Fieldwork Arrival Form

Student, please complete this section.

Student’s Name: ___________________________________________________________________________________
Class: OTD 20 ______________________
Student’s Email Address: ___________________________________________________________________________
Student’s Cell Phone: _______________________________________________________________________________
Emergency Contact during Fieldwork: Name __________________________________________________________
Emergency Contact’s Phone Number __________________________________________________________________

Professional Learning Goal 1:

______ Fieldwork Educator Initials for approval of goal

Professional Learning Goal 2:

______ Fieldwork Educator Initials for approval of goal

Fieldwork Educator, please complete the remainder of the form.

Circle One: Level I Level II
Developmental Focus of Fieldwork (Circle one): Pediatric Adult Older Adult / Psychosocial

Supervision model:

☐ 1:1
☐ Collaborative Model (i.e. 2 therapists: 1 student)
☐ Multiple students supervised by 1 therapist (ratio: _______)
☐ Other (please describe briefly) ________________________________

Type of Facility (Ex., acute care, school, private hand clinic, outpatient rehab, private pediatric clinic, etc.):

Fieldwork Site Name: _____________________________________________________________________________
Fieldwork Site Address: __________________________________________________________________________
City: ___________________________ State: ___________________ Zip: ________________________________
Start Date of Fieldwork Rotation: _________________________________________________________________
Fieldwork Educator’s Name and Credentials: _______________________________________________________
Fieldwork Educator’s Email Address: _____________________________________________________________
Fieldwork Educator’s Cell Phone Number: ____________________________________________

Fieldwork Educator’s Work Number: ______________________________________________

Fieldwork Educator’s Fax Number: ________________________________________________

Fieldwork Educator’s Number of Years since licensure? (ACOTE Standard C.1.10): ___________________________

(Please attach copy of state license in which your Fieldwork Educator practices)
Number of years supervising students: ____________________________________________

I have reviewed and agree with the Fieldwork Manual of Belmont University’s School of Occupational Therapy (SOT) program and feel this site is consistent with SOT’s Therapy’s curricular themes.

Belmont OTD Curricular Themes most applicable to my site: (Please check all that apply)

○ Clinical Excellence  ○ Scholarship

○ Service  ○ Leadership

Clinical excellence - entails the ability to identify and implement best practice to enable client participation in meaningful and purposeful occupations. Clinical excellence requires clinical reasoning, utilization of research evidence, currency in practice, clinical skills, as well as client-centeredness. The occupational therapy practitioner chooses appropriate assessments and interventions based on the individualized needs of individuals, organizations, and/or populations. Using effective communication, therapeutic use of self and inter-professional collaboration, the practitioner delivers occupation-based practice directed towards “achieving health, well-being and participation in life” (AOTA, 2014, S4). Curricular experiences prepare students to apply therapeutic occupation as the profession’s primary means and ends of intervention with clients with diverse needs and in a multitude of settings by the time of graduation from the program.

Scholarship - is a “systematic investigation…designed to develop or to contribute to generalizable knowledge” (US Dept. of Health and Human Services, 2005). Scholarship is made public, subject to review, and part of the discipline or professional knowledge base (AOTA, 2009). Scholars have the professional responsibility to not only use evidence to inform their professional decision making but also to generate new evidence through independent or collaborative research or both. Scholarly activities in the OTD curriculum require systematic inquiry and clinical reasoning to “Describe and interpret the scope of the profession, establish new knowledge, interpret and appropriately apply this knowledge to practice, and engage learners in their development and understanding of the profession” (ACOTE, 2011). Scholarship endeavors honors societal ethical standards and adheres to the standards of rigor accepted by the scientific community. Therefore, consistent with the AOTA (2009) document entitled “Scholarship in Occupational Therapy”, the OTD program faculty acknowledges the relevance and legitimacy of the variety of scholarly approaches including: the Scholarship of Discovery, Scholarship of Integration, the Scholarship of Application, and the Scholarship of Application (including the Scholarship of Practice) and the Scholarship of Teaching.

Service - Both Belmont University and the OTD program are committed to creating a Christian educational community where service and advocacies are encouraged and valued. Service can be defined as putting the needs of others before our own. We are reminded of Jesus Christ's words that "It is more blessed to give than to receive" Acts 20:35. The Corporation for National and Community
Service recognizes that by sharing our time and talents we solve problems, strengthen communities, improve lives, connect to others, and in the process transform our own lives (http://www.nationalservice.gov/serve-your-community/benefits-volunteering). Service encompasses an understanding of the ethical, moral, spiritual and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk, for social injustice, occupational deprivation, and disparity in the receipt of services (ACOTE, 2013). Service entails advocacy and is a powerful vehicle for developing leadership skills for the benefit of clients.

**Leadership** - “Leadership is a process of creating structural change wherein the values, vision, and ethics of individuals are integrated into the culture of a community as a means of achieving sustainable, (positive) change” (Braveman, 2006).

"As a leader, it is crucial to make a concerted effort to understand people of different cultures, and cultural adaptability has become a leadership imperative." "This willingness to get out of one’s comfort zone, and learn continuously as a way of adapting to changed surroundings, marks a key difference between successful and unsuccessful leaders."

http://www.mindtools.com/pages/article/newLDR_49.htm

Effective leadership is based on collective action, shared power, and a passionate commitment “to social justice” (Higher Education Research Institute, 1996, p. 11) It is the process a group experiences as it works collaboratively toward a goal. Leadership is based on values. To have the trust necessary for collective action, students and groups must be clear about their values and consistent with their actions.


How would the Fieldwork Educator prefer to receive a certificate documenting supervision (please check preference and provide legible address):

- [ ] Email: ____________________________ Date: ____________________________
- [ ] Post Office: ____________________________ Date: ____________________________

Student Signature: ____________________________ Date: ____________________________

Fieldwork Educator Signature: ____________________________ Date: ____________________________

**Level II ONLY:**

I received the packet containing the syllabus, OTD Mid-Term Report form, AOTA Fieldwork Performance Evaluation booklet, & liability insurance.

Initial: ____________________________ Date: ____________________________

Please fax or email this completed document to

Caitlin Haskell at 615-460-6475 or caitlin.haskell@belmont.edu after your first day of fieldwork