



UNIVERSITY OF MINNESOTA

CENTER FOR ALLIED HEALTH PROGRAMS

PROGRAM IN OCCUPATIONAL THERAPY



University of Minnesota

Program in Occupational Therapy

Level II Fieldwork Manual

OT 7596; OT 7696; OT 7796

Final for Level II fieldwork occurring in 2016

Welcome to Level II Fieldwork

Welcome to the final required steps for completion of your occupational therapy degree! **This manual serves as the syllabus for the fieldwork courses** and addresses the policies and procedures associated with level II fieldwork, providing you with an overview of the level II process. This manual, The Fieldwork Handbook does not answer every question you may have but supplements in-person and online resources.

Fieldwork is a highly regulated component of the occupational therapy education process and as such, adheres to our curriculum design and to standards established by the Accreditation Council of Occupational Therapy Education (ACOTE). Additionally, the University of Minnesota's, Academic Health Center has established criteria to which programs and students must adhere.

Level II fieldwork in this program occurs at the end of the didactic curriculum and, for most students, occurs January through June of the second year. At times, and based upon individual student characteristics, this time frame may differ. *It is the policy of the University of MN that all level II fieldwork must be completed within 24 months of finishing the didactic semesters.* See your student handbook for additional details regarding this requirement.

From (ACOTE):

According to the 2011 ACOTE Standards and Interpretive Guide:

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

(<http://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/Draft-Standards/2011%20Standards%20and%20Interpretive%20Guide%20-%20December%202012%20Version.ashx>)

Individual standards that apply to level II fieldwork include:

C.1.11: Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities

C1.12: Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.

C 1.13: Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.

See the ACOTE standards document for all accreditation standards regarding fieldwork.

Program in Occupational Therapy Curriculum Design

The objectives for Level II fieldwork are organized around the programs curricular threads. The objectives are described below, each under a heading that describes the respective curricular thread. By the end of Level II experience, students will:

Actively engage with clients:

- Collaborate with the client, family, and clients significant others throughout the occupational therapy process as appropriate.
- Based on evaluative data, determine, in collaboration with the client, areas of occupation that can be appropriately addressed through occupational therapy interventions.
- Utilize patient education techniques as appropriate to the needs of the service recipient.
- Assess community resources available to support the performance of individuals in their natural environments.

Provide client centered culturally effective interventions:

- Effectively screen and evaluate the occupational performance of individuals in activities of daily living, instrumental activities of daily living, education, work, play, leisure and/or social participation that have importance and meaning to them.
- Use client centered and culturally effective services, respecting differences, values, and preferences and expressed needs of service to individuals, organizations and/or populations.
- Implement appropriate activities, procedures, and techniques in accordance with established goals and within the limitations of the time available to achieve occupational outcomes.
- Use information provided by other team members such as observations, reports, records and assessment results.
- Develop, implement, and critically evaluate interventions that enhance health and quality of life of individuals and populations through participation in meaningful occupations.
- Use technology to communicate, manage information, and support the decision making of clients and practitioners.
- Understand the theoretical basis for the overall intervention program and in occupational therapy at the fieldwork site.
- Plan appropriate follow-up and referrals to community resources for patient/client upon discharge.

Engage in Scholarly Inquiry:

- Use national and international disciplinary and inter-disciplinary research evidence to make informed decisions and to plan and implement services.
- Analyze program results critically and in collaboration with others when appropriate.
- Participate in data collection for research and program development as appropriate at the site.
- Collect data and measure the outcome of services used to assess intervention results

and modify or discontinue services with follow-up, advocacy, or referral as needed.

Be publically and professionally engaged:

- Identify the role, functions, and limitations of occupational therapy and the roles of other personnel in the program.
- Explain occupational therapy to others including clients, families, colleagues, and professionals.
- Effectively communicate orally and in writing using formats and terminology appropriate for the purpose and intended audience.
- Employ continuous quality improvement methods and manage occupational therapy program resources to provide cost effective and efficient service delivery, demonstrating understanding of the programmatic costs, funding sources and distribution of budget related to occupational therapy services at the site.
- Confidently take initiative in a variety of occupational therapy roles.
- Demonstrate self-directed learning skills in preparation for life-long learning.
- Adhere to state and federal laws and the AOTA Code of Ethics.
- Follow safe procedures for self and others when providing service.
- Effectively utilize the supervisory relationship as a learning experience.
- Make use of learning opportunities on site and apply new knowledge effectively.

Program in Occupational Therapy Fieldwork Model

Successful completion of all coursework, public and professional engagement experiences, and Level I Fieldwork experiences help prepare you to begin Level II Fieldwork. All students will complete level II fieldwork in a minimum of two practice settings ideally aligning with the curriculum model described below. All students are to experience a broad variety of persons and populations representative of a variety of ages and conditions during Level II Fieldwork (ACOTE Standard C.1.12).

One Level II Fieldwork placement in a medical context. In settings that meet this requirement, therapy is usually provided to persons in contexts often completely removed from their normal daily environments, and interaction with families is a lesser part of the therapy process than it might be in community settings. In addition, the focus of occupational therapy may place a greater emphasis on interventions that remediate client factors (body functions and/or structures) and performance skills. There may be less emphasis on interventions that address performance patterns, context and environment. Therapy in these settings is often shorter term in nature than therapy delivered in community settings.

Examples of settings that may be classified as medical:

- Inpatient hospital units (includes mental health units)
- Transitional Care Units (TCU) (Also known as skilled nursing facilities)
- Inpatient eating disorders or substance abuse programs
- Specialty hospitals (e.g. Children's Hospital)
- Outpatient Clinics*

- Hand Therapy*

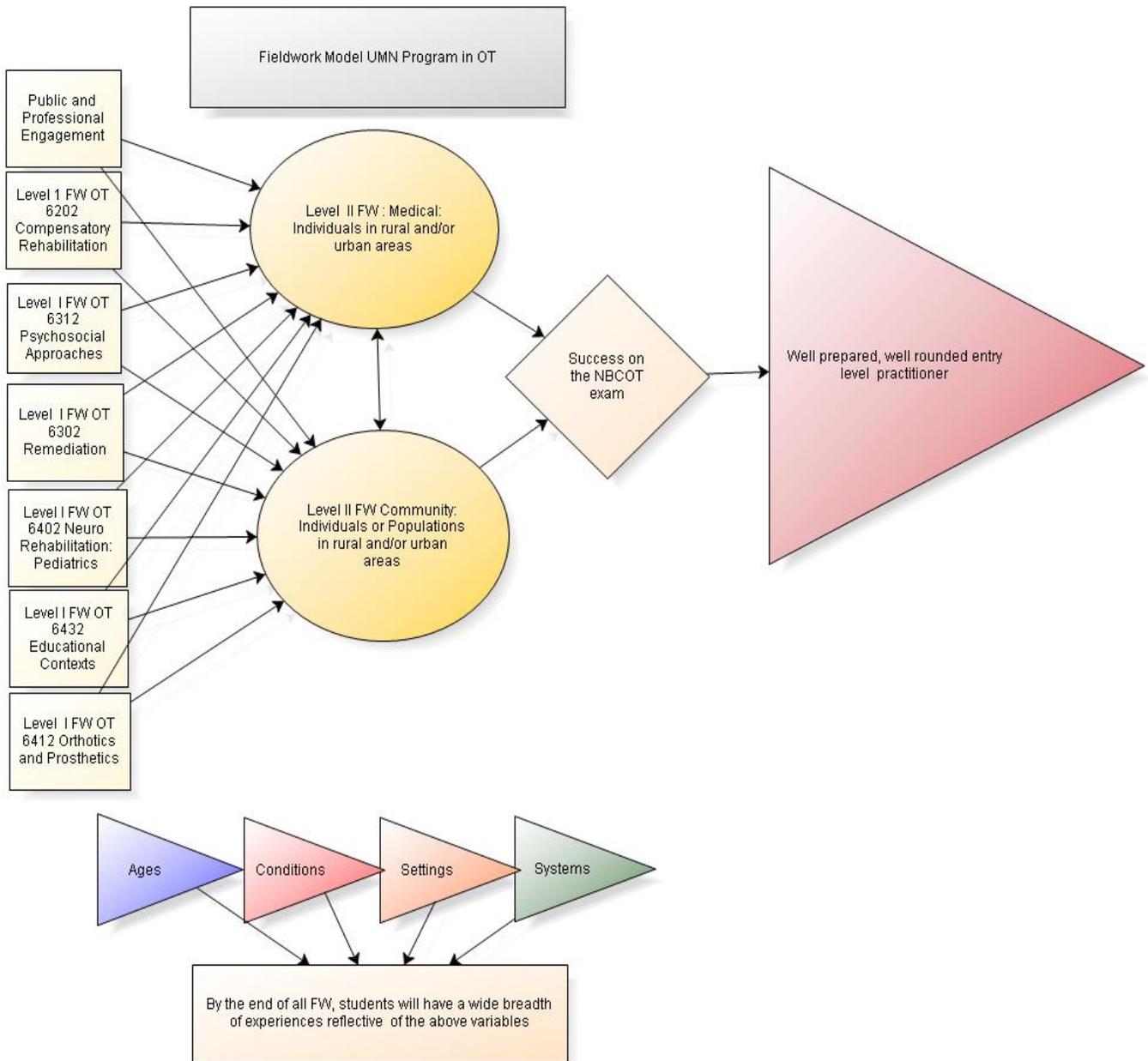
One Level II Fieldwork placement in a community based setting, working with either individuals or populations. In settings that meet this requirement, persons are often where they live (home, long term care settings, memory care settings, group homes, etc.) or in the environments which are a part of their regular daily context (e.g., school, a day program, etc.). Therapists in these settings are typically more involved with families and other persons who have longer standing relationships with the clients (teachers, program workers, case managers, etc.). The focus of occupational therapy generally includes interventions that remediate client factors (body functions and/or structures) and performance skills. Intervention often emphasizes performance patterns, context and environment as well. At the population level, intervention emphasizes programming and program development to support occupational performance of all people served by the setting.

Examples of settings that may be classified as community based:

- Schools (including early intervention programs)
- Home Health Care
- Work Hardening/Industrial Rehab programs
- Memory Care/Long Term Care (not TCU)
- Outpatient Clinics*
- Outpatient programs for dementia, TBI, MH, SA, Eating Disorders
- Day programs (e.g. Wilder Adult Day; MS Achievement center)
- Consumer run organizations (e.g.; club- house model)
- Group Homes
- Sheltered Workshops

*Certain hand therapy and outpatient clinics will be assessed by the Director of Experiential Learning to determine if the given site is a better fit within the medical or community context. a variety of information is used to determine into which context a particular site is assigned.

University of Minnesota Program in Occupational Therapy Fieldwork Model



Placement Process of Students in Fieldwork

Demand for fieldwork sites is at an all-time high. This means that more students are competing for fewer fieldwork placements; a result of both high demand for occupational therapists and changing productivity standards for fieldwork educators. Our Level II fieldwork planning and processing begins before your matriculation into the program and continues up to, and beyond, when you receive initial notice of your placements.

This portion of the manual will provide an overview of the placement process, pertinent student timelines, site determination, placement modification, and other items relevant to the placement process.

When Level II Fieldwork Happens

As closely as possible, Level II Fieldwork is scheduled according to the AOTA suggested fieldwork dates published on the AOTA website. University of MN occupational therapy students are typically scheduled:

January (first business day) through March
Late March/early April through mid-June (typically around Fri, June 17)

Please note that there is only one weekend between the first two assignments. Do not plan vacations or other significant events during the 6 month period in which level II fieldwork education is scheduled!

There is a third time frame available for an additional third fieldwork or to make up a required fieldwork

Late June through mid-late September (depending upon coordination with the site)

Scheduling of an optional third fieldwork or to make up a required fieldwork occurs after the end of the required experiences and is based upon available placement. Variation from the scheduled dates MUST be requested through Chris Bourland, the Director of Experiential Learning. The necessity of a change in dates will be reviewed and negotiated based upon this discussion. Schedule changes may result in either cancellation of an assignment with replacement in another later site or adjustment to requests to accommodate missed days. Any schedule changes may result in delayed fieldwork participation with a delay in your final graduation date. Ultimately, the program requires that all level II fieldwork must be completed within two years of completion of the didactic curriculum.

Expectations for Location of Level II fieldwork

When it was created in 2006, a part of the Center for Allied Health Programs purpose was commitment to clinical placements throughout the state of Minnesota. As such, the OT program requires all students to participate in fieldwork experiences across the state of Minnesota. In order to, both apply to the program and accept your offer of admission, you were required to agree to a version of the following:

I understand and agree that I must complete Level I and Level II fieldwork, that I will be required to travel in Minnesota to complete my fieldwork experiences, and that expenses related to this are my responsibility.”

In addition, accreditation standards require all students to complete a minimum of 24 weeks of full-time Level II fieldwork following the didactic curriculum. This must occur within 24 months of completion of the didactic coursework. All students should expect to complete a minimum of one 12 week level II experience at a location outside of the Twin Cities or Rochester metro areas. Additional housing and living costs due to these placements should be expected and planned for and are the responsibility of the student.

How Fieldwork Sites Are Determined

Selection of fieldwork assignments is an ongoing, deliberate, and methodical process. Sites must demonstrate the capacity to provide opportunities for occupational therapy practice congruent with the U of MN occupational therapy programs’ philosophy and curriculum design. In addition, sites must meet safety standards and provide supervision by qualified occupational therapy personnel. Once these requirements have been verified, an *Affiliation Agreement* is negotiated between the University of Minnesota and the fieldwork site. This is a legal document that protects the student, the school, and the site during the Level II fieldwork experience. The process of securing an *Affiliation Agreement* can require significant time to ensure that a fully executable agreement is in place prior to your arrival for fieldwork.

As indicated above, fieldwork priority is given to sites located within Minnesota. The University of Minnesota is a “land grant institution” which means that its primary purpose is to meet the needs of Minnesota. The Academic Health Center at the University of Minnesota thus have the same direction, to meet the healthcare needs of Minnesota. The Program in Occupational Therapy, as part of the Academic Health Center of the University of Minnesota, in return, emphasizes student placement in Minnesota rotations. If you are aware of a site in Minnesota that may be a good fit for the program, please contact the Director of Experiential Learning. Do NOT directly contact a potential clinical site to inquire about the possibility of doing a level II fieldwork. Doing so often slows the placement process.

Placement of Students in Fieldwork

Level II fieldwork is an integral part of entry-level occupational therapy education, requiring careful placement of students into experiences. Placement decisions align with the University of Minnesota, The Program in Occupational Therapy, and the fieldwork model. Individual preferences are a secondary component of the match decision. The Director of Experiential Learning will solicit your input to assist in this portion of the placement process. As long as you are in good academic standing, the program will work with you to support placement in all required fieldwork as soon as possible following the completion of their didactic curriculum ideally within 12 months.

All level II fieldwork sites are assigned using a methodical process and you will benefit from your fieldwork experiences regardless of the alignment between the fieldwork setting and your intended area of practice. The ultimate goal is create a generalist entry level practitioner. The program assigns you to rotations that meet this goal and accreditation expectations (see p. two)

The process for soliciting your input into the process will begin in semester two. The Director of

Experiential Learning will ask you to complete a form that will help you prioritize interests. Fieldwork faculty will next arrange brief 1:1 meetings to further discuss priorities. Some examples of information gathered include:

- Preferences for particular settings/populations (as they the fieldwork model)
- Care giving needs (small children, elderly parents, etc)
- Accommodations required (must be documented by student disability services)
- Preferences for learning opportunities
- Preferences for particular geographic areas in Minnesota (if student has housing availability)
- Information regarding past experiences including employment, volunteer experiences and other community involvement
- Information regarding conflict of interest

The Director of Experiential Learning will use a randomization process, your priority information, and site availability to match you with sites that have offered placement to our program. The Director of Experiential Learning will *attempt* to accommodate *one* of your top preferences for *one* fieldwork experience. Remember, *the priority is providing you with foundational generalist OT experiences*. Students cannot be assigned to clinical locations where they are currently employed, have an ongoing relationship or where immediate family members are employed. Failure to disclose these conflicts of interest may result in last minute changes or dismissal.

You should receive notification of your assigned placements in May or June. Sometimes we are unable to verify both placements by this time. If this occurs, you will be notified of the rotation as soon as a commitment is received from a site that fits your needs.

After you receive notification of your placements, you are encouraged to use the fieldwork moodle site and review the “site specific information.” This contains a large collection of documents about our fieldwork site partners. Know that *this is an archival web page and may include sites that are not currently active or that are very new sites*. You are encouraged to seek additional information through external resources about your assigned fieldwork site.

Locating Housing throughout the State

As discussed on page7-9, Fieldwork placements are assigned ANYWHERE in the State of Minnesota. Expect to travel for some level I and level II fieldwork placements. Begin planning now for the need to travel and the associated travel and housing expenses. These expenses and arrangements are the student’s responsibility. Temporary residences (i.e. apartments, hotels, etc.) may be needed. Some options for securing housing include:

- Craigslist and apartment locator services have been used successfully by other students.
- Local newspapers and community centers may also have options available.
- Other educational institutions may offer short term housing options. Contact the housing office of these institutions to discover options.
- If you are a member of a spiritual group, contact the same group in your area of interest.
- Contact your classmates or those in another cohort- they may have contacts in the area you are interested in.

- Review the SEFWE forms posted on the webpage for your assigned site. At times the students completing those forms have expressed willingness to serve as a contact. They may have leads or information on possible housing options.
- Some fieldwork sites maintain a list of housing options. If this is something you are interested in, contact the Director of Experiential Learning they can connect you with the site to see if this information is available.

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One reminder- You may stay with other staff or affiliates of the organization you are going to however, do *not* stay with your clinical educator or their families (conflict of interest).

Out of State/International Placements

At this time, the program does not offer international placements. Likewise, out of state placements are not priorities. Recall that, upon both application and acceptance of an admissions offer, you agree to travel *across* and *within* Minnesota for fieldwork.

Changing or Cancelling Fieldwork Placements

Student Request

Fieldwork placements committed to providing a quality learning experience are valuable and limited. Therefore, we seldom grant student requests to change placements. Requests for change of placement *must* meet one of the following:

- Medical necessity
- Emergency or unforeseen event.
- Educationally relevant ***

***Requests for change of placement due to commute time, location of primary residence, personal preference (e.g. “I don’t plan to practice in that area” or “I don’t think that setting will prepare me for practice”), or the need to secure temporary housing are *not* criteria for requesting a change of placement. Recall, that all sites are assigned using a methodical process and you will benefit from your fieldwork experiences regardless of the alignment between the fieldwork setting and your intended area of practice. A request to change as it does not align with where you see yourself practicing is not educationally relevant. Again, review the accreditation expectations outlined on page two.

Follow the procedure below should you feel a request for a change of level II placement is necessary based upon the above criteria:

1. Send a written statement identifying how your request fits the above criteria to the Director of Experiential Learning. Include any supporting documentation you believe supports your request.
2. A meeting will be scheduled with the Director of Experiential Learning to discuss your written request. Meetings can be in person or via Skype, Google Hangout, etc.
3. The Director of Experiential Learning will examine your request and respond in a timely manner.

Change of placement requests, if granted; frequently require fieldwork to occur at different times than the originally scheduled level II fieldworks. A later fieldwork placement is likely to delay an anticipated graduation date.

Cancellation by the site

A fieldwork placement may be cancelled due to a variety of reasons including staff changes, personal leaves, facility reorganization, change of corporate structure, etc. These cancellations have been found to impact 20-30% of the placements per year and often occur in the last few months prior to the start of the scheduled level II fieldwork experience. When this happens, the Director of Experiential Learning will immediately begin the process of securing a new fieldwork placement for the student. If there are existing rotations that are open, they will be used *before* additional sites are sought. The new placement may or may not align with the cancelled placement in terms of practice area. The primary objective is to find a site that aligns with the curriculum design within the originally scheduled time of the cancelled fieldwork. Realize that available placements may be limited and that you may be placed in a setting that requires you to travel a further distance. It is possible that you may have to complete your fieldwork in a later time once a placement becomes available. This may result in a later graduation date.

Optional Additional Fieldwork Experiences

You may complete an additional third fieldwork experience. Third fieldwork experiences are in specialty settings and can provide exposure to a practice setting not experienced in your two required fieldwork experiences. **Note:** Students are required to pay tuition, complete select assignments, and complete the AOTA fieldwork evaluation for an optional fieldwork. Make an appointment with the Director of Experiential Learning if you are interested.

Optional third fieldworks are a minimum of 4 weeks, but most sites require 8-12 weeks. Settings include cardiac rehabilitation, hand therapy, industrial rehabilitation, and burn rehabilitation.

Students who are thinking about an *optional fieldwork* experience should consider the following factors:

- Your personal interest and motivation
- You *must* pass the two required fieldwork experiences prior to the optional third fieldwork
- Placements may require additional training or certification prior to beginning the fieldwork.
- You will graduate after completion of the third fieldwork.

Planning and Preparing for Level II Fieldwork

This portion of the fieldwork manual will focus on tasks and next steps of the process.

Occupational Therapy requires you to engage in diverse, complex and specific experiences essential to the practice of occupational therapy including protecting client safety. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions within all clinical rotations. All students must meet the published technical standards of the Program in Occupational Therapy to participate in Level II Fieldwork. The Minimum Technical Standards have been attached to the end of this manual for reference or can be found at: <http://cahp.umn.edu/minimum-technical-standards>.

A resource you may want to consider to help you prepare for your level II fieldwork experience is the “Occupational Therapy Fieldwork Survival Guide,” by Bonnie Napier. Copies of this book are

available in the classroom on both campuses. There are two editions of this book available. Additional fieldwork books and resources are available through the AOTA website.

After receiving notification of the level II fieldwork assignments you will want to begin planning your housing options if required. Other than that, you have little to do until fall semester prior to beginning level II fieldwork. At that time several things will occur:

- Fieldwork staff will begin final contact with the sites to confirm your placement.
- Several mandatory fieldwork meetings are scheduled during face-to-face class days (including one during summer semester).
- You will ensure compliance and provide documentation for all of the following:
 - Completion of the Personal Data Sheet. This provides the clinical educator with personal contact information, previous Level I experience information, and other required Level II information.
 - Ensure valid Health Provider level of CPR training. It will need to be valid beyond the end date of fieldwork and be taken with an organization that will provide a certificate, card, or letter verifying successful completion. First aid is NOT a required component. Make sure this record of completion is also readily available to provide to the fieldwork site if requested.
 - Authorization of and payment for a background study (typically permission is granted at admission). The Center for Allied Health Programs (CAHP) student services office will coordinate this as needed throughout the curriculum. You will receive a copy of the results by mail. Keep a copy readily available for your fieldwork sites.
 - Verify your HIPAA training. All AHC students are required to view the HIPAA Privacy and Security video and complete the “Safeguarding Personal Health Information on Computers” as an online course. Every U of M student, faculty member, researcher and staff member who may have access to protected health information is required to complete on-line training regarding privacy and data security.
 - Verify your Blood Borne Pathogen training.
 - Compliance with immunization requirements. See specifics later in this section.
 - Participation in a Health Insurance Plan. As a part of the affiliation agreement, you must carry health insurance while on fieldwork. Be prepared to provide proof of insurance to your fieldwork site.

Non-compliance with any of these (and thus with the affiliation agreement) while on fieldwork can result in any of the following: dismissal from your fieldwork site, a delay in academic progress, and/or issues with successful completion of the curriculum, depending upon your academic status.

Note- The University of Minnesota provides Liability Insurance for you while you are participating in level II fieldwork.

Immunizations

The Program in Occupational Therapy is required to ensure that each student at a fieldwork site is up to date with all immunizations. Due to the fact that you register for both fieldworks prior to starting in January, immunizations must be current for one month beyond the end of the scheduled fieldwork

rotations. This is to allow for any brief delay or lengthening of fieldwork. See additional immunization information outlined below. Verification of immunization compliance is provided to each setting. You are responsible for maintaining a copy of your immunization record in your files and providing a copy to the site if requested.

Here is a list of *some* of the required immunizations:

- Varicella/Chicken Pox
- Hepatitis B
- Measles, Mumps, Rubella (German measles)
- Tetanus/Diphtheria
- Tuberculin testing
- Annual flu vaccine

For a complete list refer to: <http://www.bhs.umn.edu/immunization-requirements.htm> and information pertaining to AHC students for specific information.

Additional Possible Requirements

Some organizations require additional specific documentation and information before you may participate in a clinical experience within their setting. *Any additional costs are your responsibility.*

Items frequently stipulated by organizations include:

- Site-specific orientation/registration may be online or in person and frequently occurs outside of the fieldwork experience.
- Additional background checks
- Additional Immunizations (e.g.; a second two-step tuberculin test)
- Drug Testing
- Health History Documentation

It is your responsibility to meet these requirements in a timely manner as requested by the site and the Director of Experiential Learning. Additional planning and preparation details will become available in the fieldwork moodle site as they become relevant.

Contacting your site

Final information is sent to you 4-5 weeks before your first level II experience. This will include information on how to contact your site. You should contact them no more than one month before beginning the experience. Some questions to ask the site include:

- Name and contact information of fieldwork educator (if different than your contact person)
- Dress code
- Directions
- Parking
- Details about the first day, where and when to arrive, etc.
- Work hours including arrival times, weekend requirements, etc.
- Any information, diagnoses, interventions, assessments, etc., to read or research prior to arrival
- Lunch availability (i.e., cafeteria, restaurants, fridge, etc.)

Dress Code

Your appearance should be professional at all times. Some placements require therapists to wear specific clothing. If so, you are responsible for purchasing any such required clothing (e.g. lab coat, scrubs). In the absence of a written dress code, the typical dress code for occupational therapy is modest attire with a dress shirt with no writing nor pictures (no abdomen, cleavage, back skin, piercings, or tattoos showing), slacks, socks and appropriate walking shoes. Hats, athletic shoes, sandals, shorts, jeans, casual cords or low-rise pants are **NOT** acceptable. Jewelry can increase the risk of injury to you or your patient so make sure to wear minimal to no jewelry. For hygiene reasons, nail polish may be limited or banned depending upon the site.

Grading of Fieldwork Courses

All students must register for an S/N grade. There is no A/F option. The grades for both OT 7596 and OT 7696 are based on your assignment work, assessment of your professional behaviors via the *OT Program Professional Behaviors Assessment Tool (PBAT)*, your *Fieldwork Performance Evaluation (FWPE)* ratings, and documentation provided by your fieldwork educator. Your fieldwork educator will rate your professional behaviors and your clinical performance using the Professional Behaviors Assessment Tool and the Fieldwork Performance Evaluation. The FWPE is used as a minimum at mid-term and at the end of each Level II placement. At times, the fieldwork educator may determine that the PBAT is not warranted. This will be discussed with the Director of Experiential Learning and grading will be adjusted accordingly. Feedback from your Fieldwork Educator (supervisor for the placement) is integral to your learning about occupational therapy practice. We consider the Fieldwork Educator(s) important members of your educational team. Grades are *earned by you* the student and, based upon review of all of your assignments and documentation, assigned by the Director of Experiential Learning. Course grades are NOT awarded by the fieldwork educator.

New Placement Needs

As a reminder, and as discussed previously, demand for fieldwork sites is at an all-time high. If at any point, a new fieldwork placement is required due to terms identified in the grading outcomes table or the academic progress policy, there is no guarantee of location, practice area, or other site-specific information. Every effort will be made to secure a new placement in a timely manner. However, delays in starting a new rotation should be expected. A change of placement frequently requires fieldwork to occur at different times than the originally scheduled level II fieldworks. A later fieldwork placement will delay an anticipated graduation date.

Delayed Start

At times, given a disability or documented legitimate absence per university policy, a student may choose to delay starting their level II fieldwork. The student would need to discuss this with the Director of Experiential Learning and their student services advisor *prior to the end of the last didactic semester*. A student may choose not to register for the fieldwork courses. The student must determine access to and ramifications for financial aid, degree completion, and other university resource. Documentation of the reason for the absence/delay must be provided to the Director of Experiential Learning and the student services advisor in a timely manner. A plan will be implemented to support the student however; *it is the students responsibility to fully understand the impact of the decision* prior to the delayed enrollment.

Possible Grading Outcomes in OT 7596 and OT 7696

Grade	Criteria	Recourse
S	<ul style="list-style-type: none"> • All course assignments are completed and submitted on time via the Moodle course • Final PBAT scores confirmed by the Director of Experiential Learning indicate growth in professionalism with NO scores of 1 (unprofessional behavior) and 8 or fewer scores of 2 (needs improvement) noted. • Minimum score of 122 on the FWPE is confirmed by the Director of Experiential Learning. 	<ul style="list-style-type: none"> • N/A
I	<ul style="list-style-type: none"> • Student leaves fieldwork due to a documented legitimate absence per university policy, with a defined plan to return in the near future. 	<ul style="list-style-type: none"> • Student resumes fieldwork at same site (if possible) or at a new site, with dates and workload expectations adjusted to create an experience that provides the balance of the 12 weeks and expected competencies required for a level II fieldwork experience. • Student may be required to remain in the new setting beyond the balance of the 12 weeks if it is necessary to meet expected competencies on the FWPE.
	<ul style="list-style-type: none"> • Student is unable to continue at the site due to the site closing, staff changes, reorganizing, or any other organizational factor beyond the students' control and not directly related to the student's performance. 	<ul style="list-style-type: none"> • Student resumes fieldwork at a new site, with dates and workload expectations adjusted to create an experience that provides the balance of the 12 weeks and expected competencies required for a level II fieldwork experience. • Student may be required to remain in the new setting beyond the balance of the 12 weeks if it is necessary to meet expected competencies on the FWPE.

	<ul style="list-style-type: none"> • Student is asked to leave a site before midterm due to performance challenges (professionalism OR clinical performance) that are NOT illegal, do NOT violate HIPAA, do NOT violate the AOTA Code of Ethics, and /or do NOT risk imminent harm to a patient/client and the student is not offered the opportunity by the site to remediate their performance. 	<ul style="list-style-type: none"> • Student resumes fieldwork at a new site, with dates and workload expectations adjusted to create an experience that provides the balance of the 12 weeks and expected competencies required for a level II fieldwork experience. Student participates in a remediation plan to address the areas of concern noted. • Student may be required to remain in the new setting beyond the balance of the 12 weeks if it is necessary to meet expected competencies on the FWPE.
W	<ul style="list-style-type: none"> • Student leaves fieldwork due to a documented legitimate absence per university policy. Plan to return is unclear or unspecified. 	<ul style="list-style-type: none"> • Student withdraws with instructor approval, then re-registers for the fieldwork course when they are ready to return and completes all required work.
W	<ul style="list-style-type: none"> • Student withdraws from fieldwork without prior instructor approval. • Student withdraws from fieldwork to avoid failing or the potential for failure 	<ul style="list-style-type: none"> • Student receives a W grade and recourse is based upon the academic progress policy of the program.
N	<ul style="list-style-type: none"> • Student fails to submit all required course assignments in the Moodle course within one month of fieldwork completion • On the PBAT, student demonstrates a pattern of scores of 1 or 10 or more scores of 2 as confirmed by the Director of Experiential Learning. These scores have persisted in spite of documented feedback, additional instruction and implementation of a plan for remediation of the unprofessional behavior. • Student earns a FWPE final score of 121 or lower as confirmed by the Director of Experiential Learning 	<ul style="list-style-type: none"> • Student re-registers for the failed course if in good academic standing (per guidelines in the academic progress policy) and no history of probation in the program. If a history of probation in the program, recourse is based upon the academic progress policy in place for the student.

N	Student is asked to leave a site after midterm due to performance challenges (professionalism OR clinical performance) that are NOT illegal, do NOT violate HIPAA, do NOT violate the AOTA Code of Ethics or do NOT pose significant risk for harm to a patient/client. A formal remediation plan with identified benchmarks for improvement has been agreed upon by student, clinical educator, and Director of Experiential Learning and implemented, however no improvement is noted at benchmarks.	Student receives an N grade for the course and further progress is determined by the academic progress policy of the program.
N	<ul style="list-style-type: none"> • Student is asked to leave a site due to performance challenges (professionalism OR clinical performance) that are illegal, violate HIPAA, U of MN student conduct policy, the AOTA code of Ethics and/or result in harm or significant risk for harm to a patient/client at any time during the Fieldwork. 	<ul style="list-style-type: none"> • Student receives an N grade for the course and progress is determined by the academic progress policy of the program.

For additional information please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Professional, Ethical, Conduct

A key component to success in fieldwork is the ability to present and engage in a professional manner. Your ability to engage with others in a positive manner is foundational to successful completion of your fieldwork and thus the program. Throughout the program, professionalism and professional behaviors have been integrated into your learning. Additionally, be sure to review The Program in Occupational Therapy’s Minimum Technical Standards, The Professional Behaviors Assessment Tool, and the Occupational Therapy Code of Ethics prior to beginning fieldwork. These documents outline fundamental expectations for occupational therapists and you as an occupational therapy student. Contact the Director of Experiential Learning to discuss your ability to meet these expectations. Any report of unprofessional or unethical behavior while participating in fieldwork is taken seriously and will be reviewed closely. It may affect the grade you earn for the fieldwork course. Investigation by the Director of Experiential Learning may, in part, use the Professional Behaviors Assessment Form (attached to this manual) and further discussion with relevant parties. The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As students of the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

This policy refers to classroom conduct which, in the case of the Level II Fieldwork courses, refers to your fieldwork settings and all individuals that participate in the setting (e.g. patients, the clinical educator, other professionals, and families).

Should Concerns arise on Fieldwork

Concerns about your fieldwork performance by fieldwork educators frequently relate to your specific performance or professional conduct. If *you* have concerns about your fieldwork experience, contact the Director of Experiential Learning as soon as possible to discuss them.

Likewise, fieldwork educators are encouraged to contact the Director of Experiential Learning. The fieldwork educator's primary responsibility is to ensure safe, ethical care. If a fieldwork educator has concerns about the quality of a student's performance, they are instructed to immediately contact the Director of Experiential Learning. The Director of Experiential Learning will partner with you and the educator to further assess the situation. Following a thorough investigation of the concern, the Director of Experiential learning will decide possible next steps. The decision will be based upon multiple factors including but not limited to: the above information, your academic standing, and relevant University policies and procedures.

Recall that in any fieldwork setting you are working with individuals with a variety of backgrounds, belief systems, levels of illness, and ability to self-regulate. You may encounter behavior or comments from patients, clients, or individuals you are working with that are not what you would typically expect. Recall that you are the professional and respond accordingly. In your role, and as appropriate, you have the ability to set limits and expectations for your interaction. If a behavior by a client, patient or individual you are treating is concerning immediately seek assist and guidance from your fieldwork educator and fieldwork faculty. If the behavior is by another professional or your fieldwork educator, contact fieldwork faculty as soon as possible.

Students who have concerns about their fieldwork placement and are considering a withdrawal are required to contact the director of Experiential Learning first. Students should present a performance plan to the Director of Experiential Learning for approval that delineates how barriers leading to the withdrawal will be managed. Students who withdraw from a fieldwork placement without first gaining approval from the Director of Experiential Learning are subject to grading outlined in the table above. Again, if the academic progress policy allows for a repeat fieldwork placement, it will occur in a different site and different time frame than originally assigned.

Fieldwork Extension

At times, the Director of Experiential Learning may recommend extending a Level II Fieldwork experience. This may occur in the case where, upon discussion with the fieldwork educator and the student, there is agreement that more time is likely to support successfully meeting the experience competencies. This decision will be based upon the factors that are impacting success in the experience and will consider all concern areas as outlined above and outlined in the grading outcomes table. A remediation plan will be implemented as a part of this extension.

Clinical Workday, Absences, etc.

You are required to complete a minimum of 24 weeks' full-time Level II fieldwork (ACOTE Standard C.1.13). While on full-time fieldwork, you should expect to participate in the setting each week and be subject to the same hours and days as your fieldwork educators. Students typically participate for long days with additional assigned tasks and assignments beyond the scheduled workday. You should expect that the fieldwork day will not end when you leave the site. You will have some expectation to participate in learning activities that support your experience outside of the fieldwork setting.

No more than two days of absence for illness are permitted per 12 week affiliation. You are excused for other legitimate absences, per University of Minnesota policy without penalty. Legitimate absences include "verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances." (UMN Legitimate Absence Policy). Some clinical settings have alternate absence policies. The sites policy will be honored unless it is *less restrictive* than the OT program policy.

You will be asked to participate in learning activities sponsored through the OT program and the University of Minnesota. These may require absence from your clinical setting. However, as these experiences are considered part of your clinical rotation and required for your experience, they are not considered absences.

You MUST NOTIFY the Director of Experiential Learning and your fieldwork educator when absent. Remember, absences are reserved for illness and not for personal activities such as attending job interviews, routine doctors' appointments or personal events or time off. Absences greater than two days are likely to result in make-up days at the discretion of the program and the clinical site. Holidays are observed per policies of the fieldwork site and considered part of the normal work week of a fieldwork setting.

Contact and Fieldwork Visits from Fieldwork Faculty

Fieldwork faculty maintains ongoing monitoring of your overall learning within the fieldwork courses. As part of the ongoing relationship with fieldwork sites, visits to sites offer fieldwork faculty a more in-depth view of the facilities, other staff, your fieldwork educator, and your experience. These visits may or may not occur during a student experience. Most visits are related to maintenance of the site rather than assessment of you the student. During these visits, fieldwork faculty is available to answer questions and interact with you and your educator. Don't hesitate to raise questions and/or request a site visit sooner rather than later if you feel it would be beneficial. Visits to sites may also be requested by the fieldwork educator as needed and may or may not be related to student performance.

Educational Sites/School-Therapy Fieldwork

School fieldwork sites typically have student for a first Level II fieldwork experience only. Due to spring break, school holidays, snow days etc. it may be difficult for student's to meet the 12 week requirement within the recommended AOTA dates. The Director of Experiential Learning will work with you and your fieldwork sites to ensure you are able to meet the expectations for participation in the experience. At times, this may mean the addition of activities or tasks outside the usual fieldwork

day, additional days at the setting, or other agreed upon activities that support full learning that would occur within the 12 weeks at the fieldwork site.

Injuries sustained while doing fieldwork

If you sustain an injury during fieldwork, obtain the necessary treatment, complete the facility injury report following the established process, and then contact the Director of Experiential Learning and student services staff as soon as possible. Address all questions regarding health insurance coverage with the student health insurance plan to Boynton Health Services or Student Services staff.

Use of Personal Electronic Devices:

The use of personal electronic devices is strictly regulated by the fieldwork location. Expect that personal electronic devices (computers, tablets, cell phones) should be turned off and stowed unless *specifically requested* by your clinical educator or the setting. Be aware of and adhere to the requirements established by the fieldwork setting, *even if* you observe lack of compliance in those that are employed at the setting. Do not use your cell phone for personal calls during standard work hours.

Additional Requirements for Level II Fieldwork

All fieldwork sites will have policies and procedures that apply to you as a student for the duration of your fieldwork rotation. In addition, you are expected to comply with the following U of MN policies and procedures. If you believe a site-specific policy and U of MN policy are in conflict or have been violated, your first action should be to report your concern directly to your clinical educator and the Director of Experiential Learning. If a discussion with your clinical educator does not resolve the question, contact the Director of Experiential Learning to determine next steps. If you feel that your clinical educator is in violation of a policy, contact the Director of Experiential Learning directly to discuss your concerns and determine any required next steps.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. <https://diversity.umn.edu/disability/> If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with the DRC and have a current letter requesting reasonable accommodations, please contact the Director of Experiential Learning as early in the previous semester as possible to discuss how the accommodations will be applied in the course.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website:

<http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

The University of Minnesota Program in Occupational Therapy Minimum Technical Standards

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation. In adhering to this policy, the University abides by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Minnesota Human Rights Act and other applicable statutes and regulations relating to equality of opportunity. The University's mission is to provide optimal educational opportunities for all students, including those with disabilities. Students are responsible for seeking assistance at the University and making their needs known. The Office of Disability Services (DS) is provided by the University of Minnesota to promote access, by ensuring the rights of students with disabilities and assisting the University in meeting its obligations under federal and state statutes. For further information, visit <http://ds.umn.edu/>.

The Program in Occupational Therapy requires students to engage in diverse, complex and specific experiences essential to the function of an occupational therapist assuring best practices to protect patient safety. The student must be able to participate in these experiences safely and within an acceptable amount of time. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions throughout the curriculum including all clinical rotations.

Candidates for the Program in Occupational Therapy must meet the technical standards necessary to acquire or demonstrate competence in occupational therapy as outlined in this document with or without reasonable accommodation.

Motor Skills General: The candidate should have sufficient motor functions such that they are able to execute movements required to provide general care and treatment to clients in all health care settings.

Specific:

1. It is required that a candidate possess the motor skills necessary for assessment and therapeutic procedures in a variety of positions and settings.
2. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional uses of senses within the context of provision of treatment (such as fabrication of splints or custom orthotics).
3. The candidate must be able to perform basic life support (including CPR), transfer and position clients and position and re-position self around clients.

Sensory/Observation General: The candidate must be able to acquire a defined level of information presented through demonstration and experience in the rehabilitative sciences.

Specific:

1. Candidate must be able to observe the client accurately, at a distance and close at hand, and observe and appreciate all levels of information including non-verbal communications such as vision, hearing and somatic sensation, when performing assessment and intervention.
2. Candidate must be able to learn to perform visual and tactile examinations and treatments to differentiate subtle variations in color, shape and general appearance.
3. Candidate must also possess the visual acuity to read or view various forms of documentation including records, charts, print and handwritten notation.

Communication General: The candidate must have the ability to communicate effectively and sensitively with other students, faculty, staff, clients, family and other professionals.

Specific:

1. Candidate must be able to express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.
2. The candidate must be able to convey or exchange information at a level allowing development of a health history, identify problems presented, explain alternative solutions, and give directions during treatment and post-treatment.
3. The candidate must be able to effectively communicate in English in oral, written and electronic forms and to retrieve information from literature, computerized databases and lectures.
4. Candidate must be able to process and communicate information on the client's status with accuracy in a timely manner to members of the health care team.
5. The appropriate communication may also rely on the candidate's ability to make a correct judgment seeking supervision and consultation in a timely manner.

Cognitive General: The candidate must be able to measure, calculate, reason, analyze, integrate and synthesize information at a level commensurate with a Masters level education.

Specific:

1. Due to the nature of a hybrid curriculum, the candidate must be able to self-organize his/her time, independently manage multifaceted demands and schedules.
2. The candidate must be able to effectively maneuver within and problem solve while working in an online context.
3. The candidate must be able to quickly read and comprehend extensive written materials.
4. Candidate must also be able to evaluate and apply information and engage in critical thinking in the classroom, lab and clinical setting all in a timely manner.
5. Candidate must be able to synthesize the information in the development of an effective treatment plan.

Behavioral/Emotional General: The candidate must possess the emotional health required for the utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of clients and families.

Specific:

1. The candidate must be able to maintain mature, sensitive, and effective relationships with clients, students, faculty, staff and other professionals under all circumstances, including highly stressful situations.
2. Candidate must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.
3. The candidate must be able to balance their individual learning needs with the professional standard of protecting the safety of patients in all health care delivery environments.
4. The candidate must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy regardless of age, gender, race, socioeconomic status, and disability status, religious or cultural background.
5. Candidate must know that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others. The candidate must possess skills and

experience necessary for effective and harmonious relationships in diverse academic and work environments.

6. The candidate must possess the ability to reason morally and practice in an ethical manner in accordance with professional, legal and cultural standards of practice.

Upon acceptance into the University of Minnesota's Program in Occupational Therapy the candidate will be responsible for verifying that they understand and meet the technical standards as outlined in this document.

Any occupational therapy student applicant or currently enrolled occupational therapy students with questions about whether they can meet these technical standards due to the functional limitations from a disability should contact a disability specialist from the Disability Services Office for a confidential consultation.

Disability Services for both campuses can be contacted at:

Disability Services
University of Minnesota Twin Cities
McNamara Alumni Center
200 Oak St SE Suite 180
Minneapolis,
MN 55455
Phone: (612) 626-1333 (V/TTY)
Fax: (612) 626-9654
www.ds.umn.edu (<http://www.ds.umn.edu/>)

University of Minnesota
Occupational Therapy Program
Professional Behaviors Assessment Form

Student Name:

Date:

Advisor:

Rating Scale of Performance:

- 4: Meets standards to a high degree: Performance is consistent, skilled, and self-initiated
- 3: Meets standards: Performance is frequent and skilled
- 2: Needs improvement: Performance requires some assistance and direction
- 1: Unsatisfactory: Performance requires substantial development and/or requires much assistance and direction

Professional Skills Competencies	Rating	Comments → Plans	Rating	Comments → Plans
<i>Fundamentals of Practice in Academic, Clinical, and Community Settings</i>				
Adheres to ethics (e.g. maintain confidentiality; honor intellectual property; AOTA Code of Ethics; UMN Code of Conduct)				
Uses sound judgment				
Adheres to safety regulations				
Behaves respectfully towards others, valuing dignity				
Embraces cultural differences				
Acts honestly and with integrity				
Clearly articulates OT to others				
Effectively presents information to others in formal communication				
<i>Teamwork and Collaboration</i>				
Develops trusting relationships with others (e.g., exhibits trust, tact, and empathy)				
Applies leadership practices that support collaborative practice and team effectiveness				

Constructively manages disagreements with others				
Empathizes with others				
Shares accountability for group/team performance				
Performs effectively in different group/team roles				
<i>Communication</i>				
Chooses effective communication tools and techniques to facilitate discussions				
Expresses knowledge and opinions with clarity and respect: working to ensure common understanding				
Listens actively and encourages ideas and opinions from others				
Uses tactful, respectful language appropriate to the given situations (e.g. when giving constructive feedback)				
Recognizes own communication strengths and areas for growth				
<i>Professional Behaviors</i>				
Accurately critiques own limitations and strengths in skills, knowledge, and abilities and adjusts behavior accordingly				
Shows initiative and is prepared for work				
Follows through with responsibilities and commitments in timely and complete manner.				
Self-organizes to manage competing demands				
Is aware of and adjusts behavior in response to changing situations (i.e. 'think on the spot')				
Recognizes and maintains boundaries				
Demonstrates openness to feedback				

Resources:

Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative. Retrieved from: <http://www.aacn.nche.edu/education-resources/ipcreport.pdf>

American Occupational Therapy Association (2002). *Fieldwork Performance Evaluation for the Occupational Therapy Student*. Bethesda, MD.

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