Information in this manual is provided to help Occupational Therapy students prepare for fieldwork experiences and to provide the foundation from which fieldwork educators and the occupational therapy program can begin a collaborative relationship to prepare future professional occupational therapists through the academic and fieldwork education process.

For the purpose of this manual the term “Occupational Therapy student(s)” includes all students involved in both the BS/HS and MSOT program and the Entry Level MSOT program.

Alvernia University, the Occupational Therapy Program Director, faculty, and staff welcome comments and suggestions for improving all areas of the academic and fieldwork process.
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Reading, PA 19607-1799
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Revised 4/2016
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- Philosophical Base of Occupational Therapy
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<td>Fraternization Policy</td>
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<td>Alvernia University Occupational Therapy Program Mandatory Drug Screen Policy</td>
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<td>Health Care Majors Mandatory Online HIPAA Education Session</td>
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<td>Guideline for Level I and Level II Fieldwork Attire, Grooming and Related Safety</td>
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<td>Background Check Policy – Academic Programs and Clearance Information</td>
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<td>Authorization to Release Medical Information</td>
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<td>The American Occupational Therapy Association</td>
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INTRODUCTION TO

ALVERNIA UNIVERSITY

OCCUPATIONAL THERAPY PROGRAM

Revised 4/2016
Overview

The program offerings in Occupational Therapy Department at Alvernia University are designed to prepare graduates with the competencies expected of the entry-level, professional, occupational therapist. The design of the curriculum is firmly embedded in the mission of Alvernia University, the Philosophy of Education of the American Occupational Therapy Association (AOTA, 2015), and the Philosophy of Education of the program. These create a foundation for a values-centered education that enables graduates to serve others and adopt positions of ethical or moral leadership.

Mission

The mission of the Alvernia University Occupational Therapy Department is to engage students in learning the knowledge, skills and values of occupational therapy. The core values of the American Occupational Therapy Association (altruism, equality, freedom, justice, dignity, truth, and prudence) and those of Alvernia University (service, humility, peacemaking, contemplation, and collegiality) are complementary beliefs that value service to others. In harmony with the mission of the University, the Occupational Therapy Department seeks to prepare graduates who will be reflective practitioners, life-long learners, and ethical leaders engaged in their communities.

Philosophy

The occupational therapy program at Alvernia University is grounded in the belief that humans are active, intrinsically motivated beings, whose development is continuous throughout their lives. Humans are motivated to adapt to the changing needs and conditions of the self and the environment. Occupation provides the means by which humans adapt, achieve health and wellness, and spiritual wholeness. Engagement in meaningful occupations has a fundamental effect on growth, health, the development of functional skills, and living life to its fullest. Disease, functional or structural impairment, activity limitation, or participation restriction may at any time interfere with the process of development, growth, or adaptation. By engaging in occupations, humans are able to influence their physical, psychosocial or virtual environment; and to achieve higher levels of function, independence, quality of life, and spiritual fulfillment.

Revised 4/2016
The use of occupation by occupational therapy practitioners has both an extrinsic therapeutic and an intrinsic life-affirming purpose. Through the use of meaningful occupations, occupational therapists are able to prevent, mediate, or remove barriers to engagement in a meaningful life. By valuing individuals (Person), environmental contexts (Environment) and dimensions of doing (Occupation), occupational therapists enable people to make culturally relevant life-affirming choices to achieve desired levels of health, well-being and engagement in life (Participation).

**Design**

The occupational therapy curriculum is based on an understanding of occupation, client-centered, evidence-based, clinical reasoning, and the ideology underlying the Occupational Therapy Practice Framework: Domains and Process, second edition (AOTA, 2014), which describes the profession’s unique focus on, and use of, occupation to enable individuals to participate in lives that hold meaning to them. Graduates will develop a broad perspective in the use of occupation to solve problems for various conditions that interfere with the quality of life for individuals, groups, communities, and populations.

A distinctive feature of Alvernia’s curriculum design is that it embraces liberal arts education focuses on a holistic view of education that reflects the essence of the mission of the University. The curriculum strives to create a community of learners that inspires, motivates, and guides students as they strive for excellence in their professional and personal lives. Students are encouraged to seek moral integrity, spiritual fullness, and to develop their highest level of competence, compassion, and moral behavior.

The sequence of instructional goals and objectives presents basic concepts in beginning courses. Building on this foundation, increasingly complex layers of knowledge and skills are introduced, practiced, and mastered. Interdisciplinary core courses create opportunities to discuss issues from multiple perspectives and broaden the process of learning.

**Curriculum Threads**

1. Occupation Centered Practice
2. Reflection on Ethical, Moral, and Professional Values
3. Critical Thinking Skills
4. Current and Emerging Service Delivery Models
5. Scientific Inquiry and Research

**Educational Goal**

To prepare graduates with the knowledge and competencies expected of entry-level, professional, occupational therapists. As compassionate professionals, graduates will provide occupational therapy services to individuals, groups, and populations in a manner...
that is congruent with the core values of the Catholic, Franciscan tradition at Alvernia University (service, humility, peacemaking, contemplation, and collegiality) and the Occupational Therapy profession (altruism, equality, freedom, justice, dignity, truth, and prudence).

Six educational objectives follow from this one educational goal, graduates will:

1. Demonstrate a comprehensive understanding of occupation and the dynamic of engagement in occupation to support health and participation in all aspects of occupational therapy’s domain (areas of occupation, performance skills, performance patterns, client factors, captivity demands, contexts and environments). [Thread #1]

2. Demonstrate behaviors that integrate Catholic Franciscan values with the ethics and values of the profession of occupational therapy; to include but not limited to, sensitivity to issues of age, gender, ethnicity, race, religious tradition, spirituality, disability and impairment, which influence engagement in occupation and demonstrate the knowledge and skills to assume a leadership role in ethical practice. [Thread #2]

3. Use critical thinking skills to collect analyze and evaluate data, and to make and support clinical decision-making. [Thread #3]

4. Demonstrate entry-level practice proficiencies for service delivery in diverse practice settings including evaluation, intervention, and outcomes, which meet the profession’s standards for safe and ethical practice. [Thread #4]

5. Develop beginning competence in the ability to access information and engage in scientific inquiry, scholarship, or research as it is used to support decision-making by clinical practitioners. [Thread #5]

6. Develop the knowledge and skills, needed to participate in professional activities, including but not limited to; proficiency in spoken, written, interpersonal communication, and the ability to use technology to communicate with others.

**Educational Tracks**

1. A 5-year combined Bachelor of Science in Health Science degree and Master of Science in Occupational Therapy degree track for traditional college students, and
2. An entry-level Master’s of Science in Occupational Therapy degree for students with a baccalaureate degree.

*Revised 4/2016*
Capstone

The capstone experience for all OT programs is the completion of a research project to address a problem related to occupational science or participation, practice or service delivery, or education. By completing the research project students demonstrate proficiency in ethical research, and the ability to identify, evaluate, collect and use evidence. A written report and oral presentation of the research findings demonstrates the integration of a professional identity as a master’s level occupational therapists.
AOTA OFFICIAL DOCUMENTS

Philosophy of OT Education
OT Fieldwork Education: Value and Purpose
Fieldwork II and OT students: A Position Paper
Scope of Practice 2015
Guidelines for Student Supervision
OT Code of Ethics 2015
Guidelines for Documentation in Occupational Therapy

Revised 4/2016
LEVEL I FIELDWORK POLICIES AND PROCEDURES

Revised 4/2016
The level I fieldwork information in the following section includes information for all occupational therapy programs at Alvernia University including students enrolled in the BH/HS and MSOT program and the Entry Level MSOT program.

PURPOSE OF LEVEL I FIELDWORK

The Alvernia University Occupational Therapy Program curriculum includes three Level I Fieldwork seminars which correlate with five undergraduate Occupational Therapy courses. Each Fieldwork Seminar requires a specific designated number of fieldwork hours noted on the course syllabus. The objectives are designed by the course instructor and Academic Fieldwork Coordinator (AFWC). Experiences which enhance and enrich these objectives are designed by the course instructor, Academic Fieldwork Coordinator and Fieldwork Educator (FWE) to ensure that there is a link between the clinical experiences and the curriculum design.

I. DEFINITION AND PURPOSE

The AOTA Standards describe the goal of Level I Fieldwork “to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.” Level I Fieldwork is not intended to develop independent performance, but to “include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.” (C.1.8.) In line with ACOTE standards, “Level I Fieldwork is not substituted for any part of Level II Fieldwork: (C.1.10.).

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to Occupational Therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. Level I Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations, age-specific or diagnosis-specific clients.

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. (C.1.9.) The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience.

Prior to Level I Fieldwork experience, students are required to submit to the Occupational Therapy Secretary, and to fieldwork centers (as applicable): certification in Cardiac Pulmonary Resuscitation (CPR) (infant, child and adult, AED), and First Aid, PA Criminal History Clearance (ACT 34) a Pennsylvania Child Abuse History Clearance (ACT 151) and an FBI Clearance (ACT 114). Pennsylvania Acts 33 and 34 require that prospective employees of agencies serving
children in public and private schools present evidence to a potential employer of any criminal record with the State Police, or statement from the State Police that such a record does not exist.

Occupational Therapy students are also required to complete a drug screen during their first semester of Level I Fieldwork and prior to the start of Level II Fieldwork. Other health and wellness requirements include: a 2-step PPD, influenza vaccine and proof of ownership of health/accident insurance coverage.

II. SCHEDULE

The Academic Fieldwork Coordinator project fieldwork needs for courses before the semester begins. The Academic Fieldwork Coordinator communicates these needs to Fieldwork Educator. The Academic Fieldwork Coordinator and each Fieldwork Educator collaborate on objectives and scheduling. The Academic Fieldwork Coordinator continues to serve as the liaison for the University, Program, instructors, and fieldwork sites on all fieldwork issues. Fieldwork is scheduled by the academic fieldwork coordinator during the student’s designated fieldwork day. A change in the schedule occurs at the discretion of the fieldwork educator and site supervisor. The academic fieldwork coordinator must be made aware of schedule changes. Students are not permitted to miss class to complete fieldwork hours under any circumstance.

III. FIELDWORK SITE

Settings for Level I Fieldwork vary and depend upon the objectives of the fieldwork.

IV. EVALUATION

Students are evaluated on an Alvernia University Level I Fieldwork Evaluation Form. The student gives an evaluation form to the site supervisor upon arrival at the site. The student is responsible to have the Fieldwork Educator sign off on their time present after each session. At the end of the assignment the Fieldwork Educator will discuss the evaluation with the student. The Fieldwork Educator may mail the form directly to the Academic Fieldwork Coordinator, or the student return the form to the course instructor. Students will be given a copy of the evaluation after the instructor has reviewed the evaluation. The Fieldwork I Evaluations are reviewed by the course instructor and the Academic Fieldwork Coordinator. Any concerns are communicated to the student’s advisor via fieldwork advisory memorandum sheets kept in the students file.
FIELDWORK I EXPECTATIONS

I. Site Assignment Process

Level I Fieldwork assignments are typically assigned to the students by the first or second week of classes in each semester. The Academic Fieldwork Coordinator or the course instructor gives a brief presentation on the general expectations for Fieldwork I placements as well as reiterating the student responsibilities for fieldwork completion. Letters or an email is provided to each student listing their fieldwork assignment.

Selections are tracked throughout the student’s career to ensure exposure to multiple areas of practice.

II. AFWC Responsibilities

A. Contact sites for their participation in a particular course’s fieldwork education.

B. Provide each site with the general objectives as well as the specific course objectives for the Fieldwork I experience.

C. Provide the students with:
   1. an explanation of the Fieldwork I Evaluation Form
   2. an explanation of the Site Evaluation to be completed by the student.

D. Track students Fieldwork I sites on tracking sheet.

III. Student Responsibilities

A. Alvernia University Student I/D cards are used for identification purposes and are expected to be with student at all times when on site.

B. Obtain and provide a copy of all necessary clearances/certifications to Occupational Therapy Program Secretary and Fieldwork Educator on site.

C. Make contact with the site after contact is given to confirm specific dates/times and inquire about needed paperwork and clearances.

D. Check with site for dress expectations.

E. Complete the designated number of hours required for the fieldwork experience.

F. Provide Fieldwork Educator with Fieldwork I Evaluation Form to complete.

G. Write a thank you note to the site supervisor.
H. Track all Level I fieldwork assignments (see Appendix).

I. Provide site supervisor with PDU paper to complete and return to OT secretary or give site supervisor website for PDU certificate to ensure supervisor receives PDU certificate.

J. Student is responsible for all transportation and driving expenses to and from fieldwork site.

K. Student may have to travel up to 1 ½-2 hours one way to fieldwork site.

IV. Course Instructor’s Responsibilities

A. Provide objectives and assignments linking course to fieldwork experience.

B. Collection of Fieldwork I evaluations and all student paperwork.

C. Field any questions/concerns regarding course assignments relate to FWI.

V. Level I Fieldwork Failure Policy

In order to successfully complete Level I Fieldwork, the student must pass the assigned Level I Fieldwork experience with a grade of 73% or greater on the student Fieldwork I Evaluation Form. The site supervisor may also choose to discontinue the fieldwork and fail the student. If the student has not successfully completed Level I Fieldwork as initially assigned, the student will be required to:

A. Contact the Academic Fieldwork Coordinator immediately (within three (3) days following notification of failure).

B. Meet with the Academic Fieldwork Coordinator and develop a behavioral remediation plan (may be in collaboration with the course instructor, advisor, fieldwork educator, and/or program director). This behavioral remediation plan will be signed by the Academic Fieldwork Coordinator and the student. A copy will be provided to the student and the original will placed in the student’s permanent Occupational Therapy Program file.

C. Remediate the behaviors that caused failing performance through completion of all activities and assignments outlined on the behavioral remediation plan.

D. Upon successful remediation of the failing behaviors as outlined on the behavioral remediation plan, placement in a remediation Level I Fieldwork site, as scheduled by the Academic Fieldwork Coordinator.

E. Repeat and/or completion of all assignments attached to course(s) and required for the successful completion of the Level I Fieldwork experience for each respective course.

F. Upon successful completion of the remedial placement, students will have fulfilled the course and program requirements of successful Level I Fieldwork completion: However, the student will NOT receive the point value assigned by the instructor of the course for Level I Fieldwork.
G. Any student who is unsuccessful in completing the remediation placement for Level I Fieldwork, will receive an F for the course, and will be required to contact the Academic Fieldwork Coordinator and the Occupational Therapy Program Director within 5 days of receipt of the remediation failure to discuss his/her status within the Occupational Therapy Program.
LEVEL I FORMS
ALVERNIA UNIVERSITY OCCUPATIONAL THERAPY PROGRAM LEVEL I FIELDWORK PREPARATION LIST

Student:___________________________________________________________________________________________________

 o All Academic Courses completed satisfactory
 o In good standing at Alvernia University
 o Read Alvernia University Occupational Therapy Program Fieldwork Manual
 o Read assignments in AOTA Guide to Fieldwork Evaluation
 o Completed interviews (if needed)
 o Obtain special clothing (if needed)
 o Confirmed fieldwork schedule
 o Current/update immunization record on file in Health & Wellness Center
 o Yearly physical
 o Submit Health Information/Authorization to Release to Health & Wellness
 o 2 step PPD – Tuberculosis vaccine
 o Pneumococcal Vaccine Decision/waiver
 o Adequate Health/Accident Insurance (all students must carry health insurance. Failure to show proof of valid coverage will prevent student from progressing)
 o Submitted Child abuse clearance, PA Criminal Background and FBI History Clearance and mandated child abuse training
 o Currently certified in CPR and First Aid (must be American Heart Assoc. or Red Cross)
 o Online HIPAA, OSHA training and blood borne pathogens
 o Submitted Drug Screening Waiver
 o Mandatory Drug Screening
 o Yearly influenza vaccine once available
 o Liability insurance waiver
STUDENT EVALUATION OF THE LEVEL I FIELDWORK EXPERIENCE

This evaluation form is to be returned to your course instructor as outlined in the course syllabus.

Student Name: ____________________________ Date: ____________

Course Number & Title: ____________________________

Fieldwork Site: ____________________________

Address: ____________________________

Fieldwork Supervisor: ____________________________

Please complete the statement related to your fieldwork experience as:

4 = Excellent  3 = Satisfactory  0 = Unsatisfactory  N = Not Applicable

The scheduling process dates and times were?

The supervisor’s ability to relate to me & facilitate my learning was?

The time spent at the site to meet the FW objectives was?

The caseload at the site to meet the FW objectives was?

The variety of client ages to meet the FW objectives was?

The variety of client dysfunctions to meet the FW objectives was?
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## ALVERNIA UNIVERSITY LEVEL I FIELDWORK OT STUDENT EVALUATION

### ALVERNIA UNIVERSITY LEVEL I FIELDWORK OT STUDENT EVALUATION

**STUDENT NAME:** ___________________________  **SITE:** ___________________________

**COURSE NAME AND NUMBER:** ___________________________  **DATES OF FW:** ___________________________

P = PASS   F = FAIL

Please circle appropriate grade

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### 1. Professional behaviors/criteria:
**Adaptability and Flexibility:** Effectively adjusts to changes in schedule, policies, procedures, patient and student program.

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### 2. Professional Appearance:
Adheres to facility dress code. Consider also body language, affect and attitude

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### 3. Time Management Skills:
Is punctual in fulfilling responsibilities and requirements, adheres to schedules and deadlines. Sets realistic priorities and appropriate limits. Prepared for assignments or meetings.

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### 4. Concern for Professional Development/Self Directed Learning:
Is receptive to guidance and constructive feedback, demonstrates positive motivation. Asks questions when in doubt. Takes initiative to utilize responses.

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5. Professional Communication:
Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner. Respects culture and personal differences of others. Written assignments and/or communication uses appropriate professional language, grammar and spelling. Maintains confidentiality. Active listener.

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6. Clinical Reasoning:
Consider ability to analyze and interpret client care. Recognize problems, prioritize problems and brainstorm possible solutions. Uses sound judgement in regard to safety to self and others and adheres to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. (Consider students level of education to date….)

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FW Supervisor Initials

(    ) This student has performed satisfactorily (73% or greater) or no less than 22/30 – PASS

(    ) This student has performed unsatisfactorily (27% or greater) or no less than 8/30 – FAIL

FW Educator: ___________________________  Date: _______________________

Student: ___________________________
LEVEL II FIELDWORK POLICIES AND PROCEDURE
The Level II fieldwork information in the following section includes information for all occupational therapy programs at Alvernia University including students enrolled in the BH/HS and MSOT program and the Entry Level MSOT program.

**PURPOSE OF LEVEL II FIELDWORK**

**I. REQUIREMENT**

This is a full time, 24-week or equivalent experiential education at approved fieldwork sites off campus, with mandatory seminars on campus as scheduled in syllabus. Under the supervision of a qualified practitioner the student integrates undergraduate academic course work by focusing on the application of purposeful and meaningful occupation in the administration and management of Occupational Therapy services. The fieldwork experience promotes clinical reasoning and reflective practice; transmits the values and beliefs that enable ethical practice; and develops professionalism, competence and compassion as career responsibilities. This in depth experience in the delivering of Occupational Therapy interventions is an essential foundation for graduate studies.

Prerequisites: All undergraduate Occupational Therapy courses grade “C” or better; satisfactory completion of Level I Fieldwork; approval of the Academic Fieldwork Coordinator and the Fieldwork Educator; current certification in CPR and First Aid; proof of current health/accident insurance coverage; current health and immunization status reports; Child Abuse History Clearance; PA State Criminal Record Check; FBI Background Clearance through the Cogent System, Child Abuse Mandated training and current PPD Immunization. The student is responsible for travel and accommodation expenses. This course is graded Pass/Fail.

**II. PURPOSE**

The purpose of Level II Fieldwork “is to develop competent, entry-level, generalist occupational therapists.” Level II fieldwork provides experiences that promote clinical reasoning and develop and increase the student’s skill in evaluation, planning, and intervention related to human performance. Level II Fieldwork shall include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.
III. SCHEDULE

Alvernia University Occupational Therapy students are scheduled to begin Level II Fieldwork after completing seven semesters of academic coursework on campus (typically in January of the senior year). AOTA suggested fieldwork dates are used with individual exceptions made on mutual agreement between the student, the Fieldwork Educator and the Academic Fieldwork Coordinator. All Level II Fieldwork must be completed in sequence and within 24 months following completion of the didactic portion of the program.

IV. SITE

Various fieldwork sites and service delivery models that reflect current professional practice may provide the setting for Level II Fieldwork. Students acquire a rich background of experiences with clients across the age span with psychosocial and physical performance deficits and from diverse cultural and socioeconomic backgrounds. Level II Fieldwork supervision is provided by a registered occupational therapist with at least one year of experience in a practice setting. In line with ACOTE standard C.1.12 – “The student can complete Level II Fieldwork in a minimum of one setting if it is reflective of more than one practice area, or a minimum of four different settings.”

In a setting where there is no occupational therapist on site, the program must document that there is a plan for the provision of occupational therapy services. On-site supervision must be provided in accordance with the plan and state credentialing requirements. The student must receive a minimum of eight hours of Occupational Therapy supervision per week, including direct observation of client interaction. Additionally, the Occupational Therapy supervisor must be readily available for communication and consultation during work hours. Such fieldwork shall not exceed 12 weeks.

V. EVALUATION

Students are evaluated by the Fieldwork Educator on the Fieldwork Evaluation for the Occupational Therapist (AOTA, 2002). Students evaluate the fieldwork experience and their academic preparation and the Student Evaluation of Fieldwork Experience (AOTA, 2006). The Academic Fieldwork Coordinator submits the final grade based on criteria described in the course syllabus.
Development of professional responsibilities in organization and planning will begin on campus with group and private meetings to plan and schedule Level II Fieldwork. Students will begin developing skills related to Level II Fieldwork by self-initiated information gathering and communicating with the Academic Fieldwork Coordinator.

Professional communication will be used when students initiate appropriate phone calls and letters to Fieldwork Educators and complete various forms.

Evaluation procedures, treatment planning, intervention, and discontinuation of occupational therapy services for various required forms.

Evaluation procedures, treatment planning, intervention, and discontinuation of occupational therapy services for various clients across the age span with various conditions will be experienced during the fieldwork.
A list of fieldwork education sites that have entered into an agreement with Alvernia University is available in the Academic Fieldwork Coordinator office, BH OT Suite 114.

The Occupational Therapy Program continues to seek and evaluate new sites in order to increase the options for fieldwork education. These sites are brought to the attention of the Academic Fieldwork Coordinator by students, potential students, personnel in facilities, and other interested individuals. Information about potential fieldwork education sites is always welcome.

A Contractual Agreement is established between a site and Alvernia University prior to scheduling students for Level II Fieldwork (a minimum of 24 fulltime weeks of fieldwork following academic coursework).

The following criteria is used for selecting fieldwork sites:

1. The facility is accredited or approved by a recognized accrediting agency or the Alvernia University Occupational Therapy Program.

2. Students are supervised by qualified fieldwork educators.

3. There is an appropriately varied caseload of clients to meet the educational requirements of the student.

4. Collaboration between the Academic Fieldwork Coordinator and the Fieldwork Educator can occur on a regular and as needed basis.

5. An agreement for Fieldwork education can be established between Alvernia University and the fieldwork site. On-going contact is maintained with fieldwork sites by the Alvernia University Academic Fieldwork Coordinator through:
   
   a. The AOTA Fieldwork Data Form.
   
   b. Written correspondence with appropriate persons.
   
   c. Telephone/email communication as appropriate.
   
   d. On-site visits as needed and appropriate.
   
   e. Individual and group meetings with FWE.
LEVEL II FIELDWORK SCHEDULING PROCEDURE

The following procedure was designed to make the scheduling process as orderly and efficient as possible. Please communicate your suggestions and ideas about the procedure to the Academic Fieldwork Coordinator.

In the Spring of Junior Year (Jan – May), each student will make an appointment with the Academic Fieldwork Coordinator to discuss fieldwork. Prior to the meeting each student is expected to research fieldwork sites and locations by looking through the white binders in the Academic Fieldwork Coordinator’s office. The student is to bring the Level II Fieldwork Placement Request Form to the meeting.

Level II Fieldwork selection process will entail the following outline.

1. Students will meet with AFWC to review Level II Fieldwork Placement Request Form (in fieldwork manual). Discuss sites, location, housing/transportation needs, learning style, and areas of interest in Occupational Therapy practice.

2. Academic Fieldwork Coordinator will secure rotations based on site availability and location requests. Individual meetings will occur on an as needed basis.
   - Once rotations and contracts are set-up, confirmation letters will be sent to sites and students with contact information.

The student is **ONLY** to contact the site once confirmation is received to ask for requirements and other pertinent information including dress code, hours, directions, interview/visit before start date, information regarding types of client populations, and diagnoses. It is imperative that the student asks what they should review before the start of fieldwork.
Supervision and evaluation of the student are joint responsibilities of the Fieldwork Educator and the Academic Fieldwork Coordinator. Both must maintain an ongoing involvement in your progress. The Fieldwork Educator provides direct supervision or assigns other experienced staff members to supervise you. Regular meetings, approximately once a week, are suggested to provide you with constructive feedback and to discuss pending assignments and activities. The Academic Fieldwork Coordinator monitors your progress through your periodic reports, phone conversations, and site visits. The Academic Fieldwork Coordinator is available for consultation should questions or problems arise. Open and honest communication is encouraged throughout the fieldwork.

At the midpoint of each scheduled fieldwork it is recommended that the Fieldwork Educator meet privately with you to discuss your progress. The Fieldwork Evaluation for the Occupational Therapist form may be used with erasable notation. Your supervisor may prefer other methods to review your progress. Students are usually given an opportunity to discuss methods for improving or enhancing performance, to comment on concerns, and to discuss areas of special interest. At the end of the experience during a final conference you are expected to give the completed Student Evaluation of Fieldwork form to the Fieldwork Educator and be prepared to discuss your evaluation. The Fieldwork Educator will discuss the final Fieldwork Evaluation for the Occupational Therapist form with you at this time. If effective communications have taken place, there should be no surprises on these final evaluation forms.

These evaluations give you an opportunity to review your strengths, weaknesses and educational needs and to comment on your perception of the strengths and weaknesses of the fieldwork education.

The Academic Fieldwork Coordinator is responsible for assigning a P/F grade for the OT fieldwork courses. The Fieldwork Educator will submit the Fieldwork Performance Evaluation (FPE) to the university. The Fieldwork Educator evaluations are heavily weighted. Other criteria also considered are the student’s preparation in seminars, communication with the Academic Fieldwork Coordinator, professional attitude and behavior toward peers and supervisors are some of these considerations. The students will complete the Site Evaluation Form (SEFWE). Both the FPE and SEFWE must be received by the AFWC before the student’s grade is posted.

Read this manual and the AOTA Guide to Fieldwork Education prior to beginning the fieldwork process and maintain communication with the Academic Fieldwork Coordinator to make your fieldwork experiences as valuable and pleasant as possible.
1. Successful completion of Level II fieldwork is required prior to acceptance into the Masters Phase of Occupational Therapy. Any student who does not successfully complete Level II fieldwork will need to meet with the Program Director and Academic Fieldwork Coordinator.

2. You are responsible for making your own living arrangements. Some sites provide lodging and/or meals free of charge, others provide lodging and/or meals for a fee. Refer to the Fieldwork Data Form for information on specific sites. Advance housing reservations or arrangements may need to be made.

3. Fieldwork education is normally scheduled within Pennsylvania. Out-of-state placements may be considered. Discuss this with the Academic Fieldwork Coordinator.

4. All fieldwork must be completed within 24 months following completion of academic preparation. At least one rotation must be completed on a full time basis (12 weeks).

5. You are responsible for completing prerequisite courses, registering and paying for the Level II Fieldwork courses, and for meeting other obligations required for Level II Fieldwork.

6. Students may take no more than 3 additional credits while enrolled in level II fieldwork and must have approval of the Program Director. However, fieldwork usually requires additional reading, research, and participation in a variety of activities during hours not spent in fieldwork setting.
Termination of Fieldwork: While every effort is made to allow each student to experience a full 12 week (or the equivalent) fieldwork placement. It is important for students to understand that they are guests at their fieldwork sites. The privilege of being allowed to provide services to clients/patients who are sick and vulnerable is granted based upon demonstrated competence; it is not a right because a student is enrolled in a class.

See course syllabus for termination policy for level II fieldwork.
FIELDWORK PREPARATION CHECKLIST

Student:____________________________________________________

___ All Academic Courses + Level I Fieldwork completed satisfactory
___ In good standing at Alvernia University
___ Current/updated immunization record on file in the Health & Wellness Center
___ Yearly physical exam
___ Influenza vaccine (when available)
___ PPD testing - Tuberculosis vaccine
___ Health/Accident insurance (all students must carry health insurance Failure to show proof of valid coverage will prevent student from progressing to FWII).
___ Submitted Child Abuse History Clearance, PA Criminal Background Clearance, and FBI History Clearance
___ Current certified in CPR and First Aid (must be from American Heart Association or Red Cross
___ Read Alvernia University Occupational Therapy Program Fieldwork Manual
___ Read Assignments in AOTA Guide to Fieldwork Evaluation
___ Completed Interviews (if needed)
___ Make housing arrangements (if needed)
___ Obtained Student I/D, special clothes as needed (i.e. lab coat, etc.)
___ Confirm fieldwork schedule
___ Signed Drug Waiver form
___ Drug Screening
___ Other things to do:
PERSONAL DATA SHEET

FOR STUDENT FIELDWORK EXPERIENCE

Name: 

Home Address: 

Phone number and times available: 

Name, address, and phone number of person to be notified in case of accident or illness:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone Number</th>
<th>Relationship</th>
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<tr>
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</table>

EDUCATION INFORMATION

Expected Degree | Baccalaureate | Masters | Doctorate |
---|---|---|---|
Anticipated year of Graduation |
Prior degree’s obtained |
Foreign language spoken |
Foreign language read |
Current CPR certificate/expiration | Yes | No | Expiration: |

HEALTH INFORMATION

<table>
<thead>
<tr>
<th>Health Insurance</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Insurance Company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group#</td>
<td>Subscriber #</td>
<td></td>
</tr>
<tr>
<td>Date of last Tine test/Chest X-Ray</td>
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</tbody>
</table>

PREVIOUS WORK/VOLUNTEER EXPERIENCE


**PERSONAL PROFILE**

<table>
<thead>
<tr>
<th>Strengths: Special skills or Interests</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your preferred learning style:</td>
<td></td>
</tr>
<tr>
<td>Describe your preferred style of supervision:</td>
<td></td>
</tr>
<tr>
<td>Will you need housing during affiliation?</td>
<td>YES</td>
</tr>
<tr>
<td>Will you have your own transportation?</td>
<td>YES</td>
</tr>
<tr>
<td>Are there any disability-related challenges that will impact your ability to complete fieldwork? (optional)</td>
<td></td>
</tr>
</tbody>
</table>

**FIELDWORK EXPERIENCE SCHEDULE – LEVEL 1 EXPERIENCE**

<table>
<thead>
<tr>
<th>CENTER</th>
<th>TYPE OF FIELDWORK EXPERIENCE</th>
<th>LENGTH OF FIELDWORK EXPERIENCE</th>
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</thead>
<tbody>
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</table>

**LEVEL II EXPERIENCE**

<table>
<thead>
<tr>
<th>CENTER</th>
<th>TYPE OF FIELDWORK EXPERIENCE</th>
<th>LENGTH OF FIELDWORK EXPERIENCE</th>
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<tbody>
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</tbody>
</table>

*Personal Data Sheets Revision dates 1975, 1984, 1996* Revised/Approved by the AOTA Commission on Education, February 1998*
STUDENT EVALUATION OF THE FIELDWORK SITE
STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:
This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to students who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Sections outlined with thick black double borders are designed to be customized by you or your as needed. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.
STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:
Complete this SEFWE form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site ____________________________ Site Code __________

Address ____________________________________________

Placement Dates: From __________________ to __________________

Order of Placement: [ ] First [ ] Second [ ] Third [ ] Fourth

Living Accommodations: (include type, cost, location, conditions)

Public transportation in the area:

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site. __________________________

We have mutually shared and clarified this SEFWE report.

Student's Signature ____________________________ Fieldwork Educator's Signature ____________________________

Student's Name (Please print) ____________________________ Fieldwork Educator's Name/Credentials (Please print) ____________________________

Fieldwork Educator's years' experience ____________________________
**OCCUPATIONAL THERAPY PROCESS**

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by circling the appropriate number with 1 = the least valuable and 5 = the most valuable.

<table>
<thead>
<tr>
<th>REQUIRED</th>
<th>HOW MANY</th>
<th>EDUCATIONAL VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

1. Client/patient screening

2. Client/patient evaluations
   (Use specific names of evaluations)

3. Written treatment/care plan

4. Discharge summary

List major therapeutic interventions frequently used; also indicate whether it was provided in group, individually, co-treatment (Co-Tx), or consultation. List other professionals involved.

<table>
<thead>
<tr>
<th>Therapeutic Intervention</th>
<th>Individual</th>
<th>Group</th>
<th>Co-Tx</th>
<th>Consultation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Occupation-based activity</th>
<th>play, shopping, ADLs, IADLs, work, social activities within client's own context with his or her family</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

Purposeful activity (i.e., therapeutic context leading to occupation)

| 1.                        |                                                             |
| 2.                        |                                                             |
| 3.                        |                                                             |
| 4.                        |                                                             |

Preparatory methods, e.g., sensory, PAMs, splinting, exercise (preparation for occupation-based activity)

| 1.                        |                                                             |
| 2.                        |                                                             |
| 3.                        |                                                             |
| 4.                        |                                                             |
**ORIENTATION**

Indicate your view of the orientation by checking "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness. Check N/A if not applicable.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Adequate</th>
<th>Organized</th>
<th>Timely</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Site-specific fieldwork objectives</td>
<td>S</td>
<td>I</td>
<td>S</td>
<td>I</td>
</tr>
<tr>
<td>2. Student supervision process</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Requirements/assignments for students</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student schedule (daily/weekly/monthly)</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Staff introductions</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Overview of physical facilities</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Agency/department mission</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Overview of organizational structure</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Services provided by agency</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Agency/department policies and procedures</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Role of other team members</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Documentation procedures</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Safety and emergency procedures</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Confidentiality/HIPAA</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. OSHA—Standard precautions</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Community resources for service recipients</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Department model of practice</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Role of occupational therapy service</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Methods for evaluating OT services</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Other</td>
<td>S</td>
<td>I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments or suggestions regarding your orientation to this fieldwork placement:

---

**CASELOAD**

List approximate number of each age category in your caseload:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–3 years old</td>
<td></td>
</tr>
<tr>
<td>3–5 years old</td>
<td></td>
</tr>
<tr>
<td>6–12 years old</td>
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<tr>
<td>13–21 years old</td>
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<tr>
<td>22–65 years old</td>
<td></td>
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<tr>
<td>&gt;65 years old</td>
<td></td>
</tr>
</tbody>
</table>

List approximate number of each primary condition/problem/diagnosis in your caseload:

<table>
<thead>
<tr>
<th>Condition/Problem</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Model of Human Occupation</td>
<td>Never</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Occupational Adaptation</td>
<td></td>
</tr>
<tr>
<td>Ecology of Human Performance</td>
<td></td>
</tr>
<tr>
<td>Person–Environment–Occupation Model</td>
<td></td>
</tr>
<tr>
<td>Biomechanical Frame of Reference</td>
<td></td>
</tr>
<tr>
<td>Rehabilitation Frame of Reference</td>
<td></td>
</tr>
<tr>
<td>Neurodevelopmental Theory</td>
<td></td>
</tr>
<tr>
<td>Sensory Integration</td>
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</tr>
<tr>
<td>Behaviorism</td>
<td></td>
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<tr>
<td>Cognitive Theory</td>
<td></td>
</tr>
<tr>
<td>Cognitive Disability Frame of Reference</td>
<td></td>
</tr>
<tr>
<td>Motor Learning Frame of Reference</td>
<td></td>
</tr>
<tr>
<td>Other (list)</td>
<td></td>
</tr>
</tbody>
</table>

**FIELDWORK ASSIGNMENTS**

List the types of assignments you did at this placement (check all that apply), and indicate their educational value (circle 1 = least valuable to 5 = very valuable; circle N/A if not applicable).

<table>
<thead>
<tr>
<th>Topic: Case study applying the OT Practice Framework</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based practice presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Topic: Revision of site-specific fieldwork objectives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Topic: In-service/presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Research</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Topic: Other (list)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
### ASPECTS OF THE ENVIRONMENT

<table>
<thead>
<tr>
<th>Staff and administration demonstrated cultural sensitivity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The OT Practice Framework was integrated into practice</td>
<td></td>
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<tr>
<td>Student work area/supplies/equipment were adequate</td>
<td></td>
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<tr>
<td>Opportunities were available to collaborate with and/or supervise OTs, OTAs, and/or aides</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Opportunities were available to network with other professionals</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Opportunities were available to interact with other OT students</td>
<td></td>
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</tr>
<tr>
<td>Opportunities were available to interact with students from other disciplines</td>
<td></td>
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<tr>
<td>Staff used a team approach to care</td>
<td></td>
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<tr>
<td>Opportunities were available to observe role modeling of therapeutic relationships</td>
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<td></td>
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<tr>
<td>Opportunities were available to expand knowledge of community resources</td>
<td></td>
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<td></td>
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<tr>
<td>Opportunities were available to participate in research</td>
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<tr>
<td>Additional educational opportunities (specify):</td>
<td></td>
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</tr>
</tbody>
</table>

How would you describe the pace of this setting? Circle one: Slow Med Fast

Types of documentation used in this setting:

Ending student caseload expectation: # students per week or day

Ending student productivity expectation: % per week (direct care)

### SUPERVISION

What was the primary model of supervision used? (check one)

- [ ] 1 supervisor: 1 student
- [ ] 1 supervisor: group of students
- [ ] 2 supervisors: 1 student
- [ ] 1 supervisor: 2 students
- [ ] Distant supervision (mainly off-site)
- [ ] 3 or more supervisors: 1 student (account person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

<table>
<thead>
<tr>
<th>Name</th>
<th>Credentials</th>
<th>Frequency</th>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>
ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of THIS fieldwork placement, circling the appropriate number. (Note: May attach own course number)

<table>
<thead>
<tr>
<th></th>
<th>Adequacy for Placement</th>
<th>Relevance for Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low 1 2 3 4 5</td>
<td>High 1 2 3 4 5</td>
</tr>
<tr>
<td>Anatomy and kinesiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neurodevelopment</td>
<td></td>
<td></td>
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<tr>
<td>Human development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions (individual, group, activities, methods)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
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<tr>
<td>Professional behavior and communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Therapeutic use of self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level I fieldwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program development</td>
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</tr>
</tbody>
</table>

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

☐ Informatics ☐ Consumer org ☐ A & M ☐ Foundations ☐ Level I FW
☐ Pathology ☐ Nursing ☐ Administration ☐ Theory ☐ Peds electives
☐ Env competence ☐ Research cosci ☐ Dog dent manual ☐ Consult/colab ☐ Older adult elect
☐ Interventions ☐ Evaluation ☐作ing env ☐ Human comp ☐ Community elect
☐ Social roles ☐ History ☐ Occupational sci ☐ Other:

What changes would you recommend to your academic program relative to the needs of THIS Level II fieldwork experience?

SUMMARY

<table>
<thead>
<tr>
<th>1 = Strongly disagree</th>
<th>2 = Disagree</th>
<th>3 = No opinion</th>
<th>4 = Agree</th>
<th>5 = Strongly agree</th>
</tr>
</thead>
</table>

Expectations of fieldwork experience were clearly defined
Expectations were challenging but not overwhelming
Experiences supported student’s professional development
Experiences matched student’s expectations
What particular qualities or personal performance skills do you feel that students should have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

- Study the following evaluations:

- Study the following intervention methods:

- Read up on the following in advance:

Overall, what changes would you recommend in this Level 3 fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.
Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

<table>
<thead>
<tr>
<th>FIELDWORK EDUCATOR NAME:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIELDWORK EDUCATOR YEARS OF EXPERIENCE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided ongoing positive feedback in a timely manner</td>
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<tr>
<td>Provided ongoing constructive feedback in a timely manner</td>
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<tr>
<td>Reviewed written work in a timely manner</td>
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<tr>
<td>Made specific suggestions to student to improve performance</td>
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<tr>
<td>Provided clear performance expectations</td>
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<td></td>
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<tr>
<td>Sequenced learning experiences to grade progression</td>
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<tr>
<td>Used a variety of instructional strategies</td>
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<tr>
<td>Taught knowledge and skills to facilitate learning and challenge student</td>
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<tr>
<td>Identified resources to promote student development</td>
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<tr>
<td>Presented clear explanations</td>
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<tr>
<td>Facilitated student’s clinical reasoning</td>
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<tr>
<td>Used a variety of supervisory approaches to facilitate student performance</td>
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<tr>
<td>Elicited and responded to student feedback and concerns</td>
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<td></td>
<td></td>
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<tr>
<td>Adjusted responsibilities to facilitate student’s growth</td>
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<tr>
<td>Supervision changed as fieldwork progressed</td>
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<tr>
<td>Provided a positive role model of professional behavior in practice</td>
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<tr>
<td>Modeled and encouraged occupation-based practice</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Modeled and encouraged client-centered practice</td>
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<td></td>
</tr>
<tr>
<td>Modeled and encouraged evidence-based practice</td>
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</tbody>
</table>

Frequency of meetings/Supervisory meetings with supervisor (value/frequency):

General comments on supervision:

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AOTA 3E1FWE Task Force. June 2006
LEVEL II AOTA FIELDWORK PERFORMANCE EVALUATION FOR OCCUPATIONAL THERAPY STUDENT
Fieldwork Performance Evaluation
For The Occupational Therapy Student

NAME: (LAST) (FIRST) (MIDDLE)

COLLEGE OR UNIVERSITY

FIELDWORK SETTING:

NAME OF ORGANIZATION/FACILITY

ADDRESS: (STREET OR PO BOX)

CITY STATE ZIP

TYPE OF FIELDWORK

ORDER OF PLACEMENT: 1 2 3 4 OUT 5 6 7 8 9 10

FROM:

DATES OF PLACEMENT

NUMBER OF HOURS COMPLETED

FINAL SCORE

PASS: 

SIGNATURES:
I HAVE READ THIS REPORT.

SIGNATURE OF STUDENT

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

SIGNATURE OF RATER #1

PRINT NAME/CREDENTIALS/POSITION

SIGNATURE OF RATER #2 (IF APPLICABLE)

PRINT NAME/CREDENTIALS/POSITION

SUMMARY COMMENTS:
(ADDRESSES STUDENT'S CLINICAL COMPETENCE)
Fieldwork Performance Evaluation
For The Occupational Therapy Student

This evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission on Education.

PURPOSE

The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy (1).

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 1986 Accreditation Council for Occupational Therapy Education Standards (2) and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results (3). In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and the fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation scores will reflect development of student competency and growth. In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: 1) a student exhibits unsatisfactory behavior in a substantial number of tasks or 2) a student's potential for achieving entry-level competence at the end of the affiliation is in question.

DIRECTIIONS FOR RATING STUDENT PERFORMANCE

• There are 42 performance items.
• Every item must be scored using the one to four point rating scale (see below).
• The rating scales should be carefully studied prior to using this evaluation. Definitions of the scales are given at the top of each page.
• Circle the number that corresponds to the description that best describes the student's performance.
• The ratings for the Ethics and Safety Items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience. If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on how to improve.
• Record midterm and final ratings on the Performance Rating Summary Sheet.
• Compare overall midterm and final score to the scale below.

OVERALL MIDTERM SCORE

Satisfactory Performance: .............. 90 and above
Unsatisfactory Performance: ........... 89 and below

OVERALL FINAL SCORE

Pass: ................................. 122 points and above
No Pass: .............................. 121 points and below

RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

3 — Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 — Needs Improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.

1 — Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.
RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

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I. FUNDAMENTALS OF PRACTICE:

All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

1. Adheres to ethics: Adheres consistently to the American Occupational Therapy Association Code of Ethics (4) and site’s policies and procedures including when relevant, those related to human subject research.
   Midterm 1 2 3 4
   Final 1 2 3 4

2. Adheres to safety regulations: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
   Midterm 1 2 3
   Final 1 2 3 4

3. Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
   Midterm 2
   Final 2 3

Comments on strengths and areas for improvement:
   - Midterm
   
   - Final

II. BASIC TENETS:

4. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
   Midterm 1 2 3 4
   Final 1 2 3 4

5. Clearly, confidently, and accurately articulates the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.
   Midterm 1 2 3 4
   Final 1 2 3 4

6. Clearly, confidently, and accurately communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.
   Midterm 1 2 3 4
   Final 1 2 3 4

7. Collaborates with clients, families, and significant others throughout the occupational therapy process.
   Midterm 1 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:
   - Midterm
   
   - Final

• Final
RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

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III. EVALUATION AND SCREENING:

8. Articulates a clear and logical rationale for the evaluation process.
   - Midterm 1 2 3 4
   - Final 1 2 3 4

9. Selects relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice.
   - Midterm 1 2 3 4
   - Final 1 2 3 4

10. Determines client's occupational profile and performance through appropriate assessment methods.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

11. Assesses client factors and context(s) that support or hinder occupational performance.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

12. Obtains sufficient and necessary information from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

13. Administers assessments in a uniform manner to ensure findings are valid and reliable.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

14. Adjusts/modifies the assessment procedures based on client's needs, behaviors, and culture.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

15. Interprets evaluation results to determine client's occupational performance strengths and challenges.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

16. Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

17. Documents the results of the evaluation process that demonstrates objective measurement of client's occupational performance.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

Comments on strengths and areas for improvement:
- Midterm
- Final

IV. INTERVENTION:

18. Articulates a clear and logical rationale for the intervention process.
    - Midterm 1 2 3 4
    - Final 1 2 3 4

19. Utilizes evidence from published research and relevant resources to make informed intervention decisions.
    - Midterm 1 2 3 4
    - Final 1 2 3 4
20. Chooses occupations that motivate and challenge clients.
   Midterm  1  2  3  4
   Final    1  2  3  4

21. Selects relevant occupations to facilitate clients meeting established goals.
   Midterm  1  2  3  4
   Final    1  2  3  4

22. Implements intervention plans that are client-centered.
   Midterm  1  2  3  4
   Final    1  2  3  4

23. Implements intervention plans that are occupation-based.
   Midterm  1  2  3  4
   Final    1  2  3  4

   Midterm  1  2  3  4
   Final    1  2  3  4

25. Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client's status.
   Midterm  1  2  3  4
   Final    1  2  3  4

26. Documents client's response to services in a manner that demonstrates the efficacy of interventions.
   Midterm  1  2  3
   Final    1  2  3  4

Comments on strengths and areas for improvement:

• Midterm

• Final

V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

27. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.
   Midterm  1  2  3  4
   Final    1  2  3  4

28. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.
   Midterm  1  2  3  4
   Final    1  2  3  4

29. Demonstrates understanding of the costs and funding related to occupational therapy services at this site.
   Midterm  1  2  3  4
   Final    1  2  3  4

30. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.
   Midterm  1  2  3  4
   Final    1  2  3  4

31. Produces the volume of work required in the expected time frame.
   Midterm  1  2  3  4
   Final    1  2  3  4

Comments on strengths and areas for improvement:

• Midterm

• Final
RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

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2 — Needs improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.

1 — Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

VI. COMMUNICATION:

32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
   Midterm 1 2 3 4
   Final 1 2 3 4

33. Produces clear and accurate documentation according to site requirements.
   Midterm 1 2 3 4
   Final 1 2 3 4

34. All written communication is legible, uses proper spelling, punctuation, and grammar.
   Midterm 1 2 3 4
   Final 1 2 3 4

35. Uses language appropriate to the recipient of the information, including but not limited to funding agencies and regulatory agencies.
   Midterm 2 3 4
   Final 2 3 4

Comments on strengths and areas for improvement:
• Midterm
• Final

VII. PROFESSIONAL BEHAVIORS:

36. Collaborates with supervisor(s) to maximize the learning experience.
   Midterm 1 2 3 4
   Final 1 2 3 4

37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
   Midterm 1 2 3 4
   Final 1 2 3 4

38. Responds constructively to feedback.
   Midterm 2 3 4
   Final 1 2 3 4

39. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
   Midterm 1 3 4
   Final 1 2 4

40. Demonstrates effective time management.
   Midterm 1 3 4
   Final 1 2 3 4

41. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
   Midterm 1 2 3 4
   Final 1 2 3 4

42. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:
• Midterm
• Final
# PERFORMANCE RATING SUMMARY SHEET

<table>
<thead>
<tr>
<th>Performance Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. FUNDAMENTALS OF PRACTICE</strong></td>
</tr>
<tr>
<td>1. Adheres to ethics</td>
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<tr>
<td>2. Adheres to safety regulations</td>
</tr>
<tr>
<td>3. Uses judgment in safety</td>
</tr>
<tr>
<td><strong>II. BASIC TENETS OF OCCUPATIONAL THERAPY</strong></td>
</tr>
<tr>
<td>4. Articulates values and beliefs</td>
</tr>
<tr>
<td>5. Articulates value of occupation</td>
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<tr>
<td>6. Communicates role of occupational therapist</td>
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<tr>
<td>7. Collaborates with clients</td>
</tr>
<tr>
<td><strong>III. EVALUATION AND SCREENING</strong></td>
</tr>
<tr>
<td>8. Articulates clear rationale for evaluation</td>
</tr>
<tr>
<td>9. Selects relevant methods</td>
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<tr>
<td>10. Determines occupational profile</td>
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<tr>
<td>11. Assesses client and contextual factors</td>
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<tr>
<td>12. Obtains sufficient and necessary information</td>
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<tr>
<td>13. Administers assessments</td>
</tr>
<tr>
<td>14. Adjusts/modifies assessment procedures</td>
</tr>
<tr>
<td>15. Interprets evaluation results</td>
</tr>
<tr>
<td>16. Establishes accurate plan</td>
</tr>
<tr>
<td>17. Documents results of evaluation</td>
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<tr>
<td><strong>IV. INTERVENTION</strong></td>
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<tr>
<td>18. Articulates clear rationale for intervention</td>
</tr>
<tr>
<td>19. Utilizes evidence to make informed decisions</td>
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<tr>
<td>22. Implements client-centered interventions</td>
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<tr>
<td>23. Implements occupation based interventions</td>
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<tr>
<td>24. Modifies approach, occupation, and environment</td>
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<tr>
<td>25. Updates, modifies, or terminates intervention plan</td>
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<tr>
<td>26. Documents client's response</td>
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<tr>
<td><strong>V. MANAGEMENT OF OT SERVICES</strong></td>
</tr>
<tr>
<td>27. Demonstrates ability to assist in practice or discussion</td>
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<tr>
<td>28. Demonstrates ability to collaborate through practice or discussion</td>
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<tr>
<td>29. Understands client's and funding</td>
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<tr>
<td>30. Accomplishes organizational goals</td>
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<tr>
<td>31. Produces work in expected time frame</td>
</tr>
<tr>
<td><strong>VI. COMMUNICATION</strong></td>
</tr>
<tr>
<td>32. Communicates verbally and nonverbally</td>
</tr>
<tr>
<td>33. Produces clear documentation</td>
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<tr>
<td>34. Written communication is legible</td>
</tr>
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<td>35. Uses language appropriate to recipient</td>
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<tr>
<td><strong>VII. PROFESSIONAL BEHAVIORS</strong></td>
</tr>
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<td>36. Collaborates with supervisor</td>
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<tr>
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</tr>
<tr>
<td>38. Responds constructively to feedback</td>
</tr>
<tr>
<td>39. Demonstrates consistent work behaviors</td>
</tr>
<tr>
<td>40. Demonstrates time management</td>
</tr>
<tr>
<td>41. Demonstrates positive interpersonal skills</td>
</tr>
<tr>
<td>42. Demonstrates respect for diversity</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

**MIDTERM:**
- Satisfactory Performance: 90 and above
- Unsatisfactory Performance: 89 and below

**FINAL:**
- Pass: 122 points and above
- No Pass: 121 points and below

SAMPLE
The student information in the following section includes information for all occupational therapy programs at Alvernia University including students enrolled in the BH/HS and MSOT program and the Entry Level MSOT program.

STUDENT IDENTIFICATION

Alvernia University provides student picture identification cards upon entering the University. These identification cards will also be used as “name tags” while on fieldwork. All students are required to keep their identification card with them while at the fieldwork site. No other nametags will be issued.

The card should read: Alvernia University
Students Name, Date, Student I/D Number
Student picture

POLICY/PROCEDURE FOR I/D CARD

Students who lose/misplace their identification card will be required to replace it through the University at a charge. Please contact Public Safety – 710-796-8350

STUDENTS WILL NOT BE PERMITTED TO GO OUT ON FIELDWORK WITHOUT AN IDENTIFICATION CARD
FIELDWORK ATTENDANCE/ABSENCES

A. Students are expected to attend all fieldwork experience as scheduled. *Once fieldwork is scheduled students may not change or alter days, dates, or times of affiliation without pre-written approval of the AFWC.*

(1) If a student anticipates arriving late for fieldwork, it is his/her responsibility to inform the Fieldwork Educator immediately upon the site opening. Lateness is considered unprofessional behavior and will be reflected in the final evaluation. Repeated lateness is to be reported to the Academic Fieldwork Coordinator by the fieldwork site.

(2) The student is assigned to a fieldwork site during their operational hours and is expected to remain at the site until the FWE has given permission to leave. Early dismissal from the fieldwork site for personal business including a part-time job or transportation arrangements is unacceptable behavior. Emergency situations will be handled on an individual basis.

(3) On occasion the student may be asked to remain at the fieldwork site after hours to complete patient treatments or associated work. At some sites, therapists may be required to work occasional evenings or weekends. As a student, these hours may be requested of you, especially if they reflect the schedule of your Fieldwork Educator. This is not an inappropriate request and flexibility on occasions reflects professional commitment to a chosen career.

(4) While assigned to a fieldwork site, the student will follow the holiday schedule of the fieldwork site, not that of the University.

B. Absence from fieldwork experiences is only warranted in cases of personal health issues, and death of an immediate family member. Written documentation of the reason will be expected.

(1) If the student will be absent from the site, he/she must contact the Fieldwork Educator immediately upon the site opening, the Academic Fieldwork Coordinator through email, Michele.peterson@alvernia.edu or 610-796-8229 and then the Occupational Therapy Secretary at (610) 568-1539 and Leave a detailed message; including the reason for the absence and where you may be contacted.

(2) If the student has less than reliable transportation, please have alternative means of transportation available.

(3) The student’s best effort is expected to attend fieldwork in cases of inclement weather. While assigned to a fieldwork site, the student will follow the policy of the fieldwork site not of the University for Inclement Weather.

(4) In cases of death of an immediate family member, the student will be excused from the site according to the site bereavement policy. If a longer absence is needed, the
Academic Fieldwork Coordinator must be notified as soon as possible and make-up time will be determined in conjunction with the Fieldwork Educator.

(5) The facility has the option to require students to make up time due to any excused absences or to cancel the affiliation. Make up of absences, if a facility chooses to allow student to do so are on/at the timeline discretion of the facility. Students who do not make up absences will fail the FW experiences.

(6) Absences for the purpose of job interviews are not permitted.
SUCCESSFUL COMPLETION OF LEVEL I AND LEVEL II FIELDWORK

Successful completion of Level I and Level II Fieldwork is a requirement for granting a Masters Degree in Occupational Therapy Program.

The Alvernia University Academic Fieldwork Coordinator collaborates with the Fieldwork Educator and the student prior to, during, and following fieldwork assignments. The Academic Fieldwork Coordinator schedules all fieldwork placements and serves as a liaison between Alvernia University and the fieldwork site. Level II Fieldwork should be completed within twenty-four (24) months following completion of academic preparation.

SPECIAL NEEDS/ADA ACCOMMODATIONS

Special Needs Students

The University determines its ability to meet the specific requests of special needs students on a case-by-case basis. Reasonable accommodations, as defined by Act 504 and the Americans with Disabilities Act (ADA), are provided when students self-identify and provide documentation to the University’s Americans with Disabilities Act Coordinator. Details on academic support for special needs students can be found on the Alvernia website at http://www.alvernia.edu/student-life/student-services/registrar/ADA-services_old.html. Students should be aware ADA accommodations extend beyond extended test taking time. Those who met the criteria to receive accommodations should meet with the office of accommodations and the AFWC to explore options. The AFWC cannot disclose accommodations to a fieldwork site without the student’s prior permission.

ADA Accommodations

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (“ADA”), the University offers accommodations to students with documented learning, physical and/or psychological disabilities. It is the responsibility of the student to contact the Disability Services Coordinator, preferably prior to the beginning of the semester, to initiate the accommodation process and to notify instructors as soon as possible so accommodations can be made early on in the semester. Course requirements will not be waived but, if possible, reasonable accommodations will be made to allow each student to meet course requirements. Students needing assistance should contact the Disability Services Office, BH 105 by phone (610-796-8288) or e-mail (disability.services@alvernia.edu).
HARASSMENT POLICY

A. **BACKGROUND**

It is the responsibility of each person on campus to respect the personal dignity of others. Alvernia has always encouraged its students, faculty and staff to celebrate in the diversity of the University and to immediately confront any expressions of harassment within the community based on differences in sex, race, religion, disability or ethnic background. Your Academic Field Experience will be taking you outside of the Alvernia Campus Community. The Agency in which you will serve has been carefully screened by the University and the Sponsoring Agency has affirmed its complete agreement with the policy of showing no tolerance for any form of harassment. The Sponsoring Agency has agreed to hold all members of its institutional community to the same high standards of respect and dignity essential to the mission of Alvernia.

B. **DEFINITIONS**

Sexual Harassment is one example of forbidden harassment and has been defined by the University as unwanted sexual attention, intimidation or advances that are made:

a. Either explicitly or implicitly as a term or condition of academic or employment status or advancement;

b. As a basis for academic or employment decisions;

c. Which unreasonably interfere with an individual’s work or academic performance; and/or

d. Which create an intimidating, hostile or offensive work or academic environment?

C. **RESOURCES**

Alvernia does wish to make known to all of the participants in Academic Field Experiences that there are available resources and procedures for resolving any instances of harassment, including sexual harassment, which might be confronted by program participants within the Alvernia Community, or while in the institutional community of the Sponsoring Agency.

1. **Information, Counseling and Support**

If you, as a participant in an Academic Field Experience, believe that you may have been the victim of harassing conduct, and you wish to seek information and/or counseling about the incident or incidences giving rise to this concern, you should immediately contact either:

a. The Faculty Supervisor of the Program;

b. The Department Chair or;
c. The Division Dean, and request a confidential counseling session. In order that any incident may be immediately addressed, you should make this contact within ten (10) days of the occurrence.

If your concerns can be addressed at this first counseling session, and neither you nor your counselor feel that the incident rises to the level of harassment, the matter may be concluded without further action. If, however, after the counseling, you wish to proceed with a formal Complaint regarding the perceived harassment, you may take advantage of the formal Complaint procedure.

PROCEDURE FOR COMPLAINTS AGAINST THE OCCUPATIONAL THERAPY PROGRAM

Any person who has a concern about any matter connected to the Occupational Therapy program is encouraged to contact the Occupational Therapy Program Director at Neil.Penny@alvernia.edu. This procedure describes the process for formal complaints against the program.

A formal complaint against the Occupational Therapy program is defined as a written expression of serious dissatisfaction related to a specific aspect of the Occupational Therapy program at Alvernia University. Anonymous complaints are not accepted. A complaint is distinguished from a dispute about a course grade or other academic matter, which is handled under the Academic Grievance Procedures described in the relevant Undergraduate Student Handbook or Graduate Catalog. Alvernia University also has procedures for addressing Student Grievances related to university policies, and complaints related to Ethics, Research (Institutional Review Board), Non-discrimination, Equal Employment and Harassment. If the complaint is found to relate to one of these areas it will be forwarded for disposition to the appropriate office and the person who initiated the complaint will be notified of this action.

Formal complaints may be initially received by any Occupational Therapy faculty or staff member, but no action can be taken until the Occupational Therapy Program Director is notified of the complaint. When this has occurred, the person will be notified that their formal complaint against the program has been received. The nature of the complaint will be screened by the Occupational Therapy Program Director, unless the complaint directly involves the actions of the Program Director, in which case it will be screened by the Dean of the College Professional Programs (Dr. Karen Thacker Karen.Thacker@alvernia.edu). After initial screening, the complaint will be channeled to the individual, group or office judged to be most directly relevant and appropriate to resolve the complaint. Once again, the person who initiated the complaint will be notified when this step has occurred.

Our guiding principle is to settle disputes in a prompt and fair manner, in keeping with the underlying Franciscan values of Alvernia University. If appropriate, an ad hoc panel may be appointed to seek resolution of the complaint or the complaint may be forwarded to the College of Professional Programs Multidisciplinary Advisory Group, consisting of the Department Chairs of the College of Professional Programs. A written response will be conveyed to the person who initiated
the complaint by the Occupational Therapy Program Director or College Dean within 90 days of
acknowledgement of the receipt of the complaint. The Occupational Therapy Program Director will
keep a record of the disposition of all formal complaints. Beginning academic year 2012/2013,
disposition of formal complaints against the program will be reported in the Occupational Therapy

FRATERNIZATION POLICY

It is the policy of the Alvernia University Academic Programs that students should NOT
fraternize on a personal level with staff, patients, students or clients during assigned academic
field placements on or off campus. Selected examples of fraternization are:

- After hours personal contact with staff, client, patients or students
- Inappropriate touching or gestures
- Inappropriate communication (implied or direct)
- Flirting

Upon receipt of a written complaint, the OT Department Chair will initiate an investigation.
Following the completion of an investigation, appropriate corrective measures, if warranted, will be taken. Corrective measures may include:

- Verbal warning
- Written warning
- Dismissal from course
- Dismissal from academic program
POLICY

It is the policy of the Alvernia University Occupational Therapy Program to require students to undergo a substance abuse test for the presence of drugs or controlled substances during the first semester of Level I Fieldwork and prior to the start of Level II Fieldwork (once per junior and senior years). Additionally, random drug screening may be required for cause at any time during a student's enrollment. Causes may include but are not limited to: observed impaired behavior; delay in obtaining drug screening past prescribed deadline; frequent absences. The cost of the additional drug testing will be the responsibility of the student.

PURPOSE

Chemical impairment compromises both the educational process and patient safety. The fieldwork facility and Alvernia University Occupational Therapy Program are responsible to the patients and families in the care of the Occupational Therapy student. Early identification, evaluation and treatment are in the best interest of our students and the patients they serve.

PROCEDURE

1. Off-site drug screens are performed within specific timelines as directed. The student is responsible for his/her transportation to the testing site.
   a. Designated Penn State Health St. Joseph (PSHSJ) Laboratory locations may be utilized. (A photo ID is required.)
   b. A 10-panel drug screen will be performed according to national and PSHSJ Laboratory standards (includes marijuana, opiates, cocaine, amphetamines, PCP, barbiturates, benzodiazepine, methoqualone, propoxyphene, methadone). A positive result will be retested.
   c. Every student will sign a release to allow PSHSJ to report results directly to the Alvernia University Health and Wellness Center.
   d. The Alvernia University Occupational Therapy Program testing fee will cover the cost of the initial drug testing. Billing is directed to the University. The cost of additional drug testing will be the responsibility of the student.

POSITIVE RESULTS

1. The student may request a third sample from another certified laboratory to rule out false-positive readings.
2. The Alvernia University Health and Wellness Center will communicate in writing a positive student report to the Academic Fieldwork Coordinator for the Occupational Therapy Program.

3. A student taking medication on the 10-panel screen under the direction of a physician is required to obtain a written explanation and release for the medication from the prescribing physician. The Health Center Nursing Director, in consultation with the Medical Director, will make a decision if the student is released to perform fieldwork.

4. The Health and Wellness Center is the referral site to the Alvernia University Campus Counseling Center for chemical abuse evaluation. In order to remain in the Occupational Therapy Program the student must sign an agreement to participate in a treatment program and to have his/her progress monitored by the Health and Wellness Center. The Health and Wellness Center Director will provide written communication to the Academic Fieldwork Coordinator for the Occupational Therapy Program on the treatment progress.

5. The student may not participate or progress on fieldwork until the evaluation and treatment is obtained. Refusal to obtain an evaluation results in immediate dismissal from the Occupational Therapy Program.

6. The student may continue in the Occupational Therapy Program after the treatment is completed. Typically, this will result in an extra year to complete the program of study.

7. Positive drug screen after treatment has been completed will result in dismissal from the Occupational Therapy program.

8. The student has the right to appeal decisions made based on policy. See the Alvernia University Student Grievance Policy and Process in the Alvernia University Student Handbook.
I understand it is the policy of the Alvernia University OT Program to require students to undergo a substance abuse test for the presence of drugs or controlled substances prior to the start of Level I fieldwork and Level II fieldwork. I must submit to a drug test at a designated laboratory, which will provide the result of the test to the Alvernia University Health and Wellness Center and the Academic Fieldwork Coordinator. I understand that if the test result is positive, I will be denied progress in the Master of Science Degree in OT Program Fieldwork component.

I further understand that I may be subject to random drug tests while enrolled in the OT program. A positive drug test or refusal to submit to testing will result in dismissal from the OT Program.

BY SIGNING THIS DOCUMENT, I INDICATE THAT I HAD READ, I UNDERSTAND, AND I AGREE TO THE ALVERNIA UNIVERSITY BACHELOR OF SCIENCE IN HEALTH SCIENCE AND MASTER OF SCIENCE IN OCCUPATIONAL THERAPY PROGRAM DRUG TESTING POLICY. I UNDERSTAND THAT A NEGATIVE DRUG TEST IS REQUIRED FOR PROGRESSION IN THE OT PROGRAM.

THIS DOCUMENT CONSTITUTES MY CONSENT FOR DRUG TESTING BY A LABORATORY DESIGNATED BY ALVERNIA UNIVERSITY. IT ALSO CONSTITUTES CONSENT FOR THE LABORATORY TO RELEASE RESULT OF MY DRUG TEST TO THE ALVERNIA UNIVERSITY HEALTH AND WELLNESS CENTER AND TO THE OT ACADEMIC FIELDWORK COORDINATOR.
DIVISION OF PROFESSIONAL PROGRAMS HEALTH CARE MAJORS
MANDATORY ONLINE HIPAA, OSHA & BLOOD BORNE PATHOGENS
EDUCATION SESSION

POLICY:

It is the policy of Alvernia University Division of Professional Programs’ Health Care Students and Faculty (Athletic Training, Nursing, Occupational Therapy, and Social Work) to participate in a mandatory online Health Insurance Portability and Accountability Act (HIPAA) Education and Occupational Safety and Health Administration (OSHA) Session and blood borne pathogens prior to entering clinical field work with client contact.

PURPOSE:

The goal of this program is to identify HIPAA initiatives regarding patient privacy and data security and to help healthcare workers comply with the guidelines.

COURSE OBJECTIVES:

1. Describe the overall purpose and goals of the HIPAA.

2. Discuss the compliance issues with privacy reforms, including written notice, acknowledgement, prior authorization, and minimum disclosure.

3. Discuss compliance with data security reforms, including issues regarding workplace layout, information storage, and rules covering conversation.

PROCEDURE:

1. Access the online HIPAA for Healthcare Workers program by MEDCOM TRAINEX through the website: http://www.medcomrn.com/alvernia and OSHA. Any computer with online access may be used.

2. Create an account following directions on the screen. There is not an Alvernia identifier, so use any ID and Password you wish.

3. Enter personal registration information following directions on the screen. Identify yourself having a License in PA and enter “RN” in the Type of License Window.

4. Proceed to program instructions. NOTE: you may need to install the free version of RealPlayer for the streaming video to work. There is a link on the screen.

5. Complete all three (3) programs:
   a. HIPAA for Nurses: An Overview
   b. HIPAA for Nurses: The Privacy Rule
c. HIPAA for Nurses: The Security Rule

6. Complete all three post tests, program evaluations and print certificates.

7. Complete OSHA training and print certificate

8. Complete Blood Borne Pathogens and print certificate

9. Provide your Program Secretary with all three (5) program certificates by the due date given by your program.
Individuals who have been convicted of a felony/misdemeanor offense may be denied certification or licensure as an occupational therapist. It is suggested that prior to admission to the program any individual with such a conviction contact the National Board of Certification in Occupational Therapy (NBCOT) and state licensing boards of occupational therapy to request information regarding credentialing eligibility. Clinical fieldwork and classroom experiences within clinical settings may require a criminal background check and or child abuse check in order to permit participation in the experience and enter the location. Organizations may deny a student access and participation in such activities due to misdemeanor or felony conviction. Additionally, organizations may require drug testing and/or health clearances prior to admittance to their facility. Negative results may preclude students from participation. Participation in such experiences is a requirement for graduation and inability to complete experiences due to convictions and/or inability to obtain satisfactory clearances would result in delayed graduation and/or the inability to graduate from the program, and/or obtain certification and or licensure as an occupational therapist.
GUIDELINES FOR LEVEL I AND LEVEL II FIELDWORK ATTIRE, GROOMING AND RELATED SAFETY

Overview

The Occupational Therapy Program at Alvernia University is designed to prepare graduates with the competencies expected of entry-level professional occupational therapists. The design of the curriculum is based on Alvernia’s values-centered philosophy of graduate and undergraduate education, the department’s stated philosophies of occupation and occupational therapy, and the philosophy of education espoused by the American Occupational Therapy Association.

Specifically, grounded in the Catholic, Franciscan tradition, Alvernia University exists to provide values-centered undergraduate education in selected professional and liberal arts disciplines and to offer limited graduate education in both professional programs and the liberal arts. The educational goal for the program is to:

Prepare graduates with the knowledge and competencies expected of entry-level, professional, occupational therapist. As compassionate practitioners and managers, graduates will provide occupational therapy services to clients across the lifespan in a manner that is congruent with the core values of the Franciscan tradition at Alvernia University (service, humility, peacemaking, contemplation, and collegiality) and the Occupational Therapy profession (altruism, equality, freedom, justice, dignity, truth, and prudence).

With the philosophy of Occupational Therapy and the tradition of the Catholic, Franciscan principles of Alvernia University as a guideline, the Occupational Therapy Program has established the following guideline to ensure that the student’s appearance reflects that of a competent occupational therapy practitioner.

Occupational Therapy students are expected to adhere to the following guidelines when visiting or completing assignments at fieldwork sites and when attending class related fieldwork trips. Students are expected to be well groomed and dressed appropriately in all fieldwork areas where uniforms are not required. Your appearance and attire need to be appropriate for the type of facility as well as the type of client you will be working with. Remember, the public has preconceived ideas regarding the appearance of their occupational therapy professionals. The well being of your client and the ability of the client to accept or reject your help may be influenced by your appearance; behavior; attitude and demeanor. Therefore, it is in the student's best interest to be professional and conservative in appearance and be well groomed.

Below is a list of guidelines to follow in relation to appropriate attire, grooming and related safety. Remember, specific requirements for attire as established by the fieldwork site (Level I, Level II and class related field visitations) supersedes Alvernia University’s protocol. Prior to beginning any type of Fieldwork, the student is responsible for inquiring at their Fieldwork site as to what the policy for attire and professional behavior is expected at the site.
Clothing

- Neat and tailored long pants are usually preferable to skirts/dresses.
- If skirt/dress is worn it should be approximately knee length or longer.
- Shoes with closed toes and backs (no straps), low or no heel should be worn for safety. Clean sneakers are acceptable, if approved by the facility; sandals are not acceptable footwear.
- Socks/knee highs or pantyhose should always be worn with any attire.
- Sweaters and tops should be loose fitting. It should be large enough to be unrestrictive. If you raise your arms and the top gets “stuck” on any part of you it is not appropriate for Fieldwork (i.e. stomach shows when you raise your arms). Additionally, low cut shirts, sweaters, revealing midriffs are not to be worn.
- Shirts should have sleeves and should be void of inappropriate messages, logos, etc.
- Tee shirts, sweatshirts and hats are not to be worn.
- Sweatpants, denim jeans, spandex or legging pants, and shorts are not being worn. Pants should be worn at the waist and not too low or to baggy. To assess if pants are appropriate, bend and squat as if assisting a patient. Does your shirt pull out, are your undergarments showing? If so these pants are not appropriate for Fieldwork.

Jewelry/Piercing/Tattoos

- Jewelry is to be kept to a minimum (bracelets, rings, necklaces and watch).
- Dangling or large hoop earrings which could be caught on something or grabbed should be avoided.
- Tattoos must be covered.
- No slogan buttons are to be worn unless with professional insignia or institution related.

Grooming

- Hair should be clean.
- Long hair should be pulled back and tied.
- Facial hair should be neatly trimmed or shaved as appropriate.
- Good body and oral hygiene should be maintained.
- Finger nails should be clean, free of nail polish and maintained at an appropriate length for patient care and infection control. Artificial nails are prohibited as they may harbor germs and pose a health risk to patient.
- Strong perfumes, colognes and after shave lotions should be avoided.
- Makeup should be worn in moderation.

**Other appearance requirements**

- Student should abstain from chewing gum and smoking of the clinical sites.
- A full complement of undergarments (underwear/panties, brassiere) should be worn under your clothing.

**Other**

- You must wear your Alvernia nametag as identification, unless an alternate badge is issued at the site.
- Occupational Therapy students who are refused fieldwork due to inappropriate or unsafe attire will **NOT** be placed at another fieldwork site until remediation strategies to correct the problem are completed.
BACKGROUND CHECK POLICY – ACADEMIC PROGRAMS

It is the policy of Alvernia University’s academic programs to fully comply with Pennsylvania Laws related to criminal record and child abuse history clearances prior to entering any field/clinical educational setting that involves direct contact with children or older adults (defined as a person who is 60 years of age or older) and is associated with academic programs and/or service learning. Depending on the academic program, a repeated background check may be required prior to entering senior-level coursework.

Students in academic programs and/or service learning (if required by the facility) with convictions/charges documented on the background check reports will be advised on an individual basis. The student must understand and agree that Alvernia University may disclose the results of the background checks to the clinical/field facility where the student has sought to be placed. Certain types of clinical/field facilities have the right and/or responsibility to preclude students from the facility who have a history of criminal activity or child abuse.

Additionally, applicants to the Education and pre-license Health Programs must understand that in order to meet program outcomes they are obliged to directly work with children (Education and Nursing) and/or older adults (Nursing). There are no alternatives to meet program outcomes. Such applicants/students with convictions/charges documented on the criminal or child abuse reports will be denied acceptance into courses with associated clinical/field practice and therefore cannot complete the applicable program of study. Such applicants/students will be advised of other academic study options at Alvernia University.

Convictions/charges documented on a PA Criminal Record Check report will be based on criteria outlined in Acts 169/13

Many professions require further licensing or certification beyond a college degree and applicants may be denied employment in certain occupations for misdemeanors and felony convictions, including alcohol related offenses. Refer to the Pennsylvania Liquor Control Board for a complete listing of criminal violations related to licensure www.lcb.state.pa.us/edu/.

Academic programs will include written statements regarding background checks in their marketing and catalog documents. Students will be advised of the background check policy prior to service learning (if required by the facility).

The specific laws affecting background checks and the accompanying mechanism of checking are outlined on the following page.

The procedures and instructions for each background check are available from specific programs. Copies of all clearances must be handed into the Occupational Therapy Secretary, BH 114.
## Occupational Therapy Program Clearance Package

### LEGAL CLEARANCES

<table>
<thead>
<tr>
<th>Clearance</th>
<th>Average time to obtain: Immediate results to 4 weeks</th>
<th>Average time to obtain: Immediate results to 4 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA State Police Criminal Record Check (Patch)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost: $8.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to obtain:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• This document is required even if you have never lived in Pennsylvania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recommended: Complete an online request at the Pennsylvania Access to Criminal History website at: <a href="https://epatch.state.pa.us">https://epatch.state.pa.us</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Pa Child Abuse Clearance                        |                                                        |                                                      |
| Cost: $8.00                                    |                                                        |                                                      |
| How to obtain:                                 |                                                        |                                                      |
| • This document is required even if you have never lived in Pennsylvania |                                                        |                                                      |
| • Use the following link to register            |                                                        |                                                      |
| • https://www.compass.state.pa.us/CWIS          |                                                        |                                                      |
|     Password will be sent to email. Use Alvernia email |                                                        |                                                      |

### What it looks like:

#### PA State Police Criminal Record Check (Patch)

![PA State Police Criminal Record Check](image1.png)

#### Pa Child Abuse Clearance

![Pa Child Abuse Clearance](image2.png)
<table>
<thead>
<tr>
<th>FBI - PA Resident</th>
<th>FBI - Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average time to obtain:</strong> 1-3 weeks typically could take 4-6 weeks-plan appropriately</td>
<td><strong>Average time to obtain:</strong> 1-3 weeks typically, could take 4-6 weeks-plan appropriately</td>
</tr>
<tr>
<td><strong>Cost:</strong> $25.75</td>
<td><strong>Cost:</strong> $25.75</td>
</tr>
</tbody>
</table>

**How to obtain:**

- Go to Cogent Systems website at [www.pa.cogentid.com](http://www.pa.cogentid.com)
- Select Department of Human Services
- Click “Register online”
- Enter the requested information
- Reason for fingerprinting select: “Employment with significant likelihood....”
- Results will be returned to you at the address entered at the time of registration so it is important to use your current address
- Verify information and complete registration
- Once registered return to the home page at [www.pa.cogentid.com](http://www.pa.cogentid.com)

*Use “Print Site Locations” menu to find convenient fingerprint collection site*

**How to obtain:**

- Go to Cogent Systems website at [www.pa.cogentid.com](http://www.pa.cogentid.com)
- Select Department of Aging
- Click “Register online”
- Read agreement and check box to continue
- Enter the requested information (use tab button to proceed through all areas)
- For Reason Fingerprinted select: school-students doing clinical/etc.
- Enter date starting
- Search for agency i/d# (3146-Alvernia College)
- Results will be returned to you at the address entered at time of registration so it is important to use your current address
- Verify information and complete registration
- Once registered return to the home page at [www.pa.cogentid.com](http://www.pa.cogentid.com)
- *Use “Print site locations” menu to find convenient fingerprint collection site*

**Out of state students are able to do ink print cards, please read under FAQ’s and follow directions. THIS IS NOT RECOMMENDED AND COULD DELAY.**

**ELECTRONIC PRINTS ARE PREFERRED METHOD**

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**PLEASE NOTE:** You will not be permitted to begin Fieldwork until you are able to produce all of these documents. If you do not have the documents your start will be delayed until they are obtained.

**OT CAN ACCEPT CLEARANCES:** From student to the Program Secretary
ACT 126

ALL students are required to complete an online 3 hour training course:
“Recognizing and Reporting Child Abuse – Mandated and Permissive Reporting in Pennsylvania”

www.reportabusepa.pitt.edu

Registration is required to start online course
The certificate at this time should take you through the program

County of Residence: NA
County of Employment: NA
How did you hear about this course?: Other
Other: OT program
Are you licensed: No
OSHA (video and certificate), HIPAA & Blood borne Pathogens

**COST** – no cost to student

**How to obtain:**


- Sign in or register
- All videos and quizzes are located on this site
- Print all certificates (OSHA has 1, HIPAA has 3 and Blood borne has 1)
- Copy for yourself and one for OT Secretary

**What it looks like:**

![Certificate of Completion](image-url)

**CONTINUING NURSING EDUCATION**

This is to certify that

Name:
License No.

has successfully completed the Medcom RN course entitled:

**Workplace Safety: A Review of OSHA Safety Guidelines (e/Video)**

Tested on [website]

Date: 09/24/2013

Provider Name:
License No.

This certificate is only applicable to the individual listed above. It is not transferable.

This certificate is provided by Medcom. Inc. This certificate has been prepared in accordance with standards established by the American Nurses Credentialing Center. 

Medcom LLC is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation.

This certificate is valid for up to 5 years from the date of completion.

Any use of this certificate for purposes other than the intended certification as a continuing education unit shall be subject to the provisions of the American Nurses Credentialing Center’s Guidelines for Continuing Education Units.
**Forms that are needed to pursue your fieldwork experience:** Students you should keep copies of everything for future site requirements. **GOAL:** to have ALL paperwork submitted by August 1st.

<table>
<thead>
<tr>
<th>SUBMITTED TO HEALTH &amp; WELLNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL FORMS ARE LOCATED ON H&amp;W WEB PAGE</strong></td>
</tr>
<tr>
<td>o Yearly physical for each level of FW – form located on Health &amp; Wellness Website – yearly required by Occupational Therapy Program – all levels of FW</td>
</tr>
<tr>
<td>o Medical History - form located on Health &amp; Wellness website (submitted once)</td>
</tr>
<tr>
<td>o Updated vaccine record showing proof of immunity (2 immunizations are required or blood titer, all documents submitted to Health &amp; Wellness) – submitted once</td>
</tr>
<tr>
<td>- 2 Measles, Mumps, Rubella (MMR) vaccines or positive titers</td>
</tr>
<tr>
<td>- Hepatitis B – 3 doses, signed declination or positive titer</td>
</tr>
<tr>
<td>- Varicella Vaccine – Completed varicella series (2) or a positive titer</td>
</tr>
<tr>
<td>- Tetanus, Diphtheria, Pertussis (Tdap) Vaccine – Proof of immunization within a 10 year period</td>
</tr>
<tr>
<td>o 2 step Tuberculosis test – all Level I students or IGRA (bloodtest)</td>
</tr>
<tr>
<td>1 step for Level II skin test or IGRA (bloodtest)</td>
</tr>
<tr>
<td>o Yearly influenza vaccine – when available, H &amp; Wellness will do clinics</td>
</tr>
<tr>
<td>o Submitted copy of Health Insurance Cards (yearly)</td>
</tr>
<tr>
<td>o <strong>Pneumococcal Vaccine Decision</strong> (submitted once)</td>
</tr>
<tr>
<td>o <strong>Medical release waiver</strong> (permission given to Health &amp; Wellness and OT Dept. to speak to fieldwork sites if needed, submitted once)</td>
</tr>
<tr>
<td><strong>ALL MEDICAL INFORMATION NEEDS TO BE UPLOAD TO THE H&amp;W PORTAL, LOCATED ON HEALTH AND WELLNESS WEB PAGE AND ALVERNIA LOGIN PAGE</strong></td>
</tr>
<tr>
<td>PAPERS SUBMITTED TO OCCUPATIONAL THERAPY SECRETARY</td>
</tr>
<tr>
<td>o <strong>Liability Insurance waiver</strong> – provided by OT Department</td>
</tr>
<tr>
<td>o Academic Harassment policy – provided by OT Department in class of Level II</td>
</tr>
<tr>
<td>o <strong>Drug screen waiver/Drug Screen</strong> – this will be scheduled by OT secretary</td>
</tr>
<tr>
<td>o HIPAA training – [<a href="http://medcomrn.com/alvernia_copy">http://medcomrn.com/alvernia_copy</a> to sec’ t – submitted once](<a href="http://medcomrn.com/alvernia_copy">http://medcomrn.com/alvernia_copy</a> to sec’ t – submitted once)</td>
</tr>
<tr>
<td>o CPR/AED and First Aid training with current cards – required by OT (yrly proof)-copy to sec’ t – Red Cross or American Heart Association ONLY – online courses are not acceptable without proof of performance testing</td>
</tr>
<tr>
<td>o Mandating Child Abuse Training – copy of certificate needed -copy to sec’ t - submitted once</td>
</tr>
<tr>
<td>o <a href="http://medcomrn.com/alvernia">Pa Child Abuse, Pa State Criminal Check and FBI Clearances</a> – required by OT yearly, copies given to secretary</td>
</tr>
<tr>
<td>o <strong>ALWAYS VERY IMPORTANT TO KEEP YOUR MAILBOX CLEANED UP!!</strong> A LOT OF INFORMATION FROM OT GOES OUT VIA EMAIL. <strong>PLEASE NOTE:</strong> You will not be permitted to begin Fieldwork until you are able to produce all of these documents to both Health &amp; Wellness and OT. If you do not have the documents your start date would be delayed until they are obtained.</td>
</tr>
<tr>
<td><strong>OT CAN ACCEPT CLEARANCES:</strong> From student to the Program Secretary</td>
</tr>
</tbody>
</table>
| SOME FACILITIES MAY REQUIRE ADDITIONAL CLEARANCES ACCORDING TO THERE POLICIES.
AUTHORIZATION TO RELEASE MEDICAL INFORMATION

All full-time Alvernia University students are required to submit a completed Medical History Form and Physical Exam to the Health and Wellness Center.

Health records maintained by the Health and Wellness Center are confidential and will be released only with written permission. Students are responsible for completing the Authorization to Release Medical Information (below) and submitting it to the Health & Wellness Center (located in Veronica Hall) in order that information requested by clinical sites and the Occupational Therapy Department may be made available to them. Students are responsible for maintaining communication with the Director of Health Services and for assuring that current information is on file in the Health & Wellness Center.

Students and clinical sites may request information from:

Claire Murphy, MD  
Director of Health Services  
Alvernia University  
400 St. Bernardine Street  
Reading, PA  19607-1799  

Phone:  610-568-1467  
FAX:   610-796-8422
ALVERNIA UNIVERSITY
OCCUPATIONAL THERAPY PROGRAM
AUTHORIZATION TO RELEASE MEDICAL INFORMATION

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Alvernia University
400 St. Bernardine Street
Reading, PA  19607-1799

__________________________
Student’s Signature

__________________________
Date

__________________________
Student’s Name Printed

__________________________
Student ID number
Applying for a license to practice

Successful completion of the certification examination qualifies the individual to apply for a license to practice in the United States. Successful candidates may apply to the licensure board of the state in which they wish to practice. The state of Pennsylvania provides temporary licenses to qualified applicants. For those students interested in practicing in PA please contact:

Bureau of Professional and Occupational Affairs
State Board of Occupational Therapy Education and Licensure
P. O. Box 2649
Harrisburg, Pennsylvania 17105-2649
(717) 787-8503

www.dos.state.pa.us/bpoa/site/default.asp

For students interested in practicing in New Jersey please contact:

State of New Jersey: Department of Law and Public Safety
Division of Consumer Affairs; Occupational Therapy Advisory Council
124 Halsey Street 6th floor; P. O. Box 45037
Newark, New Jersey 07101
(973) 504-6570

www.nj.gov/oag/ca/medical/occuptherapy.htm

For licensure requirements of other states please contact:

The American Occupational Therapy Association (AOTA)
4720 Montgomery Lane
P.O. Box 31220
Bethesda, MD 20824-1220
(310) 652-2682

www.aota.org