



Entry-Level OTD Program

Sargent College of Health and Rehabilitation Sciences

COURSE OUTLINE

Course Number:

OT593

Course Title:

Level IIA Fieldwork Experience

Instructor:

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Total Credit Hours:

No Credit

Semester Offered:

Fall

Class Hours and schedule:

By appointment

Blackboard Site:

**Occupational Therapy Fieldwork and Capstone (Ongoing)
OT Office Site for Entry Level OT Students**

Course Description:

The goal of Level II fieldwork is to offer practical experiences and professional interactions that will **enable students to become competent, entry-level, generalist occupational therapists.**

Achieving this goal means that students who have completed the Level II Fieldwork aspect of the academic program will be prepared to enter employment, having established basic competencies in occupational therapy evaluation and intervention services. Overall, 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.

The purpose is to provide students with an in-depth, supervised experience in which their knowledge and skills are applied and consolidated, while having the opportunity to assume responsibility for the delivery of occupational therapy services to patients/clients, under the supervision of a qualified occupational therapy practitioner.

How this course fits with others in the OT curriculum:

The Accreditation Council for Occupational Therapy Education (ACOTE) requires that students be "...exposed to a variety of clients across the lifespan and to a variety of settings." Students begin the Level II Fieldwork (OT593 and OT594) component of the program after completing the six semesters of core academic course work. Students plan their fieldwork placements to occur in Fall-and-Winter upon the completion of the core academic coursework. Students 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. The program requires students to complete fieldwork in *two different practice areas* that may vary according to: age (pediatrics or adults), hospital or community-based facility, and/or population served (mental health or physical disabilities).

Course Objectives:

Specific objectives for each fieldwork experience vary with the type of experience and setting. The objectives are established by the individual centers, in collaboration with the academic program prior to the start of each fieldwork experience and are included in the program information, on the Fieldwork Site Blackboard site (ongoing), and on Exxat. In addition, standardized measurable objectives are listed as performance criteria on the *American Occupational Therapy Association (AOTA) Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student*.

Boston University's general objectives of the fieldwork experience are identified below. These objectives are in keeping with the vision, mission, philosophy, and curriculum design of our occupational therapy program. Students are expected to meet these general objectives as they apply to the particular fieldwork setting to which they have been assigned.

1. To participate actively in the supervisory process using it as a tool for consolidating and synthesizing knowledge, improving skills, and promoting professional growth.
2. Professional growth.
3. To develop increasing competence in the selection and administration of assessment instruments and in evaluating, interpreting, and documenting the occupational needs of individuals and groups.
4. To plan, implement, and justify, orally and in writing, an intervention and discharge plan consistent with: evaluation results, the individual or group's essential roles, the theoretical model(s) applicable to the fieldwork setting, and evidence-based practice.
5. To articulate and model client-centered, occupation-based practice applicable to the fieldwork setting, focusing on how psychosocial factors influence engagement in occupation and the development of client-centered, meaningful, occupation-based outcomes.
6. Outcomes.
7. To work collaboratively with clients, families, and colleagues in a professional context, respecting diverse social/cultural values and practices.
8. To demonstrate personal responsibility for continued learning by initiating independent study and accessing appropriate resources such as: professional organization, related literature, and related websites.
9. To demonstrate an awareness of and a concern for social, psychosocial, and health care issues as these influence individual clients and their families as well as the community at large.
10. To gain a deeper understanding of the psychosocial factors that influence occupational performance and understand the role of OT to address psychosocial factors.
11. To practice ethical reasoning in clinical decision-making, service delivery, and professional relationships in accordance with the AOTA Code of Ethics.
12. To envision ways that an occupational therapist could develop programs in the community to support, maintain, and promote occupational performance and well-being as they pertain to the population at the fieldwork setting.
13. To achieve an effective transition from the role of a student to the role of an entry-level occupational therapist.

Primary ACOTE C Standards:

- **C.1.12:** Document a required minimum of 24 weeks' full-time Level II fieldwork. Documentation must specify if part-time completion is available as agreed upon by the site and the program. The length of the part-time program must be equivalent in length to a minimum of 24 weeks full-time. Ensure that 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:** Document and verify prior to the start of the Level II fieldwork that the student is supervised by an occupational therapy practitioner who is:
 - Adequately prepared to serve as a fieldwork educator.
 - Currently a licensed or otherwise regulated occupational therapist.
 - Has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork. The fieldwork educator may be engaged by the fieldwork site or by the educational program.
 Document and verify that students completing Level II fieldwork outside of the United States are supervised by an occupational therapist (regardless of title) who graduated from a program accredited by ACOTE, approved by WFOT, or otherwise regulated in the country in which the students are completing fieldwork. The fieldwork educator must have at least 1 year of experience in practice prior to the onset of Level II fieldwork.
- **C.1.14:** Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.
- **C.1.15:** Document and verify 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 prior to the Level II fieldwork. 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 onsite supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

Assessment of Level II Fieldwork Experience:

Level II Fieldwork grades are Pass/Fail. No grades are submitted to the University Registrar until the BU OT Fieldwork Office receives both the Final AOTA FWPE and SEFWE paperwork. Grades are based on the *AOTA Fieldwork Performance Evaluation (FWPE)* passing score criteria, filled out by the student's supervisor(s), to measure students' demonstration of entry-level competence.

AOTA Fieldwork Performance Evaluation: Students are formally assessed on the AOTA FWPE at midterm, to provide feedback and to help students see how well they are progressing according to standardized measurable objectives, and at the end of their fieldwork experience. As a standardized assessment, this Evaluation is used to measure student performance to determine if a student meets entry-level competence expectations for a particular setting by the end of the placement. Specifically, this evaluation measures 1) students' performance of ethical practice (under the section "Fundamentals of Practice") including ethics and safety, and 2) professionalism (under the sections "Professional Behaviors" and "Management of Occupational Therapy Services") including (but not limited to) taking responsibility for attaining professional competence, accomplishing organizational goals and expected volume of work, and demonstrating respect for diversity. The AOTA Fieldwork Performance Evaluation also measures student performance of clinical reasoning and reflective practice through the sections that focus on "Evaluation and Screening", "Intervention", "Communication", and "Basic Tenets". For example, students are expected to demonstrate their ability to conduct an occupational profile as part of the initial evaluation, collaborate with the client/caregivers and team members to determine an intervention plan that reflects best practice, modify/adjust the plan or approach as needed, and document the efficacy and outcomes of occupational therapy services.

FWPE Evaluation for OT Students:

All items included must be scored to receive a Pass on the FWPE for OTS

- A sum score of 111 or higher will be required to receive a Pass on the FWPE for OTS

- A score of 3 or higher on the items
 - o # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
 - o # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and
 - o # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTS (AOTA, 2020)

Student Evaluation of the Fieldwork Experience (SEFWE) [Midterm & Final]: Students are required to fill out both a formal midterm and final evaluation of their experience at the facility, using the respective Student Evaluation of the Fieldwork Experience (SEFWE) forms. The Student Evaluation forms provide opportunities to rate the facility's orientation, and other aspects of the fieldwork program, as well as to rate supervisory experiences. Additionally, in these midterm and final evaluations, students respond to items that are designed to facilitate reflection on the curriculum themes of client-centered, occupation-based, evidence-based practice, and leadership/advocacy. The Midterm SEFWE requires students to set goals for the second half of their placement, promoting student responsibility for attaining professional competence. Information on these forms is used to ensure the adequacy of student supervision as well as for program evaluation.

Student Responsibilities

Requests for Accommodations: Individuals with disabilities are encouraged to contact Disability Services to discuss any support services or accommodations they may need. The Office is located at 19 Deerfield Street, 2nd floor, 617/353-3658 [Disability & Access Website](#). Once a letter of accommodation has been developed, it is the student's responsibility to share with the faculty. Please see your Program Manual for further information regarding requests for accommodations. Also, if there is a possibility that you will need any accommodations for your participation in fieldwork, please make a confidential appointment with Jennifer Kaldenberg to discuss your individual circumstances.

Attendance:

Attendance for all 12 weeks of the Fieldwork Experience is mandatory. A minimum of 480 hours is required to meet the requirements of the Fieldwork Experience.

Minimum Requirements (Schedule) for Full-Time Level II Fieldwork:

A minimum of 24 weeks of occupational therapy internship, which are typically completed in two 12-week full-time placements, is required for graduation from the program. Full-time fieldwork for a majority of Level II Fieldworks entails students being on-site for a minimum of 40 hours per week for 12 weeks duration. Therefore, Level II Fieldwork involves a schedule that is commensurate to full-time work. Level I fieldwork is not substituted for any part of the Level II fieldwork.

Part-time Level II fieldwork policy

For fieldwork settings with part-time schedules that involve less than 40 hours per week, the Program recommends extending the duration of the placement in order to meet the equivalent of 480 total hours. For examples of how to calculate the required number of weeks, refer to the following table:

Fieldwork weekly schedule (hours/week)	Duration of Level II placement
35-36 hours/week	14 weeks
32 hours/week	15 weeks
30 hours/week	16 weeks
24 hours/week	20 weeks

Absence for Religious Reasons

According to Chapter 151C of the General Laws, Commonwealth of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said students such opportunity. No adverse or prejudicial effects shall result to students because of their availing themselves of the provisions of this section.

Within the first week of the fieldwork experience, students must communicate potential schedule conflicts *with* the Fieldwork Coordinator and the Clinical Instructor/Site Supervisor.

Professional Expectations:

Students are expected to demonstrate professionalism, to accept responsibility for their actions, and to expect the same from their peers. Professionalism is expected across environments, whether the student is engaged in clinical practice, classroom instruction, peer or faculty interaction, or research and laboratory activities. Students are expected to be knowledgeable about and comply with the specified rules of all academic and clinical experiences. Students can partner with faculty to develop these skills.

Values statement: “We are committed to promoting full engagement in occupations across the life course, and acknowledge that multiple systemic, environmental, and personal barriers limit meaningful occupational engagement for specific individuals, especially those who identify as members of minoritized groups or communities.”

Title IX: Faculty are mandated reporters. What this means is faculty have a responsibility and requirement to report potential instances of sexual misconduct, harassment, discrimination, and retaliation. Students experiencing any form of prohibited discrimination, harassment, or sexual misconduct should know there are [confidential resources](#) on campus that can help. Students are not required to participate in an investigation or resolution process to receive supportive measures including reasonable academic support. To learn more about supportive measures. To learn more about reporting at Boston University or to understand your rights under our policies please visit [the Equal Opportunity Office](#) at bu.edu/eoo or contact them at eoo@bu.edu.

Communication with the Instructor: Weekly Zoom sessions will be held by the Fieldwork Coordinator at different times and different days of the week to accommodate time differences and fieldwork schedules. Leanna is also available by email and phone, and will do her best to respond within 24 hours.

