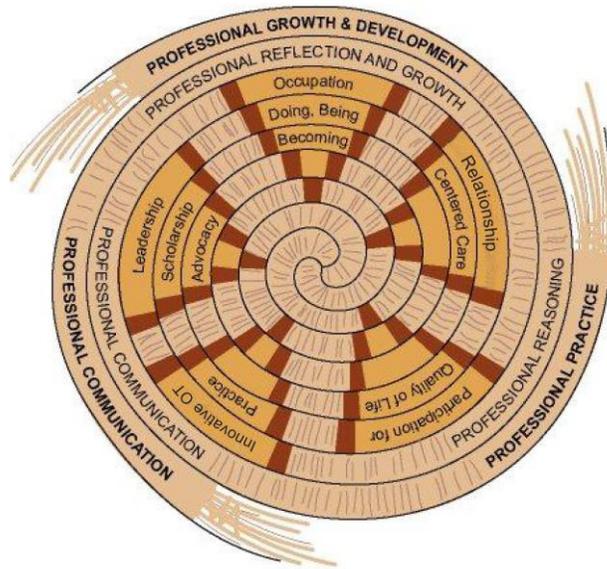


OCCUPATIONAL THERAPY GRADUATE PROGRAM

Fieldwork Educator's Manual

University Of New Mexico
Health Sciences Center, School Of Medicine
Department Of Pediatrics



Occupational therapy—a vibrant, growing profession—makes it possible for people to achieve independence and to enjoy life to its fullest.

By choosing a career in occupational therapy, you are making a difference! You are improving the lives of people of all ages.

The **Mission** of the University of New Mexico Occupational Therapy Graduate Program is to produce well-educated, competent, culturally sensitive and compassionate occupational therapists, foster the pursuit of scholarly inquiry and dissemination by both faculty and students, influence occupational therapy practice through service to the community and profession, and facilitate partnerships for innovative practice through education, scholarship and community practice.

Our Vision is...

Through education, scholarship, and service, the University of New Mexico Occupational Therapy Graduate Program facilitates individuals' wellness, productivity, participation, and quality of life of people within their community.

Our Core Values are...

- Accountability
- Collaboration
- Commitment to Excellence
- Community Involvement
- Innovation in Education, Scholarship, and Practice
- Respect
- Personal and Professional Growth
- Promoting Individuality
- Responsiveness
- Value Diversity

The University of New Mexico Occupational Therapy Graduate Program offers a program of education leading to an *entry-level* Master of Occupational Therapy (M.O.T.) degree. The M.O.T. degree will require a minimum of two years (27 months) to complete. The program of study consists of two parts: pre-professional prerequisites and a professional curriculum.

The *entry-level* graduate degree program will provide broad-based, entry-level practice competencies with particular emphasis on rural, multicultural, community-based and interdisciplinary service delivery. Graduates will be prepared to think critically and creatively in a variety of practice settings, to adapt to changing societal and individual needs, and to assume responsibility for their own professional growth.

ACCREDITATION

The Occupational Therapy Graduate Program is accredited by the *Accreditation Council for Occupational Therapy Education (ACOTE)* of the *American Occupational Therapy Association (AOTA)*, (www.aota.org).

Graduates of the program are able to sit for the national certification examination for the occupational therapist administered by the *National Board for Certification in Occupational Therapy (NBCOT)* (www.nbcot.org). After successful completion of this exam, the individual will be an Occupational Therapist Registered (**OTR**). Most states (including New Mexico) require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or to attain state licensure.

UNIVERSITY OF NEW MEXICO
Occupational Therapy Graduate Program
Fieldwork Educator's Manual

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Statement: Purpose and Value of Occupational Therapy Fieldwork Education

The purpose of fieldwork education is to propel each generation of occupational therapy practitioners from the role of student to that of practitioner. Through the fieldwork experience, future practitioners achieve competence in applying the occupational therapy process and using evidence-based interventions to meet the occupational needs of a diverse client population. Fieldwork assignments may occur in a variety of practice settings, including medical, educational, and community-based programs. Moreover, fieldwork placements also present the opportunity to introduce occupational therapy services to new and emerging practice environments.

Fieldwork assignments constitute an integral part of the occupational therapy and occupational therapy assistant education curricula. Through fieldwork, students learn to apply theoretical and scientific principles learned from their academic programs to address actual client needs within the context of authentic practice environments. While on fieldwork, each student develops competency to ascertain client occupational performance needs to identify supports or barriers affecting health and participation and document interventions provided. Fieldwork also provides opportunities for the student to develop advocacy, leadership, and managerial skills in a variety of practice settings. Finally, the student develops a professional identity as an occupational therapy practitioner, aligning his or her professional judgments and decisions with the American Occupational Therapy Association (AOTA) *Standards of Practice* (AOTA, 2010) and the *Occupational Therapy Code of Ethics* (AOTA, 2010).

As students proceed through their fieldwork assignments, performance expectations become progressively more challenging. *Level I fieldwork* experiences occur concurrently with academic coursework and are "designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process" (Accreditation Council for Occupational Therapy Education [ACOTE], 2012). *Level II fieldwork* experiences occur at or near the conclusion of the didactic phase of occupational therapy curricula and are designed to develop competent, entry-level, generalist practitioners (ACOTE, 2012). Level II fieldwork assignments feature in-depth experience(s) in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and evidence-based practice through exposure to a "variety of clients across the lifespan and to a variety of settings" (ACOTE, 2012).

The value of fieldwork transcends the obvious benefits directed toward the student. Supervising students enhances fieldwork educators' own professional development by providing exposure to current practice trends, evidence-based practice, and research. Moreover, the experience of fieldwork supervision is recognized by the National Board for Certification in Occupational Therapy (NBCOT) and many state regulatory boards as a legitimate venue for achieving continuing competency requirements for occupational therapy practitioners.

Another benefit to the fieldwork site for sponsoring a fieldwork education program is with the recruitment of qualified occupational therapy personnel. Through the responsibilities expected during Level II fieldwork, occupational therapy staff and administration are given opportunity for an in-depth view of a student's potential as a future employee. In turn, an active fieldwork program allows the student, as a THE REFERENCE MANUAL OF THE OFFICIAL DOCUMENTS OF THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.394 potential employee, to view first-hand the agency's commitment to the professional growth of its occupational therapy personnel and to determine the "fit" of his or her professional goals with agency goals. The fieldwork program also creates a progressive, state-of-the-art image to the professional community, consumers, and other external audiences through its partnership with the academic programs. In summary, fieldwork education is an essential bridge between academic education and authentic occupational therapy practice. Through the collaboration between academic faculty and fieldwork educators, students are given the opportunity to achieve the competencies necessary to meet the present and future occupational needs of individuals, groups, and indeed, society as a whole.

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Section 1: General Fieldwork Information

Criteria for Level I and Level II Fieldwork Facility Selection

1. Fieldwork educators must be able to provide the student with quality learning opportunities with the type of client population and caseload which their facility serves.
2. Fieldwork educators must be able to provide experiences appropriate to the learning needs of the student and to the educational objectives of the academic program.
3. Objectives and learning experiences are clearly and collaboratively defined by each facility's staff and the UNM faculty fieldwork coordinator.
4. The fieldwork facility needs to have an adequate ratio of qualified fieldwork educators to students to ensure educational objectives are met. As described earlier, Level II fieldwork educators must be registered occupational therapists with at least one year of experience. They must provide direct student supervision.

Level I Fieldwork

As required by the *AOTA ACOTE Standards of Accreditation (2012)*, these experiences are designed as an integral part of the academic coursework for the purpose of developing the foundational skills which underlie practice. A developmental approach is used over the course of these experiences, with the emphasis being on progressive development of skills in the following areas:

A wide variety of settings are used to provide Level I Fieldwork experiences in order to enhance student understanding of developmental stages, tasks, and roles of individuals throughout the lifespan. As described in the *AOTA ACOTE Standards of Accreditation (2012)*, supervision may be provided by a variety of qualified personnel in coordination with the academic faculty as long as the guidelines defined by AOTA are met.

Students may only participate in facilities that have completed either a Level I Fieldwork or a full Affiliation Agreement with the University of New Mexico (UNM).

Objectives for each Level I Fieldwork I are developed to complement classroom experiences. The emphasis is not on independent performance at this level, but rather on the incorporation of professional modes of behaving, communicating, thinking, and problem solving through directed observation and participation.

Generally, Level I Fieldwork provides an opportunity for students to:

- Observe typical development throughout the life span
- Observe and discuss the therapist's role in direct care and consultation
- Observe and describe the role of other professionals in various treatment settings
- Develop effective interpersonal interactions and communication with staff, clients, and clients' families
- Observe and describe the characteristics of various functional differences that interfere with occupation
- Become familiar with a variety of therapy evaluations and interventions in different settings,
- Develop clear and concise documentation skills
- Demonstrate professional behavior, attitudes, and work skills
- Develop a collaborative community project

Level II Fieldwork

Level II Fieldwork occurs after successful completion of all other academic coursework. Fieldwork is intended to provide students with an in-depth experience in providing occupational therapy services to clients, and to assist students to integrate academic knowledge with clinical practice. During this period, students progressively assume responsibility for the delivery of occupational therapy services and develop entry-level professional competencies.

Level II Fieldwork must meet the following criteria established in the *AOTA ACOTE Standards of Accreditation (2012)*:

- A minimum of six months (two--12 week long rotations) of Level II Fieldwork experiences
- Completion of all fieldwork experience within 24 months following completion of academic preparation
- Direct supervision provided by a registered occupational therapist with at least one year of experience

Students will complete two three-month fieldwork placements or an equivalent in order to meet the 6 month requirement. In order to gain a variety of experience, the placements must differ from each other in at least two ways:

1. client setting
2. client population served

One of the fieldwork placements must provide experience working with clients with physical disabilities.

Students may only participate in fieldwork facilities that have completed a full Affiliation Agreement with the UNM.

Each fieldwork facility must establish learning objectives appropriate and specific to the clinical setting or use the UNM objectives. The objectives should be consistent with the competencies expected of an entry-level occupational therapist and be consistent with the UNM Occupational Therapy Graduate Program's Fieldwork II objectives.

UNM Level II Fieldwork Objectives

At the completion of fieldwork, the student will be able to:

1. Determine the need for occupational therapy services through record review, specific observation, interview, and administration of data collection procedures.
2. Assess the individual's performance by:
 - Selecting appropriate areas to address
 - Planning assessment methods
 - Administering standardized and nonstandardized assessments to determine functional abilities and areas of concern in occupational performance areas, performance components and environmental context
 - Analyzing, interpreting and synthesizing assessment data
3. Develop realistic client goals and objectives based on assessment data and client input that is stated in measurable terms, is appropriate to the individual's needs and desires, and is consistent with current occupational therapy principles and practice
4. Select methods, environment, and personnel needed to accomplish intervention plan goals and objectives through:
 - Collaboration and/or consultation with the individual, family and others
 - Analysis of tasks and activities and occupational roles
 - Adaptation of activities and environment as appropriate
 - Determination of sequence, frequency and duration of services

5. Implement the intervention plan/therapy program by:
 - Engaging the individual in occupational performance activities
 - Creating an environment to maximize responses
 - Observing medical and safety precautions
 - Monitoring the program; carrying out periodic re-evaluation
 - Modifying the program consistent with changes in the individual's performance
6. Discontinue services when the individual has achieved the program goals and objectives or achieved maximum benefit from the services
7. Document and communicate:
 - Assessment data and recommendations
 - Program plans and modifications
 - Services provided and the individual's response to the program
 - Discharge and follow-up plans and recommendations
8. Maintain work area, equipment, and supplies in a manner conducive to efficiency and safety
9. Carry out service management functions consistent with established standards and institutional policies
10. Behave in a manner congruent with the values, standards, and ethics of the profession
11. Collaborate effectively with clients, family members, caregivers, certified occupational therapy assistants (COTA), and other professionals
12. Use current research findings and other resources as a basis for assessment and therapy intervention decision-making
13. Apply clinical reasoning to all aspects of the occupational therapy process
14. Adhere consistently to the fundamentals of occupational therapy practice including ethics, safety regulations, and using sound judgment regarding safety of self and others during all fieldwork-related activities
15. Articulate the value of occupation as a method and desired outcome of occupational therapy services
16. Implement intervention plans that are person-centered and occupation-based
17. Produce the volume of work required in the expected time frame. Recognize the need to make changes to work schedule and change priorities as necessary
18. Respect positive interpersonal skills, respect for diversity factors in the delivery of occupational therapy services
19. Participates actively in the supervision process seeking out learning opportunities, responding constructively to feedback, and working collaboratively with supervisor

Curriculum Outcomes

The graduate of the Occupational Therapy Graduate Program is expected to demonstrate mastery of three major outcomes—Professional Practice, Professional Communication, and Professional Growth and Development.

Outcome I: Professional Practice

The graduate will demonstrate entry-level competencies necessary for practice as an occupational therapist in dynamic human services and health care delivery systems. To this end, the graduate's professional decisions will reflect:

- A. An appreciation of physical, environmental, cultural, and psychosocial factors that influence participation in valued occupations throughout the lifespan
- B. An understanding of occupational models and frames of reference that identify challenges and facilitators to participation in daily activities
- C. Competent and ethical use of occupational therapy screening and assessment methods that address clients' participation, activity, bodily functions, and structures
- D. Competent and ethical use of occupational therapy strategies that are consistent with evidence-based practice
- E. The skills necessary to provide services in a variety of settings and with a variety of clients including individuals, families, institutions, and society

Outcome II: Professional Communication

The graduate will demonstrate professional communication skills, which will facilitate effective, visionary occupational therapy practice. In addition, graduates will be able to skillfully advocate for their clients, the profession, and general health and well-being. To this end, the graduate will demonstrate:

- A. An ability to communicate with consumers of occupational therapy services which convey respect and facilitate collaborative goals and functional outcomes
- B. The written and oral skills necessary for effective occupational therapy practice and roles related to leadership, scholarship, and advocacy

Outcome III: Professional Growth and Development

The graduate will demonstrate a strong personal commitment to professional growth and development, which includes scholarship and leadership. The graduate will:

- A. Be a critical consumer of evidence-based literature and contribute to the body of professional knowledge through scholarly activity
- B. Advocate for clients, the profession, and issues that impact public health
- C. Assume leadership roles in their practice, community, and profession
- D. Assume responsibilities for self-assessment of competencies and for continued professional growth

Section 2: Roles and Responsibilities

Academic Fieldwork Coordinator and Staff Fieldwork Coordinator

Level II Fieldwork will be coordinated by the UNM academic fieldwork coordinator and the staff fieldwork coordinator. These individuals will:

1. Identify, evaluate and develop appropriate fieldwork sites
2. Negotiate and oversee the timely execution and renewal of contracts between facilities and the academic program
3. Establish and maintain ongoing communication with each fieldwork facility via phone, mail, and on-site visits as appropriate
4. Assist fieldwork facilities to develop relevant learning objectives and fieldwork experiences,
5. Assign students to fieldwork facilities as described in the Student Selection and Scheduling section of this document
6. Notify each fieldwork facility in a timely manner regarding the schedule of student assignments and all pertinent information
7. Contact fieldwork educator at week 2 or 3 to monitor student performance and assist the fieldwork educator and student in the resolution of problems as they arise
8. Work closely with each student to assure understanding of and compliance with all rules, regulations, and expectations regarding fieldwork
9. Maintain accurate, updated files on all Fieldwork II facilities, student placements, and student performance
10. Coordinate all fieldwork-related workshops for fieldwork educators
11. Participate in teaching, scholarly, and service activities consistent with the mission and goals of the academic program
12. Perform other duties as assigned by the Occupational Therapy Graduate Program Director

Fieldwork Educator

Each individual responsible for student training in the fieldwork facility is considered a fieldwork educator as stated in the *AOTA ACOTE Standards of Accreditation (2012)*. Fieldwork educators may also be known as fieldwork supervisors or student supervisors.

The two major areas of responsibility required of the fieldwork educator are administrative functions and direct day-to-day supervision—which may be shared by various clinicians at each setting.

Administrative responsibilities include:

1. Collaborating with the academic fieldwork coordinator in the development of learning fieldwork objectives and experiences
2. Keeping the faculty fieldwork coordinator informed about the fieldwork facility's philosophy, staffing, programs, policies, and procedures
3. Scheduling students in collaboration with the academic program and maintaining familiarity with the academic program's policies and procedures relevant to fieldwork

4. Reviewing the contractual agreement between the fieldwork facility and academic program periodically

Direct day-to-day student supervision includes the following responsibilities:

1. Providing an adequate orientation to the fieldwork facility, including its policies and procedures
2. Assigning clients to the student
3. Supervising the student's skills, knowledge, and performance
4. Meeting with the student regularly (at least weekly) to provide supervision and guidance and to review performance—use the *Weekly Progress Meeting Form*
5. Evaluating the student at both the midpoint (formal midterm evaluation) and the completion of the fieldwork experience using the AOTA fieldwork performance rating instrument and sending the original, signed, final performance evaluation report to the faculty fieldwork coordinator
6. Notifying the faculty fieldwork coordinator of any problems or concerns regarding student performance in a timely manner

Student

The student is responsible for the following:

1. Completing all required forms in preparation for fieldwork
2. Complying with all policies and procedures of the fieldwork facility
3. Fulfilling all duties and assignments required by the academic program and fieldwork facility
4. Notifying the fieldwork facility and academic program of current address and phone number
5. Completing the *Student Evaluation of the Fieldwork Experience* document
6. Actively participating in the fieldwork experience and supervisory process
7. Completing CPR certification, all immunizations, criminal background checks and finger printing if required by the fieldwork site prior to starting fieldwork
8. Reviewing UNM's policies regarding blood-borne pathogens and HIPAA training

Section 3: Student and Educational Policies

Student Policies

Dress Code

Students are expected to present a professional appearance at all fieldwork facilities. Because the dress code at facilities varies widely, this information will be updated on a yearly basis for the fieldwork facility files. It is the student's responsibility to follow the requirements of the facility to which he/she is assigned.

Conduct

The student is expected to behave in a professional manner at all times, and is to adhere to the professional behavior policies established in the AOTA "*Occupational Therapy Code of Ethics*" (2010).

Social Networking

Even with strong privacy settings, it is important that you avoid posts or photos on about your fieldwork experiences. Here are some specifics:

1. Do not ask your supervisor to "friend" you while on Fieldwork. This puts your supervisor and yourself in an awkward situation with personal information about each other. If you mutually decide to do this after the Fieldwork experience, this is your personal choice.
2. Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider Googling your name to discover what is in cyberspace that others can see about you.
3. Names of supervisors, comments or criticism about sites or information about what is happening at sites are not appropriate on public social network sites.
4. It is a HIPAA violation if you mention a client/patient with enough information that the person might be identified, even if you avoid PHI. The consequences for violations, as you know, are severe. For more information:
<http://www.aota.org/Educate/EdRes/Fieldwork/Supervisor/HIPAA/39884.aspx>.
5. Stating where you are on FW is up to you, but there are problems with you being identified. Consider if you want privacy from clients, patients and staff.
6. Use your official UNM e-mail address for all professional correspondence needed via e-mail for all fieldwork related issues.
7. If you have any posts that are even questionable, please remove them immediately.
8. If there is any question or you are unsure of something regarding social networking, call the fieldwork coordinator immediately for advice.

Cell Phone Use

While on fieldwork, cell phones must be left in a secure place and should not be carried on your person. Cell phones may only be on during approved break times. Personal calls and texting is never allowed during fieldwork hours, unless time has been designated and approved by your supervisor. Your fieldwork supervisor may authorize cell phone use outside of this policy for emergency reasons on a case-by-case basis. Wearing a watch is suggested rather than relying on your cell phone as a time keeper.

Attendance

Attendance on all scheduled fieldwork days is essential in order to complete the required fieldwork objectives. You are expected to report for fieldwork each and every day unless there is an emergency or you are too ill to see your clients. In either of these instances, it is imperative that you notify your immediate Fieldwork Educator according to the fieldwork site's policies. You are also required to notify the UNM fieldwork office of any absences greater than two days per fieldwork placement.

Students enrolled in Fieldwork II are expected to observe the same working hours and holiday schedule as the employees of the fieldwork site. Students cannot request days off for reasons such as personal business or job interviews. Students cannot accrue overtime to shorten the Fieldwork II experience. The fieldwork office and/or your fieldwork site may require that you make up any and all time missed, regardless of the reason. Sick days taken for reasons other than illness will be considered a breach of ethics.

In order to meet the requirements of the 12-week full time fieldwork status, students must plan to make up any missed days of time. Students cannot leave a fieldwork site prior to the last scheduled day simply because no days have been missed. Also, they cannot accrue additional hours in order to shorten the fieldwork, but may request a change in their schedule that will allow a day for personal plans **ONLY IF IT IS CONVENIENT WITH THE FIELDWORK SITE**. Examples of appropriate requests for personal plans would be "time off" for a travel day to participate in an immediate family member's wedding (i.e., brother, sister, parent).

Liability

Students are covered by liability insurance provided by UNM. Proof of insurance documents will be emailed to each site after fieldwork placement confirmation.

Financial Responsibilities

In addition to the tuition and fees required by UNM, the student must assume responsibility for transportation to and from fieldwork facilities as well as any housing and meal needs. Occasionally, facilities provide stipends, or they may provide housing and/or meals for students either free of charge or at a reduced cost. Information on each facility is obtained on a yearly basis to identify facilities which are able to do this, and can be found on the Fieldwork Data Form for each facility.

Disclosure of Information

The University cannot discuss a student's past academic or fieldwork performance with fieldwork educators without a written release of information from the student.

Nondiscrimination

The student has the right to be treated fairly and not to be discriminated against in the selection of fieldwork facilities or by any representative of UNM or the fieldwork facility.

Conflict of Interest

If a student receives a stipend, tuition, or other assistance from a fieldwork site, an agreement must be signed between that site and the UNM OT Program that clarifies that the student's performance expectations and student evaluation will be objective, and in no way influenced by any agreement for assistance.

Educational Policies

Student Selection and Scheduling

Level I Fieldwork scheduling will follow the academic calendar and the requirements of the course with which it is integrated. The faculty member responsible for the course will assign fieldwork experiences and communicate directly with personnel in facilities providing such experiences.

The academic fieldwork coordinator is responsible for site selection for Level II Fieldwork placements with input from the students. Students work directly with the academic fieldwork coordinator to provide input in the early stages of planning. The student's interests, background, prior clinical experiences, and personal needs will be considered. Availability of appropriate sites to meet fieldwork objectives may play a role in placements.

Students will not initiate contact with facilities on the behalf of the UNM program. If a potential site is identified, the faculty fieldwork coordinator or the program coordinator may pursue arrangements.

Fieldwork will be scheduled in accordance with the successful completion of academic coursework. As described in the *AOTA ACOTE Standards of Accreditation (2012)*. All fieldwork must be completed within 24 months following completion of academic preparation.

Once a student is placed at a fieldwork site, there will be no changes or cancellations unless there are extenuating circumstances determined by the academic fieldwork coordinator or the fieldwork site. All obligations stated in the fieldwork contractual agreements will be followed by UNM.

Fieldwork Educators

As described in the *AOTA ACOTE Standards of Accreditation (2012)*, Fieldwork educators may be occupational therapists OR other qualified personnel (e.g. teachers, social workers, nurses etc.) who have agreed to provide appropriate educational experiences for occupational therapy students. Level II Fieldwork educators must be registered occupational therapists with a minimum of one year experience in a clinical practice setting.

Evaluation of Student Level II Fieldwork Performance

Evaluation of student performance during Level II Fieldwork must be an ongoing process which occurs during formal and informal supervisory sessions. Students should receive a midterm evaluation after six weeks of Level II Fieldwork using the midterm scoring system. The midterm evaluation is essential in helping students identify strengths and areas of concern and in clarifying objectives for the rest of the fieldwork placement. UNM requires a verbal or email confirmation of the midterm score for the students' records at UNM from the fieldwork educator. The final evaluation (using the same form) should be discussed with the student and signed by both the student and the fieldwork educator. One copy is retained at the fieldwork facility and the original is sent to the academic fieldwork coordinator within five days after the student has completed the fieldwork placement. The evaluation will be placed in the student's file.

The grading structure for Level II Fieldwork is credit/no credit (NC). Criterion scores are clarified in the *AOTA Fieldwork Performance Evaluation for the OT Student* form.

To graduate with an MOT degree, students must successfully complete at least two Level II fieldwork experiences in different practice areas. Infrequently, occupational therapy students may not achieve passing scores for the Fieldwork II course (OCC TH 675). When a grade of NC is given, students are required to meet with the Academic Fieldwork Coordinator to address ways to facilitate a successful Fieldwork II experience in the future. Students are then placed at another Fieldwork II site. If occupational therapy students fail two Fieldwork II experiences, they are dismissed from the Occupational Therapy Graduate Program.

Counseling Students Experiencing Difficulty with Level II Fieldwork

Supervisors should identify problems early to allow time for the student, fieldwork educator, and academic fieldwork coordinator to collaboratively establish a plan to facilitate a successful fieldwork placement.

If a student experiences difficulty in meeting fieldwork expectations, the fieldwork educator and the student should contact the academic fieldwork coordinator as soon as possible, and AT LEAST by the six- week midterm evaluation.

Through telephone or on-site consultation with the supervisor and student, the academic fieldwork coordinator may assist in identifying and clarifying issues and problems related to the fieldwork placement. The academic fieldwork coordinator may also assist with development of a plan to resolve fieldwork problems. Behavioral and learning performance contracts may be used to facilitate this process.

Student Critique of Fieldwork Experiences

Student feedback regarding the experience at fieldwork facilities is an important means of assisting students to critically analyze situations in a professional manner. It also provides the facility and the academic program with important information.

Students will evaluate the fieldwork facilities and experiences using the *Student Evaluation of Fieldwork Experience* form. One copy of the completed form will be provided to the fieldwork facility and the original, signed copy will be given to the academic fieldwork coordinator. This form should be completed by the student prior to receiving a final performance evaluation from the fieldwork educator as the student will be sharing this information with their fieldwork educator at their final meeting.

Student Grievance Policy

Any student who feels that he/she has been unfairly treated has the right to file a grievance. A student who wishes to go through the appeal process should follow the guidelines referred to as the *UNM School of Medicine Health Professional and Public Health Programs Student Due Process Policy* as the described in the UNM Occupational Therapy Student Handbook.

Termination Policy

During Level I Fieldwork placements, students will be expected to follow procedures outlined by the facility and complete all assignments. If the fieldwork educator has concerns that the student is unable to perform successfully, the faculty member responsible for the course should be contacted as soon as possible. Every attempt will be made to resolve the difficulties the student is experiencing; however, if this is not possible, the student may be withdrawn.

During Level II Fieldwork placements, students will be expected to comply with the requirements of the facility and the academic program in completing fieldwork assignments. If extenuating circumstances prevent the student from performing successfully, or if collaborative problem solving and counseling that includes the student, fieldwork educator, and academic fieldwork coordinator does not resolve issues, then it may become necessary to terminate the placement or ask the student to withdraw. In this case, the fieldwork educator must write a summary letter identifying the problems and the process used in arriving at the decision to terminate. The letter should be sent to the academic fieldwork coordinator for inclusion in the student's file.

Supplemental Fieldwork Experience

A student who desires to complete an additional Level II Fieldwork placement in a specialty area may do so. All arrangements will be made with the academic fieldwork coordinator and staff fieldwork coordinator. Students must ensure and assume responsibility that all graduation requirements are in place to ensure that they graduate as their fieldwork schedule indicates.

Certification Information

Upon successful completion of all academic coursework and fieldwork experiences, students will be eligible to sit for the occupational therapy certification examination. Candidates for the certification exam are advised to contact the *National Board for Certification in Occupational Therapy, Inc.* (www.nbcot.org). The UNM Occupational Therapy Graduate Program will provide fieldwork students with the most current certification information.