

Pacific University
School of OT
Level II Fieldwork Supervision

The ACOTE/AOTA Standards (1998) describe Level II fieldwork as

A crucial part of professional preparation...The goal of Level II fieldwork is to develop competent, entry level, generalist occupational therapists. The fieldwork experience is to provide students with the opportunity to integrate academic knowledge with the application of skills in a practice setting. (AOTA 1996, 1999a, 1999b)

Fieldwork educator qualification

Fieldwork educator responsible for educating Level II fieldwork occupational therapy students shall meet state regulations governing practice and have as a minimum 1 year of practice experience, subsequent to initial certification by NBCOT as an occupational therapist.

Fieldwork agency requirements

1) The fieldwork agency's communication system ensures accountability in service provision and documentation.

- a. There should be regular procedures for communication among fieldwork educators and students.
- b. Adequate records and reports should be maintained in accordance with AOTA standards and legal requirements.
- c. Records should be maintained to provide sufficient data for quality improvement. Records may include administrative, service, and other data. Administrative reports would include such information as numbers of persons serviced, attendance records, schedules and budgets. Service records should include such information as referral data, client assessments, intervention plan progress notes and discharge summaries.

2) Fieldwork educator and student have access to current professional information, publications, text, and internet resources related to occupational therapy and pertinent topics related to populations and systems being served.

3) The educational program and the fieldwork placement should work collaboratively to develop objectives in which the aims are compatible with those of the educational program. These objectives should be reviewed annually. These objectives should be clearly defined for the student and continually evaluated to determine the effectiveness of the educational experience. The objectives should reflect both the curriculum design of the educational program and the model of service delivery of the fieldwork setting.

4) The fieldwork educator should carry out an organized procedure of orientation to the agency, services and the fieldwork experience.

Level II Fieldwork Supervision requirements

1) The fieldwork educator should provide ongoing supervision of the student.

- a. A the student should be supervised in all aspects of his/her fieldwork experience by adequate supervisory staff who should have full responsibility for all aspects of the program being carried out by the student under his/her guidance and protection.
- b. The fieldwork educator should have full knowledge of the student's assigned workload and responsibilities and how they are being handled and should be available to the setting and to the needs of the student.
- c. Ongoing supervision should be provided daily and/or weekly as an essential part of the fieldwork program. It should be flexible in accordance with the interests, needs and abilities of the student. Supervision should begin with more direct supervision and then gradually decrease to less direct supervision as the student demonstrates competence with respect to the setting and clients condition and needs.

2) In a setting where there is no occupational therapy practitioner on site, ACOTE/AOTA Standards require a minimum of 6 hours of supervision per week by an occupational therapy practitioner. This should also include direct observation of client/student interaction, role modeling, meetings with student, review of student paperwork, consultation and communication regarding the learning experience. An on site professional person should be available for communication throughout the experience.

The student shall be evaluated and kept informed on an ongoing basis of his/her performance status.

- a. The AOTA Fieldwork Evaluation should be used as a rating tool. Other structured forms of feedback that promote educator/student communication on student progress may be used on an ongoing basis.
- b. The fieldwork experience shall be evaluated by the student, using the AOTA Student Evaluation for Fieldwork Experience form. (SEFWE).
- c. If the students performance is not satisfactory at mid-term or at any point in the fieldwork experience, both the student and academic institution must be notified immediately, and documentation concerning progress and outcomes should be maintained.

Reference: Costa D. Essential Guide to Occupational Therapy Fieldwork Education, AOTA Press, 2004