Pacific University  
AOTA Description of Level II Fieldwork  

The ACOTE/AOTA Standards (2011) describe Level II fieldwork as  
A crucial part of professional preparation…The goal of Level II fieldwork is to  
“provide the student with the opportunity to carry out professional responsibilities  
under supervision of a qualified occupational therapy practitioner serving as a role  
model”. Fieldwork is designed to support development of 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 2011)

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 begin 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. There objectives should be  
clearly defined for the student and continually evaluated to determine the effectiveness of  
the educational experience. The objectives should reflect the 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. 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 8 hours of supervision per week by an occupational therapy practitioner with at least 3 years of professional experience. 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.