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Level II Fieldwork Introduction

We want to welcome you as a fieldwork educator for our student at Colorado State University Master’s Program in Occupational Therapy Department. As a fieldwork educator you provide an important and unique educational role! You support the educational bridge linking our OT academic program with OT practice. Your role as a fieldwork educator is to work together with our OT faculty at CSU to guide our students in becoming competent and confident entry-level occupational therapists. This is a collaborative process integrating our OT curriculum design and with application in your OT practice arena.

We appreciate the time and expertise you bring to this fieldwork and hope that the enclosed materials will provide you with useful information about our occupational therapy program and building a fieldwork program to complement. Please take a few moments to review this information. We welcome any feedback you may have and encourage you to contact us if you have any questions.

Student Preparation and Background for Level II Fieldwork

The CSU OT Department designed our curriculum to prepare students to become OT practitioners who use contextual thinking to meet the ever-changing occupational needs of individuals, groups and populations in diverse service contexts. Our curriculum design was developed with the AOTA Centennial Vision in mind, to ensure our graduates have the performance skills, professional reasoning, and professional behaviors to meet the opportunities and challenges in the field of occupational therapy today and in the future. The mission of the CSU-OT describes the focus of our curriculum as: The Occupational Therapy Department exists to optimize human performance and participation in everyday occupations and contexts across the lifespan.

Our CSU OT graduates will achieve our mission as evidenced by:

- Reflection, flexibility, and curiosity in learning and practice.
- Empathy, compassion, and the ability to discern clients’ priorities for service.
- The ability to integrate knowledge, evidence and situational factors to make, justify and modify decisions.
- The ability to create and influence dynamic practices that reflect up-to-date research, theory and approaches.
- A sincere appreciation for research.

Our students have intensive preparation during the academic program through coursework integrated with fieldwork experiences to guide their development of the decision-making process and building professional identity as future occupational therapists. The student’s first Level II fieldwork placement, during the summer between first and second years, was with adults and older adults in medical and community settings. Students return to campus for additional OT coursework exploring program assessment and development by doing a comprehensive needs assessment followed by the development of feasible program proposals that consider organizational norms, sociopolitical factors, current or potential role of occupational therapy as a direct and indirect service provider, organizational management. Students take two semesters of pediatrics coursework focusing upon occupational performance infancy to childhood and the second course explores adolescent to young adulthood. Students explore occupational performance and participation across the life span (i.e. roles, activities, tasks, and habits). They also have gained knowledge and preliminary skills with assessments and interventions as they relate to the environment and client abilities, skills and capacities (i.e. strength, memory, problem solving), and self-efficacy. Students initiate the assessment process by looking at the client’s occupational profile, considering occupations a client needs or wants to do over time, with the client’s and family’s perspective of barriers and supports. Students have learned to complete
a performance analysis on relevant activities identified during the occupational profile. Throughout the program students learn about clients as individuals as well as groups and organizations. Additionally, students are gaining an appreciation of the depth and breadth of everyday occupations and contexts. Our program builds the student’s foundation for evidence-based practice through conducting literature searches, collecting data, developing both OT practice and research questions, and communicating findings on assessment and intervention-effectiveness. Students critically evaluate evidence about client conditions, appropriate assessments, and intervention. Students use information on client assessments from their fieldwork sites to guide class and small group discussion on quantitative assessments. The program culminates with a capstone course where student’s primary focus is to identify a specialty area of interest and gain expertise digging into the historical evolution of scholarship influencing current practice. Students complete the second Level II fieldwork during either the second summer or third fall semester in an area of practice of their choice, different from the first Level II fieldwork, which paves the way for professional career aspirations.

CSU Occupational Therapy Academic Fieldwork Coordinator, Staff And Web-Based Resources

A. Fieldwork Office Staff

Patricia Stutz-Tanenbaum, MS, OTR, FAOTA
Assistant Professor, Academic Fieldwork Coordinator
Phone: 970-491-7795 Cell phone: 970-980-4825
E-mail: patricia.stutz-tanenbaum@colostate.edu
Room #: OT 206 Office Hours: Monday-Friday 8 a.m. - 4:30 p.m.

- Manages Level I and Level II fieldwork
- Advises students about fieldwork
- Collaborates and consults with fieldwork educators
- Collaborates with faculty and fieldwork support staff
- Manages fieldwork site contracts

Debi Krogh-Michna - Fieldwork Administrative Assistant
Phone: 970-491-6254
E-mail: debra.krogh-michna@colostate.edu
Room #: OT 202 Office Hours: Monday-Friday 7:45 a.m. - 4:45 p.m.

- Communicates with students about general fieldwork information
- Advises and schedules Level I and Level II fieldwork
- Manages all paperwork and electronic assessments and Level I selection process
- Maintains database and written records related to fieldwork.
- Initiates and processes contracts with fieldwork sites

B. CSU OT Department and Fieldwork Website

You can access fieldwork information on the internet and receive an overview of the Occupational Therapy curriculum design and fieldwork program including the CSU-OT Department Fieldwork Educator Handbook.
Level IIB Fieldwork Prerequisites

- Successful completion of the OT didactic curriculum and consent of the Department Head is required to begin Level II fieldwork (FW).
- OT students will not be able to progress with fieldwork if there are outstanding incomplete grades or if there are holds on a student record.
- Students must finish all OT688 Level II fieldwork requirements within 24 months of completing the OT didactic curriculum to become eligible to graduate with a Master of Science or Master of Occupational Therapy degree.
- Students must be officially registered for their respective Level IIA fieldwork course prior to start date of fieldwork. Failure to register is grounds for cancellation or delay of fieldwork, and the fieldwork office staff will contact the fieldwork educator to request the student be sent home until registration is completed.

OT688 Level IIB Fieldwork Course Description

OT688 Level IIB fieldwork provides each student with the opportunity to develop professional competence through immersion in the role as an occupational therapist in the practice setting where fieldwork occurs. It is an opportunity to bridge the didactic portion of the curriculum by gaining entry-level competence as an occupational therapist.

According to the 2011 ACOTE Standards (Please see Appendix A for complete listing of fieldwork related ACOTE Standards):

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will

C.1.11. Ensure that 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.

C.1.12. Provide Level II fieldwork 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.

C.1.13. 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 placement’s usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.
C.1.14. Ensure that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.

### Course Objectives For Level II Fieldwork

1. Evaluate the client on an ongoing basis using appropriate tools, procedures, and protocols in order to determine factors that impact participation in occupation.
2. Identify environments and contexts using appropriate theoretical approaches or models of practice in order to determine facilitators and/or barriers that impact the client’s participation in occupation.
3. Interpret the evaluation results and available evidence regarding the impact of current condition(s) and context(s) on the client’s occupational performance in order to determine the need for occupational therapy services and support intervention planning (includes interpreting and measuring client outcomes based on reevaluation results).
4. Collaborate with the client and relevant others using a team approach in order to prioritize client centered goals throughout the continuum of care, guided by evidence and the principles of best practice.
5. Develop an occupation-based intervention plan by selecting intervention strategies and approaches consistent with prioritized needs and best practice in order to facilitate client outcomes.
6. Determine the need for referral to other professionals or services using evaluation results in order to facilitate comprehensive, quality care.
7. Use critical reasoning to select and implement interventions and approaches consistent with general medical, neurological, and musculoskeletal conditions and client needs in order to achieve functional outcomes within areas of occupation.
8. Use critical reasoning to select and implement interventions and approaches consistent with developmental level, pediatric conditions, and/or congenital anomalies and client needs in order to achieve functional outcomes within areas of occupation.
9. Use critical reasoning to select and implement interventions and approaches consistent with psychosocial and cognitive abilities, and client needs in order to facilitate outcomes within areas of occupation.
10. Maximize accessibility to and mobility within a client’s contexts by identifying and recommending environmental modifications in order to optimize occupational performance and/or enhance quality of life.
11. Modify interventions based on the client’s needs and responses in order to promote occupational performance.
12. Apply the principles of health promotion, wellness, prevention and/or educational programming based on client and community needs in order to provide information or serve as a resource consultant for occupation based program activities.
13. Maintain ongoing competence by participating in professional development activities and appraising evidence-based literature using critical reasoning skills in order to provide effective services and promote quality care.
14. Uphold professional standards by participating in continuous quality improvement activities and complying with safety regulations, laws, ethical codes, facility policies and procedures, and guidelines governing OT practice in order to protect the public interest.
15. Document occupational therapy services and outcomes using established guidelines in order to verify accountability and to meet the requirements of practice settings, accrediting bodies, regulatory agencies and/or funding sources.
16. Articulate how occupational therapy contributes to beneficial outcomes for clients and relevant others based on evidence in order to promote quality care.
17. Supervise assistants, paraprofessionals, students, and volunteers in accordance with professional guidelines and applicable regulations in order to support the delivery of appropriate occupational therapy services.
Student Guidelines For Level IIB Fieldwork

A. Student required materials in preparation for the first day of fieldwork
   1. The student will mail a letter of introduction, resume and personal data form to the fieldwork educator/clinical coordinator 4 weeks prior to starting the placement.
   2. The student will provide a copy of the Level IIB Fieldwork Educator Handbook with appropriate student evaluation materials on the first day of the fieldwork placement.
   3. The student, with support of the CSU OT Fieldwork Office, will provide all specific fieldwork site prerequisites for the placement by timelines provided. Specific requirements may include but are not limited to: criminal background checks, drug screening and health/immunization requirements. If the student does not complete such requirements by expected timelines, it may lead to fieldwork cancellation or postponement.
   4. CSU OT student name tag, and compliance with the fieldwork site dress code
   5. Proof of current student professional liability insurance provided by the University. Currently, CSU OT students’ liability policies are provided by the University with $2,000,000/$5,000,000 limits of liability as required by affiliation agreements.

B. Criminal Background Checks
   1. Fieldwork sites may require the following student checks prior to confirming fieldwork placement, details about prerequisites should be outlined in the Affiliation Agreement between the fieldwork site and the university:
      • Criminal background check through a company providing confidential background checks for students.
      • Colorado State Central Registry check for child abuse charges
   2. The background checks, if required, are stipulated in the contract with Colorado State University; please check with your manager or your Human Resources Department, and the CSU fieldwork office for clarification of the criminal background checks required by your site.
      • If there is any discrepancy between what is currently required by your site and what is currently stipulated in the contract, please contact the fieldwork office immediately.

C. Student Workers Compensation
   1. CSU provides workers’ compensation coverage through the state’s workers’ compensation policy for OT fieldwork students registered for OT fieldwork.
   2. The University has limitations for workers’ compensation coverage if a student is receiving any type of remuneration from a fieldwork facility. This may include but is not limited to the following: stipends, room and/or board, lunch or any meal, etc. The University workers’ compensation coverage decreases or drops for a student if they receive any type of remuneration.
   3. All placements must be confirmed with specific dates prior to the first day of the experience for workers’ compensation to be in effect.

D. OSHA Regulations and HIPAA Training
   Students are required to complete quizzes after reviewing materials on the OSHA Bloodborne Pathogens video and Health Insurance Portability and Accountability Act (HIPAA). Students need a perfect score on both quizzes in order to participate in the Level IIA fieldwork. Fieldwork educators may request a copy of the quiz from the student.

Expectations For Students And Fieldwork Educators

Students and fieldwork educators have a mutual responsibility for the fieldwork learning experience. A student needs to be actively engaged and self-advocate for educational opportunities to ensure getting the most out of it. The fieldwork educator prepares for the student’s learning experiences ahead of time to design site specific objectives, weekly expectations and opportunities for a student to learn. The best laid plans are
not more important to the reality of implementing the learning experience within your OT practice context. As with client intervention plans, you will want to collaboratively work with the student to adapt educational and supervisory approaches to the student’s learning style to support optimum student progress. The following list of expectations is not exhaustive; however it offers a place to get started.

**Expectations for Students on Level II Fieldwork**

Students will:

- **Take responsibility for learning**
  - Develop student learning objectives with the fieldwork educator to tailor learning to your learning style and professional areas of growth.
  - Be an active learner, ask questions and use all resources (human and non-human) available in your fieldwork setting.
  - Be prepared for each day of the fieldwork by doing readings and research, and completing homework.
  - Be self-directed by showing initiative for learning and assertive to address learning needs.
  - Learn from mistakes by self-correcting and growing, within reasonable judgment for client and student safety.

- **Be responsive to supervision**
  - Be receptive to feedback by being open minded and accepting of criticism.
  - Provide feedback to fieldwork educator to enhance learning experiences.
  - Active engagement in communication with fieldwork educator, collaborate in designing and implementing learning experiences.
  - Communicate with the academic fieldwork coordinator regarding concerns and questions about the fieldwork experience.

- **Seek to be independent learners**
  - Have and use knowledge and skills.
  - Assume responsibility to decrease need for direction.
  - Incorporate feedback into behavioral changes.
  - Use down-time productively.

**Expectations for Fieldwork Educators on Level II Fieldwork**

Fieldwork Educators will provide:

- **Structured learning experiences**
  - Organize site specific learning objectives and weekly expectations to guide the student and fieldwork educator expectations.

- **Graded learning experiences**
  - Expose the student to practice through observation, assisting, co-treating and role-modeling.
  - Challenge student performance gradually by reducing direction, and asking probing questions to support progressively greater independence.
  - Adapt your teaching style to student’s learning style and needs.
  - Promote student independence through trial and error, and within reasonable judgment for client and student safety.

- **Feedback and processing**
  - Provide the student with timely and confirming feedback throughout the fieldwork experience.
  - Provide a balance of positive and constructive feedback.
  - Guide student’s thinking to support professional reasoning.
  - Provide weekly formal supervisory meetings throughout the 12 week fieldwork experience.
  - Provide formal meetings for midterm and final evaluation of the student incorporating student’s self-evaluation, and input from other professionals.
Colorado State University Occupational Therapy OT688 Level IIB Fieldwork Educator Handbook 2014

- Collaborate with the academic fieldwork coordinator regarding concerns and questions with the student’s fieldwork experience.
- Role modeling
  - Welcomes student as a collaborator and team member.
  - Devotes time in student learning process.
  - Encourages the student to develop their own style and identity as an occupational therapist.
  - Sets an example as an occupational therapist for life-long learning, open to learning from own mistakes.


### Level II Fieldwork Placement Process and Confirmation

#### General Guidelines for Level II fieldwork placements

- The fieldwork office staff initiates scheduling of all Level II fieldwork placements.
- CSU-OT fieldwork students collaborate with the academic fieldwork coordinator to recruit Level II fieldwork. Students do not recruit placements in isolation.

#### Level II Fieldwork Confirmation Form

- The CSU-OT Confirmation Form summarizes the agreed upon fieldwork placement to ensure all stakeholders are aware of and have an official record of the exact nature and timing of the placement.
- Upon the receipt of the confirmation form, the fieldwork educator signs and makes a copy to keep. Please return the signed original to the CSU OT fieldwork office as soon as possible.

### Contracts/Fieldwork Agreements/MOUs

Contracts, Affiliation Agreements or MOUs are legal documents between fieldwork sites and Colorado State University clarifying the conditions, laws, liability, prerequisites, and expectations for fieldwork to occur.

The ACOTE Standard C.1.6. defines expectations for Fieldwork Agreements: “The program must have evidence of valid memoranda of understanding in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.”

The University, fieldwork site AND the student are expected to comply with this legal agreement.

### Level II Fieldwork Numbers Of Weeks And Attendance

- **STUDENT ABSENCES OR LOSS OF TIME BEYOND TWO DAYS DURING EACH 12-WEEK FIELDWORK MUST BE MADE-UP** before successful completion of the fieldwork experience. School districts or state and federal agencies may have additional holidays, which, along with illness, count toward the two absences. We recommend students do not plan a vacation, wedding or time-off during Level II fieldwork.
- Students are expected to follow the same schedule as their fieldwork educator, starting early in the morning, into the evenings, holidays, or working weekend shifts. Students are expected to assume the role as a staff occupational therapist starting with the same work schedule expectations.
- The dates can be modified within the timeframe anticipated for students to graduate. All changes of fieldwork dates need approval from the fieldwork office staff/ academic fieldwork coordinator (AFWC) in order to ensure proper credit, student professional insurance liability and worker’s compensation coverage.
- Students and fieldwork educators are strongly advised to contact the AFWC whenever concerns occur for a student struggling to meet the entry-level expectations during the typical 12 week placement. Please...
communicate with the AFWC to brainstorm strategies to work through conflicts, misunderstandings and expectations. All communication is confidential, unless there are concerns with your or another person’s, safety and wellbeing.

- Additional time on Level II fieldwork may be required if the fieldwork educator, the student and the academic fieldwork coordinator agree that the student needs more experience for successful Level II fieldwork performance.

### Student’s Required Paperwork For Level II Fieldwork Experiences

1. **Student Letter of Introduction, Resume and Personal Data Sheet**
   
   Four weeks prior to reporting for each Level II fieldwork experience, the student sends a letter of introduction to the fieldwork educator confirming the fieldwork placement, along with a resume, the Personal Data Form, a copy of professional liability insurance, and a draft of student learning objectives. The introductory letter will reconfirm the placement, which is particularly important when there is OT staff turnover.

2. **Level II Student Fieldwork Learning Objectives (SLO)**
   
   The student will draft learning objectives for Level II fieldwork and send with the letter of introduction before starting. The student and fieldwork educator review the student’s AOTA Professional Development self-assessment and Level II site specific objectives (SSO) to build upon the experiences gained during previous fieldwork and address the unique professional goals the student hopes to achieve. Objectives should be tailored to the experience available at the Level II site. The student uses the SLO format from CSU-OT to draft the objectives and review with the fieldwork educator to refine for the placement. Students submit student learning objectives to CSU-OT within first two weeks of the fieldwork starting. The student and fieldwork educator review progress with SLO frequently during the placement including at midterm and final.

3. **Fieldwork Data Form**
   
   Students will update the site’s fieldwork data form with the fieldwork educator to provide current information. CSU OT Department has a unique form reflecting the curriculum design and it’s integration with fieldwork. Students submit the updated fieldwork data form to CSU-OT within first two weeks of the fieldwork starting.

4. **Site-specific Objectives (SSO)**
   
   Students will ask the fieldwork educator if there are site-specific objectives (SSO) or weekly expectations to guide performance expectations for the Level II fieldwork placement. If there are SSOs for the site, the student submits an electronic pdf or MS Word copy to CSU-OT. If there are not established site-specific objectives or weekly expectations, the student will collaboratively draft SSOs using the templates provided and drawing from the AOTA Fieldwork sample SSOs with the fieldwork educator, and submit to CSU-OT.

**What is the difference between SLO and SSOs?** The student learning objectives (SLO) are objectives tailored for each individual student building upon their unique background, learning style and strengths. The site-specific objectives are unique for each practice setting as defined by the role of OT at the fieldwork site and based upon each item of the FWPE. Both sets of objectives are shaped by collaboration between the fieldwork educator and the student, and serve as a guide for the learning experiences and pace for progression toward entry-level OT practice.

5. **Electronic Fieldwork Performance Evaluation (FWPE) Form**
   
   The fieldwork educator evaluates the student at midterm and final using an electronic Fieldwork Performance Evaluation form. The student provides the fieldwork educator with an electronic format within the first two weeks of starting the placement. The student will submit all completed final electronic FWPE forms to CSU-OT,
with yours and the student digital signatures, within two weeks of the completed placement. See Evaluation section below for details.

6. **Fieldwork Experience Assessment Tool (FEAT)**
Students will initiate using the Fieldwork Experience Assessment Tool (FEAT) at the midterm and final points of the Level II fieldwork. Students provide copies of the midterm FEAT for CSU-OT. Students send in the FEAT via electronic or US mail service to CSU-OT within 2 weeks of the midterm, and submit a final FEAT through Survey Monkey. Further information is provided below.

7. **Survey Monkey Student Evaluation of the Fieldwork Experience (SEFWE)**
Students access a link on the CSU-OT online course for the SEFWE Survey Monkey for the Level II fieldwork. The student completes the SEFWE online several days prior to the final meeting and reviews with the fieldwork educator prior to obtaining signatures.

8. **Student Fieldwork Discussion Board Assignments**
Students participate in a CSU-OT online discussion board to enhance the Level II fieldwork experience by providing the opportunity to reflect with classmates also doing fieldwork. Additionally, the discussion board supports critical self-reflection about professional roles, professional reasoning, exploring fieldwork dilemmas and transition from student to OT practitioner roles. Fieldwork students will need regular access to an internet connection outside of typical hours for fieldwork. It is anticipated that students will spend approximately 2 hours per month during Level II fieldwork completing the discussion board.

<table>
<thead>
<tr>
<th>Level II Fieldwork Evaluation Process With Required Documents</th>
</tr>
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<tbody>
<tr>
<td>• CSU-OT uses an electronic format for completion of the AOTA Fieldwork Performance Evaluation (FWPE) at midterm and final. The student will provide the electronic form to the fieldwork educator within 2 weeks of starting the placement. The student will assist the fieldwork educator as needed to provide a digital signature. See below for more details.</td>
</tr>
<tr>
<td>• The AOTA FWPE is an evaluation of student performance for measuring entry-level competency in each Level II practice setting.</td>
</tr>
<tr>
<td>• Each fieldwork placement is considered to be an independent entity; performance in one fieldwork practice setting is not dependent upon performance in another.</td>
</tr>
<tr>
<td>• More frequent fieldwork evaluations can be completed if it is logical or convenient to evaluate student performance in shorter unit rotations.</td>
</tr>
<tr>
<td>• If supervised by more than one fieldwork educator, we prefer the feedback and scores be combined into one form. If not possible, submit one FWPE form from each fieldwork educator. A student must have a passing score from each fieldwork educator to pass the fieldwork.</td>
</tr>
<tr>
<td>• The Fieldwork Experience Assessment Tool (FEAT) and a Student Evaluation of Fieldwork Experience (SEFWE) forms are also completed at midterm and final, the SEFWE is signed and returned to CSU OT Department at the end of each fieldwork experience.</td>
</tr>
</tbody>
</table>

1. **Weekly Feedback Form (optional)**
The Weekly Feedback Form is an optional form providing feedback on student performance during the fieldwork. The Weekly Feedback Form is a one page form for student self-reflection &/or to provide constructive feedback from the fieldwork educator. It can be sent to the CSU academic fieldwork coordinator (AFWC) for additional discussion and guidance. This form can be used frequently, even on a weekly basis if needed, to provide more structure and guidance. The OT student can complete it for self-reflection, and review with the fieldwork educator for discussion, &/or the fieldwork educator can complete the form and

*Forms used: Electronic AOTA Fieldwork Performance Evaluation (FWPE) and midterm Fieldwork Experience Assessment Tool (FEAT)*

**a. The Electronic Midterm FWPE:**
- The fieldwork educator(s) will complete the electronic AOTA Fieldwork Performance Evaluation (FWPE), using the criterion cutoff appropriate for the midterm, and discuss feedback during the midterm meeting with the student.
- Students access the electronic FWPE through the CSU-OT online course and send an email with it attached to the fieldwork educator within the first two weeks of starting the placement.
- The student also completes the electronic or paper FWPE for self-assessment, and to bring to the midterm meeting for discussion.
- No signatures are required for the midterm section of the FWPE since the form will be used again for the final evaluation and must be signed at that time.
- Midterm should occur during week 6 of the 12-week fieldwork.
- The purpose of the midterm is to provide constructive feedback to support the student reaching entry-level competence, enhance student performance in the practice setting and jointly plan learning experiences to facilitate the student achieving expectations by the end of the fieldwork.
- Refer to the site specific objectives (SSO) and the student learning objectives (SLO) to compare the student’s progress with expectations.

**b. The Midterm FEAT:**
- The midterm Fieldwork Experience Assessment Tool (FEAT) is a required midterm component of the Level II fieldwork, it is submitted to CSU OT Fieldwork Office within 2 weeks of completion.
- Both the fieldwork educator and the student complete the form separately before or at midterm. The student and fieldwork educator reflect upon perceptions of each person’s contribution to the fieldwork experience including the environment, fieldwork educator’s supervision, OT student performance.
- The fieldwork educator and student discuss their completed midterm FEAT forms at the midterm meeting using the worksheet at the end of the form to develop a plan for the remaining weeks of the placement.
- The FEAT may be used early in fieldwork as a tool to guide feedback processing, or at any time throughout fieldwork as the need for problem solving arises.
- A template for the midterm FEAT is available to the fieldwork educator through the AFWC.
- Another purpose of the FEAT is to explore “best practice” in fieldwork education. That can occur through self-reflection about the experience with particular focus on the aspect of the fieldwork which seems most troubling, i.e. fieldwork environment, student or yourself, the fieldwork educator. Look at the section items to reflect upon the experience and consider strategies for how you could change what is happening to be more effective. If possible, discuss your ideas with the student to problem solve together to make the most from the short time of mentorship becoming a professional. The FEAT can remove the emotional tension associated with talking about what is going on for constructive problem solving.

3. **Final Fieldwork Evaluation Process: the FWPE and Student Evaluation of Fieldwork Experience (SEFWE)**

*Forms used: Electronic AOTA FWPE from midterm evaluation and online Survey Monkey forms: Student Evaluation of Fieldwork Experience (SEFWE) and final FEAT.*

- The final evaluation occurs on the last day of fieldwork or near the end.
- Schedule time to complete the final FWPE prior to meeting with the student, and plan to review feedback in the final meeting prior to the student leaving the fieldwork site. It is not appropriate for the student or
yourself to sign prior to completing the form or sign without meeting in person to discuss it. If this occurs, please contact the AFWC.

- The student submits an electronic copy of the FWPE with digital signatures to Debi Krogh-Michna within 2 weeks of completion of the fieldwork.
- Directions for creating a digital signature are below in the next section. Students are available to assist their fieldwork educator with creating the digital signature.
- The paper copy of the signed SEFWE is hand carried back to the CSU-OT Fieldwork Office in the fall by the student within two weeks of completing the fieldwork experience. The student is responsible for making sure the fieldwork office receives the copies of the final evaluations so the course grade can be submitted.

a. The Electronic Final FWPE

- The fieldwork educator will review and discuss the completed FWPE with the student; it serves as a comparison with the entry-level performance as outlined in the SSOs.
- The fieldwork educator and student will digitally sign the FWPE to indicate having read it, whether or not there is agreement with the content. All fieldwork educators contributing to the placement digitally sign the form.
- Please double-check the addition of the FWPE final scores on the summary sheet prior to signing the evaluation form.
- CSU will compare final evaluation scores with criterion scores and submit the appropriate grade: Satisfactory or Unsatisfactory.
- The FWPE criterion for passing is 122 points with a maximum score of 168 points.
- Save and/or print copies of the digital FWPE for both you and the student.

b. Survey Monkey Student Evaluation of the Fieldwork Experience (SEFWE)

- Students access an internet link for the SEFWE Survey Monkey for the Level II fieldwork.
- The student completes the SEFWE online several days prior to the final meeting with the fieldwork educator.
- The student emails Debi Krogh-Michna to request a pdf document to print and review with the fieldwork educator.
- The student prints the pdf SEFWE to review with the fieldwork educator, both of you sign the form.
- The student makes 2 copies prior to returning the original to CSU-OT Fieldwork Office, one each for the student and fieldwork educator.

c. Survey Monkey Final FEAT

- The Survey Monkey Final FEAT is completed confidentially by the student to provide a student-to-student perspective of the fieldwork experience to share information for future students interested in the setting.
- The final FEAT is not shared with the fieldwork educator.

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Instructions for Digital Signatures on Fieldwork Performance Evaluation (FWPE)

Fieldwork educators may need assistance creating a digital signature. OT students may need to assist fieldwork educators with creating a digital signature, please follow directions below.

A. Instructions for PC computer

1. Open and Save the pdf Form to your computer or drive.
2. Enter information into the saved form.
3. Click in the signature box for your role (has a pen icon).
4. A box will pop up. At the top it reads: I want to sign this document using:
5. If you DO NOT already have a digital ID set up on your computer/drive: click on the bottom button, “A new digital ID I want to create now” and then click on the button indicating where your digital ID will be stored (usually “A file” on your computer).
   - Click on Next>
   - Follow the prompts and fill in requested information.
   - When asked to enter a file location and password for a new digital ID, save it to a location where you can find it again easily (and/or write it down).
   - Click on Finish>
   - You will be prompted for the password you created to “sign” the form. Enter your password.
6. If you DO have a digital ID set up on your computer/drive: enter your Password and click on “Sign.”
7. Save the Form to your computer or drive.

If you are using a MAC computer, you must download Adobe Reader (free). The field forms do not work with the Macintosh default reader.

B. Instructions for Macintosh computers
2. Set Adobe Reader as the default PDF reader, right click on any PDF file > select open with > Select “other” from the menu > then a box opens where you can click “always open with” > select adobe acrobat reader > there is a checkbox under the window (it says always use this program to open these files; if you just select “reader” you do not have the option to select “always use”) > select ok. In addition, if you do not see Adobe Reader in the list, click on the browse button, select it and then browse to the Acrobat Reader folder. Select the program, and check the box that says “always use this program.”
3. Follow directions for PC above to create a digital signature.

Grading Level II Fieldwork

The student will receive a satisfactory/unsatisfactory grade from the CSU-OT academic fieldwork coordinator (AFWC) for each Level II fieldwork based on the following:

- Passing the FWPE with the fieldwork educator recommendation
- Successful completion of required hours
- Submission of all fieldwork evaluations, documents and assignments within two weeks of completing the placement
- The CSU-OT academic fieldwork coordinator is responsible for assigning the grade for fieldwork.

Note: If at any point in time there is concern with the student’s performance contact the AFWC immediately.
At the end of the placement, if the fieldwork educator does not recommend that a student pass, the student will meet with the academic fieldwork coordinator (AFWC) and fieldwork educator to discuss the concerns identified. The academic fieldwork coordinator, the student and the university faculty will follow-up with the student to identify a plan of action.

Accommodations For A Disability

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008 require Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with Resources for Disabled Students (RDS), an office on CSU’s campus.
Students may email Rose Kreston, the director, for consultation at: rose.kreston@colostate.edu, call for an appointment at: 970-491-6385, stop in at 100 General Services Building on-campus. A student may contact a fieldwork educator to discuss the need for reasonable accommodations. If a fieldwork student requests
accommodation from the fieldwork site, and you have questions determining the reasonableness of the request, please contact Patricia Stutz-Tanenbaum by phone: 970-491-7795, or by email: patricia.stutz-tanenbaum@colostate.edu. The student’s request for accommodation should be made in a timely manner for each fieldwork placement.

Department of OT Professional Behavior Expectations
Behaviors demonstrated by students during all aspects of the occupational therapy program reflect students’ ongoing professional development and expanding professionalism. Professional behavior expectations refer to time management, organization, engagement, reasoning and problem-solving, written communication, verbal and non-verbal communication, supervision, professional-personal boundaries, and diversity awareness including sensitivity and understanding. They are described in more depth in the student handbook (http://www.ot.chhs.colostate.edu/students/). Student familiarity with these expectations is essential and can enable students to actively and consciously expand skills, confidence, and competence. As needed, these expectations are to be used by students, their instructors and their advisors to evaluate student progress, areas for growth, and needed supports. Occasionally, these expectations may be used by faculty members to identify and document needed changes in student behavior (e.g. in the case of Departmental or Academic Probation). While professional behavior is an expectation at all times, it becomes critical as students are involved in community and fieldwork experiences. Students must meet professional behavior expectations as a condition for placement on community and level I and level II fieldwork. When professional behavior concerns exist and have been documented, OT faculty with agreement from the Department Head, may cancel or postpone student community and fieldwork experiences.

Fieldwork Electronic Resources
Our university has committed to electronic access for all alumni and fieldwork educators. You can look at: http://libguides.colostate.edu/alumni
Our goal is to support access to research evidence for professional practice for everyone linked to CSU. Access is provided for 3 searchable database collections, ERIC, PubMed, and PubMed Central, as well as a couple of individual journals.

OTR Supervision

1) **ACOTE Requirements**: The ACOTE (Accreditation Council for Occupational Therapy Education) Standards state that fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The Standards require a student be “supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator”.

2) **CSU OT Department Requirements**: The Colorado State University Occupational Therapy Department policy requires Level II fieldwork with an on-site OTR who provides 50% or more of the supervision. This occupational therapist must be currently licensed or credentialed as an OTR and have practiced for at least one year since completing the initial certification. Sometimes 2-3 fieldwork educators share supervision of students. We do not recommend more than 3 supervisors to ensure consistency of expectations and building positive mentorship relationships.

3) **In emerging practice areas** where an OTR may not be on-site full-time and in settings where an OTR may not be employed at all, the OTR primary supervisor must be employed for “8 hours of direct supervision each week of the fieldwork experience. 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. Non-OTR fieldwork educators may be COTAs and/or other health/education professionals who provide meaningful supervision promoting OT student independence and professional growth. The academic fieldwork coordinator must approve the emerging practice area site, there must be a documented plan for provision of OT services,
and the supervisor must be conversant with the role of OT in this setting, the client population, practice setting and philosophy of the program prior to taking a CSU-OT Level II student.

4) **Strategies for Supervision in Various Fieldwork Environments:** Supervision by the primary OTR fieldwork educator includes, but is not limited to:
   a) Determining the standards and competencies of OT student practice at their site appropriate for the Level of fieldwork and academic preparation.
   b) Instruction, mentorship, guidance and feedback in the use of the OT process: client evaluation, service intervention, intervention planning, discharge planning and documentation for their site.
   c) Exploration of and guidance in professional reasoning and ethical issues.
   d) Feedback and evaluation of student performance and readiness for progression to additional Level I or Level II experiences. The primary fieldwork educator is responsible for spending sufficient time with the student to determine competency, provide feedback and to score fieldwork evaluation forms. The primary fieldwork educator recommends, through evaluation, whether a student should progress to the next Level I experience or not, or if a student therapist is prepared for Level II.
   e) The CSU OT Fieldwork Office staff is available to consult and advise fieldwork educators and students during the Level I fieldwork to facilitate positive learning experiences. Please let us know how we can work together to support you and the student to have the best fieldwork experience.

5) **Supervision of a Group of fieldwork students**
   a) It is common to have multiple students at one fieldwork site. When there is one fieldwork educator for a group of students there is an even greater need for advance planning and organization to make it an optimum learning experience that includes individualized and group learning objectives and learning strategies. It is most effective and efficient to form teams of students (2-3 persons with one OTR), who can provide co-treatment, initial reflection, feedback and support to other students. This is an opportunity for peer reflection and discussion in a non-competitive, collaborative environment. Group supervision is possible by structuring student meetings to allow for discussion of documentation, treatment plans, and verbal processing of practice dilemmas. If you are interested in a collaborative fieldwork supervision model, contact the AFWC for more information and mentorship.
   b) Students can work collaboratively to revise written documentation and assignments prior to fieldwork educator review. Both drafts should be turned in to the fieldwork educator for review. Summaries of these meetings are shared with the OTR fieldwork educator so that further discussion and processing can occur with the student group. It is helpful for student teams to present well-developed client case presentations, in-services, and videos of intervention at student meetings. One-to-one supervisory feedback will be necessary on a less frequent basis.

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**Colorado State University Occupational Therapy Department Curriculum Design**

**Vision:** CSU-OT is a magnet that attracts and grows future leaders of occupational therapy in the state, nation and world through exemplary integrated programs of education, research and community outreach and service that meet real world occupational needs.

**Mission:** The Occupational Therapy Department exists to optimize human performance and participation in every day occupations and contexts across the lifespan.

**Core Values:** Collaboration, Excellence, Honesty, Innovation, Respect, Service, and Vision
Conceptual Core:

The study of human performance and participation in everyday occupations and contexts across the lifespan.

Master’s Overall Outcomes Organized by Curricular Threads

Prepare practitioners who use contextual thinking to meet the ever-changing occupational needs of individuals, groups and populations in diverse service contexts, as evidenced by:

- Reflection, flexibility, and curiosity in learning and practice.
- Empathy, compassion, and the ability to discern clients’ priorities for service.
- The ability to integrate knowledge, evidence and situational factors to make, justify and modify decisions.
- The ability to create and influence dynamic practices that reflect up-to-date research, theory and approaches.
- A sincere appreciation for research.

Rigorous Culture of Inquiry

Masters students are able to:

- Express and justify one’s reasoning orally and in writing.
- Actively participate in a community of scholars consisting of faculty, interdisciplinary scholars, practitioners, clients.
- Explain the historical and philosophical development of different areas practice and forms of inquiry.
• Explain the relationship of different forms of inquiry to practice.
• Understand that professional knowledge is fluid and dynamic by demonstrating the ability to:
  o Locate, synthesize, critically evaluate, and apply scholarship that supports practice and its underlying foundations.
  o Select, justify, and advocate for practice approaches considered "best practice".
  o Allow research to modify and change one’s practice.
  o Translate research to practice and understand when research does not translate to particular clients or settings.
• Demonstrate preliminary skills and habits to support further developments as scholars.
• Conduct components of research under the guidance of faculty.
• Discern ethical issues concerning the conduct and translation of research.
• Generate questions about individuals’ and groups’ performance and participation that range from basic to applied, from body functions & structures to social, economic and political systems.

**Foundations of Human Performance and Participation in Everyday Occupations and Contexts**

Masters students are able to:

• Articulate the contributions of Occupation and Rehabilitation Science to understanding human performance and participation in occupation.
• Explain the transactions between: the quality of performance and participation in occupation, the distinctiveness of the person/group, and the characteristics of environments.
• Explain how performance and participation in occupation influences and is influenced by the following:
  o Body structures and function
  o Mental health & well-being
  o Lifespan development
  o Culture and diversity
  o Social participation
  o Public policy
  o Physical environments
• Synthesize knowledge of the multiple levels that influence occupational performance to guide practice perspectives and decisions.

**Optimizing Human Performance and Participation in Everyday Occupations and Contexts**

Masters students are able to:

• Use occupation therapeutically with individuals, groups, populations across the life span.
• Engage clients (individuals, groups, systems, populations) in creating a course of action for improving and/or maintaining human performance and participation.
• Assess the impact of each of the following on occupational performance:
  o Body structures and function
  o Mental health & well-being
  o Lifespan development
  o Culture and diversity
  o Social participation
  o Public policy
  o Physical environments
  o Service context
Colorado State University Occupational Therapy OT688 Level IIB Fieldwork Educator Handbook 2014

- Design and implement interventions that address multiple levels (see above) of human performance and participation for individuals, groups, systems and populations.
- Provide strong rationales and evidence to justify interventions at each level (above) of human performance and participation.
- Competently measure, document and report changes in human performance and participation in occupation.
- Utilize ethical reasoning throughout the OT process.
- Identify needs where occupational therapy could provide a vital service.
- Create new services and determine how services will be delivered.
- Continuously critique and modify practice approaches in light of new scholarship.

Effective Teaching and Learning

Masters students are able to:

- Analyze, evaluate and construct knowledge.
- Create learning opportunities for a broad continuum of clients (individuals, groups, populations, systems), using scholarship of how people learn
  - Engage clients (individuals, groups, populations, systems) in problem-solving that will improve human performance and participation.
  - Use strategies that are universal for all types of learners.

Professional Identity and Career Development

Masters students are able to:

- Embrace and integrate the philosophy, history and values of occupational therapy.
  - Analyze and evaluate origins, evolutions and future direction of present day interventions.
  - Articulate how one will move the occupational therapy profession forward.
- Articulate and advocate with confidence, for what occupational therapy can offer society.
- Act ethically and with integrity during all interactions as an occupational therapy student/practitioner/professional.
- Demonstrate continuous reflection, flexibility and curiosity in learning to keep practice dynamic.
- Craft a professional development plan for continued competence after the academic program.

Please see the program of study occupational therapy professional master’s students at:
http://ot.chhs.colostate.edu/students/ms_motcurriculum.aspx

Appendix A - 2011 ACOTE Standards for Level II OT Fieldwork

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will
C.1.11. Ensure that 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.

C.1.12. Provide Level II fieldwork 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.

C.1.13. 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 placement’s usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.

C.1.14. Ensure that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.

C.1.15. Document a mechanism 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).

C.1.16. Ensure that 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 appropriate for the setting, the severity of the client’s condition, and the ability of the student.

C.1.17. Ensure that 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 otherwise regulated occupational therapist with at least 3 years’ full-time or its equivalent of professional experience. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. 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.

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 onsite supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

C.1.18. Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent).

C.1.19. 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.