6. The student will be introduced to the discharge planning process. The student will be able to:
 - a. Articulate the factors which influence the termination of OT services.
 - b. Participate in post-discharge planning as appropriate.
7. The student will be introduced to the clinical application of professional communication. The student will be able to:
 - a. Demonstrate professional verbal and non-verbal communication skills.
 - b. Document experiences concisely, accurately and comprehensively.
8. The student will be given the opportunity to practice professional behaviors. The student will be able to demonstrate increased:
 - a. Positive self-regard;
 - b. Self-awareness;
 - c. Interpersonal competence; and
 - d. A commitment to learning.
9. The student will be given the opportunity to develop their role as advocate. The student will be able to:
 - a. Identify a population for which they can serve as advocate.
 - b. Identify the needs of that group.
 - c. Identify groups that are serving as advocates and/or strategies for assisting this population.
10. The student will be given the opportunity to enhance their clinical investigative skills. The student will be able to:
 - a. Review current literature for its applicability in various practice settings.
 - b. Identify questions which are appropriate for research investigation.
11. The student will be given the opportunity to gain skills in program development. The student will be able to:
 - a. Identify needs of the agency or facility
 - b. Develop a plan to meet the needs
 - c. Implement the plan with the approval of the supervisor (if appropriate)
 - d. Evaluate the program (if indicated)

Level II Fieldwork

The goal of Level II fieldwork is to develop competent, generalist occupational therapists. Level II fieldwork serves to promote clinical reasoning and reflective practice; to transmit the values, beliefs, and ethical commitments of the field of occupational therapy; to communicate and model professional behaviors attending to the developmental nature of career growth and responsibility; and to develop and expand a repertoire of occupational therapy assessments and treatment interventions related to human performance. Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research administration and management of occupational therapy services.

Level II fieldwork is designed to provide students with extended practical opportunities for skill exploration, technique refinement and advanced knowledge acquisition pertinent to direct patient/client care. During this experience each student has the opportunity of learning to apply academically acquired knowledge to evaluating, planning and implementing occupational therapy intervention programs for clients in a wide variety of traditional and emerging practice settings.

Although Standards require students to complete a minimum of the equivalent of 24 weeks of full time Level II fieldwork, which may be completed on a full-time or part-time basis, but not less than half time as defined by the fieldwork site. Level II fieldwork for the OTD program at Belmont University consists of two three-month experiences. Level II fieldwork (OTD 550) is taken in the summer after the second year students will register for the course in the spring and the fieldwork experience may begin the last week of the spring semester. Students receiving financial aid are encouraged to meet with the financial aid office to determine how this arrangement will impact loans/grants/aid). and Level II fieldwork (OTD 551) will be taken in the spring semester of the third year. Students must complete all fieldwork requirements within 24 months following completion of academic work.

Level II Fieldwork Objectives

Introduction

Level II fieldwork as established at Belmont University consists of approximately six months of training under the supervision of a qualified, registered occupational therapist. The purpose is to provide indepth experience and gradual assumption of entry-level responsibility for the delivery of occupational therapy services to clients, whether they be individuals, groups, programs, or organizations.

Upon completion of two required 12-week Level II fieldwork experiences the student will be able to integrate and apply theoretical concepts and didactic learning to the practice of occupational therapy.

The following general objectives have been developed for the Level II fieldwork experiences. Each fieldwork site has individual objectives which have been collaboratively developed by Belmont University's occupational therapy program and the fieldwork facility and are compatible with these general objectives. The collaboratively developed objectives are found in the files of each fieldwork site. The student is responsible for reading and complying with the objectives for the fieldwork site to which he/she is assigned.

1. The student will demonstrate the ability to utilize appropriate referral, screening and assessment methods. The student:
 - a. Obtains appropriate information orally or in written form.
 - b. Selects assessment method or instrument which is appropriate for the recipient of services (client, group, organization).
 - c. Demonstrates competency in administration of selected assessment instruments.
 - d. Analyzes and accurately interprets and reports data/results of evaluations.
 - e. Collaborates with the service delivery team in the assessment process.
2. The student will demonstrate the ability to design an intervention plan appropriate to the needs of the service recipient (client, group, organization). The student:
 - a. Integrates theoretical knowledge in planning an intervention program.
 - b. Collaborates with the client, family, or client advocate in developing and selecting intervention goals, objectives and methods.
 - c. Identifies achievable goals that are based on assessment data and collaboration with the individuals or advocates.
 - d. Develops long and short-term treatment objectives that are measurable.
 - e. Selects appropriate therapeutic modalities for the accomplishment of established goals and objectives.
3. The student will implement the intervention plan, make modifications based on reevaluation data, and discontinue services when goals, objectives or maximum benefits are achieved. The student:
 - a. Implements intervention program according to the plan.
 - b. Analyzes the treatment environment and the elements involved in activities/tasks.

- c. Positions the client correctly, adheres to precautions, and assures comfort and/or privacy if indicated.
 - d. Intervenes at signs of fatigue, frustration, or inability to continue program.
 - e. Provides clear instruction and appropriate encouragement.
 - f. Sets limits or structures environment as necessary.
 - g. Re-evaluates client's progress and program effectiveness at periodic intervals and makes changes accordingly.
 - h. Terminates treatment when goals and objectives have been achieved or when maximum gains have been accomplished.
 - i. Summarizes treatment gains in discharge report and recommends post-discharge program.
4. The student will demonstrate the ability to communicate in a professional and therapeutic manner. The student:
- a. Reports accurately and appropriately in oral and written form to the service delivery team and other related agencies/professionals.
 - b. Relates in a therapeutic manner with individuals demonstrating the ability to utilize communication skills that meet with needs of the client.
 - c. Collaborates and works with other professionals in planning intervention/treatment plans and the general functioning of the program as a whole.
5. The student will understand and participate in the organization and administration of the occupational therapy School and the facility in which it exists. The student:
- a. Identifies the administrative structure of the facility and the OT School.
 - b. Understands and follows rules and regulations of the facility.
 - c. Identifies the roles of other health care professionals in the facility/School.
 - d. Performs work in accordance with the policies and procedures of the OT School and/or facility.
 - e. Maintains working area, equipment, and supplies as appropriate.
 - f. Supervises other personnel appropriately if so delegated.
 - g. Documents in chart according to requirements of facility.
6. The student will demonstrate values and attitudes congruent with the profession's standards and ethics. The student:
- a. Develops a broad sense of professional responsibility toward individuals, community and organizations.
 - b. Develops an appreciation for the roles of other health care or service delivery professionals.
 - c. Understands and demonstrates use of professional ethics.
 - d. Understands the legal implications of confidentiality and respects confidential information.
 - e. Values the need for accurate and timely records and reports.
 - f. Assumes authority appropriately and in turn respects authority lines as they exist.
 - g. Is responsible for separating personal and professional issues.
 - h. Is dependable and organized and carries out all assigned duties.
 - i. Shows interest in continued learning through active involvement beyond required tasks.
 - j. Understands professional ethics and demonstrates this in behavior.

Fieldwork Sites and Supervisors

Fieldwork at Belmont University is an integral part of the occupational therapy curriculum. The faculty, clinicians, and students are mutually involved in the process.

The School of Occupational Therapy evaluates and selects fieldwork sites according to specific criteria to meet the needs of the curriculum and to assure that the facility is able to provide adequate supervision and experiences to enable the student to successfully meet the requirements of the AOTA recommended level II evaluation form. All centers utilized for student fieldwork placement meet the requirements and learning objectives of the curriculum. A contractual agreement is completed with all facilities. The Academic

Fieldwork Coordinator and fieldwork educators collaborate on objectives, practice activities and the advising of students.

In order for a fieldwork center to maintain the affiliation agreement, it must provide a quality educational experience for the students. In addition, the School of Occupational Therapy and students must conscientiously cooperate and fulfill requirements of the contract.

Fieldwork Participants: Roles and Responsibilities

Fieldwork experience requires that all individuals involved have a mutual understanding of the responsibilities of each person, facility, and organization. The following are recognized roles and responsibilities involved in the fieldwork experience.

Responsibilities of the Fieldwork Coordinator (Academic Setting)

The Academic Coordinator of Fieldwork Education (Fieldwork Coordinator) is the faculty member at the educational institution who is responsible for monitoring the fieldwork experiences. The academic program director may act as the Fieldwork Coordinator or delegate the responsibility to another faculty member. If the responsibility is delegated, final authority and responsibility remains with the academic program director.

The responsibilities of the Fieldwork Coordinator include, but are not limited to the following:

1. Assigning eligible students to fieldwork experience and confirming the assignment in writing to each Fieldwork Supervisor;
2. Assuring that all written contracts or letters of agreement between the educational institution and fieldwork education center are signed and periodically reviewed;
3. Making regular and periodic contacts with each fieldwork education center where students were placed;
4. Maintaining a current information file on each fieldwork education center where students are placed;
5. Identifying new sites for fieldwork education;
6. Working with the program director in developing and implementing a policy for the withdrawal of students from a fieldwork education center;
7. Orienting students to the general purposes of fieldwork experience and providing them with necessary forms;
8. Reassigning students who do not complete original fieldwork assignments in accordance with the educational institution's policies;
9. Developing fieldwork experience programs that provide the best opportunity for the implementation of theoretical concepts offered as part of the didactic curriculum;
10. Maintaining a collaborative relationship with fieldwork education centers; and
11. Sending necessary information and forms for each student to the Fieldwork Supervisor unless responsibility is assigned to the student.

Responsibilities of the Fieldwork Educator/Supervisor (Practice Setting)

Each individual responsible for student training in the fieldwork education center is considered a Fieldwork Educator. As the learning experience moves away from the educational institution and into the fieldwork education center, the titles of individuals responsible for the fieldwork programs are as varied as the individual setting. Fieldwork Educators may also be known as Clinical Educators, Fieldwork Supervisors, or Student Supervisors.

Two major areas of responsibility required of the Fieldwork II Supervisor are administrative functions and direct day-to-day supervision. Various arrangements can be made within the fieldwork education center for

fulfillment of these responsibilities. The administrative responsibilities may be delegated to one individual who may be designated Student Training Supervisor or Student Fieldwork Coordinator. The day-to-day supervision of students may be delegated to one or more staff members. It is also feasible, particularly in smaller centers, for one individual to assume all of the administrative and direct day-to-day supervisory functions. The ***administrative responsibilities*** of the Fieldwork Supervisor include, but are not limited to the following:

1. Collaborating with the Fieldwork Coordinator in the development of a program that provides the best opportunity for the implementation of theoretical concepts offered as part of the academic educational program;
2. Preparing, maintaining, and sending to the Fieldwork Coordinator current information about the fieldwork education center, including a statement of the conceptual models from which evaluation is derived, and upon which treatment is based;
3. Scheduling students in collaboration with the Fieldwork Coordinator;
4. Establishing objectives of the fieldwork experience and identifying the philosophy of the fieldwork experience center;
5. Contributing to the evaluation of each student at the midpoint and termination. One copy of the terminal or final document must be signed by both the Fieldwork Educator and the student and sent to the Fieldwork Coordinator of the academic educational institution in which the student is enrolled (the student is also entitled to a copy);
6. Being familiar with the policy regarding the “withdrawal of students from fieldwork experience” of each academic educational institution from which students are accepted;
7. Notifying the Fieldwork Coordinator of any student for whom the fieldwork education center is requesting withdrawal;
8. Reviewing periodically the contractual agreement between the academic educational institution and the fieldwork education center and ensuring that these agreements are signed;
9. Providing regular and periodic supervision of students;
10. Prompting regular and periodic supervision of students;
11. Completing the final fieldwork evaluation form and sending one copy (signed by the student and the Fieldwork Supervisor) to the academic institution (also keep one copy for center and provide one to student if requested).

The ***direct day-to-day supervisory responsibilities*** of the Fieldwork Supervisor include, but are not limited to the following:

1. Providing an adequate orientation to the fieldwork education center and to specific School policies and procedures, usually in the form of a student manual;
2. Assigning patients/clients to the student;
3. Supervising the provision of occupational therapy services, documentation, and oral reporting by the student;
4. Assessing the skill and knowledge level of the student;
5. Meeting with the student regularly to review performance and to provide guidance; and
6. Evaluating the student at the midpoint and termination of the fieldwork experience using the fieldwork evaluation instrument based on the center's written behavioral objectives.

Responsibilities of the Student

The student is the learner who is enrolled in a course of study at an educational institution leading to a degree in occupational therapy. The student is expected to collaborate with the Fieldwork Educator and the Fieldwork Coordinator to ensure compliance with fieldwork experience requirements.

The student is responsible for the following:

1. Writing and sending a letter confirming the fieldwork experience dates to the fieldwork educator six weeks in advance of the starting date. In addition, the student is required to complete and send a Personal Data Sheet and a memorandum of insurance and health information to the facility and to the Belmont School of Occupational Therapy to be placed in the student's academic file;
2. Complying with all policies and procedures of the fieldwork education center unless exempted, including prompt notification of student absences;
3. Fulfilling all duties and assignments made by the Fieldwork Educator and Fieldwork Coordinator, unless exempted, within the time limit specified;
4. Notifying the fieldwork education center and educational program of current address and telephone;
5. Completing and presenting to the Fieldwork Educator at least one copy of the student's evaluation of the fieldwork center;
6. Having available copies of the appropriate performance evaluation forms and student evaluation forms unless forms are sent by the Fieldwork Coordinator;
7. Being an active participant in the supervisory process; and
8. Attending the Fieldwork Supervisor/Student workshop, which occurs during each of the Level II fieldwork assignments.

Fieldwork Education Information

General fieldwork information will be updated periodically. All changes will be distributed to students as they are made. Students are responsible for reading, understanding and following all current fieldwork policies. Level I fieldwork packets will be provided in a Level I orientation in conjunction with the co-requisite intervention course. A Level II fieldwork packet with appropriate information will be provided by the Fieldwork Coordinator. Information regarding specific Level II fieldwork sites are in the files, which can be accessed through the School Secretary and/or the Fieldwork Coordinator. These files provide a description of the facility, specific requirements of the placement, a copy of the Memorandum of Understanding for that institution, and requirements of the Level II fieldwork sites. Questions concerning Level II fieldwork should be directed to Belmont University's Academic Coordinator of Fieldwork Education, Dr. Marsey Waller. All required forms will be provided in fieldwork packets. See Appendices A, B, and C for Professional Behaviors Forms found at the end of this manual.

Conduct

The Belmont University Student Professional Behaviors and the AOTA Code of Ethics apply to all Level I and Level II fieldwork experiences in addition to the specified behaviors required by the specific clinical sites.

Confidentiality

One area which is especially critical on fieldwork assignments is the issue of confidentiality. The sharing of confidential information outside the facility must be avoided. A breach of confidentiality could impact negatively on care of a particular client and is viewed as serious misconduct on the part of the student. In such a situation, the student may be dropped from the facility's fieldwork program. Talking about a client in the elevator or where other people are present is also of concern. Information pertaining to one client/patient must not be shared with another client. It is essential that confidentiality within a setting be maintained.

HIPPA

Students should be aware of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable. In addition, University agrees to provide students and faculty with training in the requirements of the privacy and security provisions of HIPAA and to advise them of the importance of complying with

Facility's policies and procedures relative to HIPAA. This information will be disseminated prior to students beginning any of their required fieldwork (Level I and Level II). Students will be required to document in writing that they have received, read, and understand the significance and meaning of PHI, the appropriate use of PHI for educational needs, the significance and need for confidentiality of PHI, and the consequences of inappropriate use of PHI.

Each student will be required to sign an acknowledgment page pertaining to patient confidentiality and HIPAA. The student agrees to the following:

An integral part of the occupational therapy educational experience is having access to Protected Health Information (PHI) of the patients under your care. Maintaining the confidentiality of patients is a legal matter as well as an ethical one. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) provides very specific guidelines to protect the privacy of patients and outlines the penalties of violations of that privacy. Students will be provided with training in the requirements of the privacy and security provisions of HIPAA and will be required to document in writing that they have received, read, and understand these policies and procedures.

Attendance

Attendance on all clinical days is required unless the student is ill or excused by the Fieldwork Coordinator. This includes attendance at the Fieldwork Supervisor/Student workshops. On Level I fieldwork the student is responsible for notifying the fieldwork supervisor and the school immediately if they are going to miss a day. Telephone numbers will be provided at Level II fieldwork sites. The student must follow the procedures of the facility and notify the school immediately if a day is missed. A schedule for making up the time missed due to absence must be acceptable to the facility and approved by the academic coordinator and/or assigned faculty.

Tardiness is not acceptable. If there is an emergency a call must be made to the facility. Absenteeism and tardiness may affect the grade.

Placement

Assignments for Level I fieldwork are made by the facility and Fieldwork Coordinator based upon availability of sites, course requirements and student needs. These fieldwork sites will typically be in the Middle Tennessee and South Kentucky areas.

The Fieldwork Coordinator will initiate a discussion of Level II fieldwork with students in the first year of the program explaining the purpose and types of experience available. Additional information regarding fieldwork sites, type of rotation, rotation dates and confirmation of placements will be provided in the second year. Level II placements are based upon the academic and clinical needs of the student, the student's preference, and the availability when coordinated with other student's choices. Some of these placements will be outside of the Middle Tennessee area and in other states. The student must be prepared to relocate to fieldwork sites outside of commuting distance from Nashville.

If a placement is canceled the Fieldwork Coordinator will meet with the student to determine an alternate plan. If this occurs the placement may be delayed which may result in postponement of graduation.

If a student has identified a facility which they believe would serve as an appropriate placement the student should contact the Fieldwork Coordinator. Students are not to make contact with any facilities on behalf of the Belmont University School of Occupational Therapy. Contacts are only to be made by the Fieldwork Coordinator.

Fieldwork I courses OTD 505 and OTD 515 are completed in the fall and spring semester of the first year. Fieldwork I course OTD 535 is scheduled in the Spring semester of the second year. The scheduling for specific sites will be assigned in the orientation session at the beginning of each semester.

Level II will occur during the Summer semester after the second year and the Spring semester of the third year. Although the dates may change due to the needs of the facilities, the University uses AOTA recommended dates for fieldwork as a guide for fieldwork placement dates. The dates are confirmed by the Fieldwork Coordinator and the fieldwork educator. Rescheduling of dates with the fieldwork site is usually not possible. Once any placement has been confirmed the student is not allowed to change to a different site. If there are extenuating circumstances the student should contact the Fieldwork Coordinator. If the Fieldwork Coordinator denies the request and the student wishes to appeal the decision, then the student will be required to provide further documentation and present their request to the Associate Dean, Faculty, and Fieldwork Coordinator for further consideration. This does not guarantee that the request will be granted. If the request is approved the Fieldwork Coordinator will contact the on-site fieldwork educator. Note: Students are not allowed to request more than one placement request for the same fieldwork. Students may not request more than 2 change in placements during a three year period unless there are extenuating circumstances that the student presents to the Fieldwork Coordinator for each placement. Under no circumstances is the student to negotiate rescheduling of the dates.

Students select their top three choices for placements, providing a rationale for each selection. The Academic Fieldwork Coordinator will attempt to place students at one of the three facilities. If none of the originally requested placements are available, the Academic Fieldwork Coordinator reserves the right to place the student at a placement in order to enable the student to meet curricular requirements.

Students requesting out of state placements must provide a letter in writing with a plan for housing arrangements. The University does not make housing arrangements for students. If a student is unable to produce a confirmed housing plan, the placement will not be arranged.

The site supervisor determines the training schedule which may involve evenings and weekends. The School of Occupational Therapy suggests that the student not work while completing level II fieldwork placements because there are usually assignments that need to be done in the evening and weekends.

Liability Insurance

The occupational therapy students are covered for professional liability insurance for a single limit of not less than \$2 million per occurrence/\$5 million aggregate.

Health Issues

In addition to the Belmont University health form and other health-related procedures, the fieldwork student may need to comply with specific health requirements for individual fieldwork sites, such as immunizations or physical exams. These will usually be at the student's expense. It is the student's responsibility to read the contract, the fieldwork data form and other information in the file of the facilities to which they are assigned for Level I and Level II placements. The student must communicate with the fieldwork clinical coordinator prior to the starting date of the affiliation. This is to insure that students know when and where to meet the fieldwork supervisor, appropriate dress, and health requirements.

During Level I and Level II fieldwork the occupational therapy student may use Belmont University's Health Services clinic. Obviously in some cases this will not be convenient. The student will be expected to show proof of personal health insurance coverage before being accepted for Level I and Level II fieldwork placement. Students may contact Belmont Central for information on low cost student health insurance if they have no other health insurance coverage.

Each student is required to have a physical examination and specified immunizations at the student's own expense each year. The necessary forms are provided to the students the summer prior to initial enrollment. These forms need to be signed by the examining physician prior to matriculation in the program, and need to be updated yearly. If the student fails to provide the necessary information by their yearly deadline, they will be suspended from all classes until the necessary information is provided. Proof that health requirements are met may be sent to the fieldwork sites along with the Personal Data Form which is also in the fieldwork packet.

Financial Responsibilities

The student will be responsible for all expenses associated with the fieldwork experience except for the liability insurance. Each student should anticipate additional cost for housing, meals and transportation for relocation for Level II fieldwork.

Advising

Level I fieldwork advising is done throughout clinical assignments by the fieldwork supervisor, Belmont University occupational therapy faculty, and the Academic Fieldwork Coordinator. The fieldwork coordinator and/or faculty will visit each Level I site when necessary and are available for student advising or fieldwork concerns.

The Fieldwork Coordinator and/or Faculty Advisor will contribute to the student's Professional Behaviors evaluation each semester. The second year students will schedule an appointment with the Fieldwork Coordinator in the Fall and Spring semesters of their second year and the Fall semester of their third year. Professional behaviors must be found satisfactory before participation in Level II fieldwork will occur. Advising on Level II fieldwork is done collaboratively by the fieldwork supervisor and the Belmont University Fieldwork Coordinator. A personal data sheet for each student is sent to both Level I and Level II fieldwork sites. Instructions and forms for each level of fieldwork are included in students' fieldwork packets. Review of the forms and discussion of experiences will be covered in the orientation session. It is important for students to be forthright about health problems or special needs learning styles so that necessary accommodations may be made.

An orientation session will be provided for students before Level II fieldwork experiences. The Fieldwork Coordinator will be available to the students for advising on Level II assignments. Site visits will be made upon request of the facility or student.

Monitoring and Site Visits

Site visits and telephone monitoring are primarily made by the Academic Fieldwork Coordinator, but may be made by any member of the School of Occupational Therapy. The purpose of the monitoring is multidimensional and may include, but is not limited to:

- Student performance evaluation
- Clinical site evaluation
- Clinical instructor evaluation
- Assistance with implementation of clinical education program
- Assistance with managing student performance problems
- Clinical staff education and development

If a site visit is needed, the visit will entail meeting with the student and the fieldwork supervisor both individually and together to discuss the types of learning experiences, strengths and weaknesses of the student performance and strengths and weaknesses of the student's academic preparation. The discussion will be documented and appropriate information will be shared with the academic faculty.

Grading and Evaluation of Student Performance

Evaluation of student performance during the Level I fieldwork experience is an ongoing process which occurs during the formal and informal supervisory sessions by the fieldwork supervisor, fieldwork coordinator and/or faculty. The specific grading system will be contained in the course syllabus. The student evaluation form will be included in the assignment packet. The Fieldwork Coordinator will assign a grade based on input from the fieldwork supervisor which includes midterm and final written reports. It is the student's responsibility to review these evaluation forms and raise any questions regarding the expectations with the coordinator prior to beginning the fieldwork placement. Level II grades will be based on the AOTA Recommended Evaluation Form, which will be in the fieldwork packet. The fieldwork supervisor will review the evaluation with the student.

Clinical Performance Intervention Policy

The purpose of this policy is to outline a sequential procedure for instructional and/or disciplinary interventions in the event of unsatisfactory student performance during fieldwork placements. The intent is to encourage early intervention with an emphasis on collaborative problem solving in order to assure successful student clinical performance. This procedure outlines the instructional or disciplinary intervention. The procedure usually begins in sequence, but may vary depending upon the nature of the unsatisfactory performance. This sequence may be ended at any time by the student's successful completion of a remedial action plan. Certain behaviors (e.g., illegal or unethical activities) may be cause for immediate withdrawal from the placement and from the program.

1. The fieldwork supervisor reports unsatisfactory performance to the student upon identification. The fieldwork supervisor counsels the student on corrective actions. The fieldwork supervisor and the student may consult with the Academic Fieldwork Coordinator for guidance if necessary.
2. The fieldwork supervisor notifies the Academic Fieldwork Coordinator of a non-resolving problem. The fieldwork supervisor and Academic Fieldwork Coordinator will work with the student on corrective actions. At this time, a supervisory site visit (or telephone visit) may be made by the Academic Fieldwork Coordinator. On the visit, the Academic Fieldwork Coordinator will gather information from all parties involved. If the student performance appears satisfactory the Academic Fieldwork Coordinator will suggest strategies for resolution of the conflict. This may include, but is not limited to, possible removal of the student from the site and reassignment to another site. If the student's performance is found to be unsatisfactory step 3 will be followed.
3. A written development plan will be developed jointly by the student, the fieldwork supervisor and the Academic Fieldwork Coordinator. The development plan will include, but is not limited to: a description of the problem; suggested learning strategies; outcome measures; time lines; and consequences of success or failure to meet requirements set forth in the plan. The fieldwork supervisor monitors student progress and provides formal (written) and informal feedback to the student and Academic Fieldwork Coordinator for the duration of the placement.
4. Continued unsatisfactory performance will result in assignment of a grade of either "incomplete" or "failure" for that specific clinical placement. If the student is assigned a failing grade, the student must meet with faculty committee to determine further course of action. Immediate removal (prior to the scheduled ending date) from the site and/or a failing grade may be given for any fieldwork placement for the following:
 - a. Violation of patients' rights

- b. Violation of the rights of others
- c. Violation of the AOTA Code of Ethics
- d. Unprofessional behavior
- e. Unsafe practice
- f. Substance abuse that affects performance
- g. Failure to complete any of the specified requirements
- h. Continued unsatisfactory performance

If a student withdraws or is withdrawn (WF) from any Level 1 or Level 2 fieldwork experience or if a student fails (F) a fieldwork experience, they are dismissed from the program. A student may be able to re-apply for admission. The admissions committee will render a decision regarding the ability to re-apply to the program on a case by case basis. The committee decision will be provided to the student in written format. In any case, only one opportunity is provided to “repeat” a fieldwork experience. In addition, **depending on the nature of the problem, a student may be withdrawn immediately from the fieldwork site and the occupational therapy program and not provided an additional fieldwork experience.**

Evaluation

On completing a fieldwork experience, the student will be required to critique the experience. Level I evaluation forms will be in the fieldwork packet and discussed in each Level I fieldwork orientation. The Student Evaluation of Fieldwork Experience (SEFWE) form, developed by the AOTA Commission on Education, will be used by students to critique Level II fieldwork. This form must be completed and received by the fieldwork coordinator in order to receive a grade. Evaluative information is used by the fieldwork site and the Belmont University School of Occupational Therapy to improve its fieldwork experience and academic program. This process also provides the student an opportunity to practice their ability to objectively assess an experience in a professionally acceptable manner.