



Experiential Learning Handbook

**University of Minnesota Program in Occupational Therapy
Entry Level Doctorate Program**

2021-2022



Purpose Statement

The purpose of the Experiential Learning Handbook is to provide information, policies, and resources to students, faculty, experiential learning site educators, fieldwork coordinators, clinical and community partners, and other stakeholders invested in the experiential learning process at the University of Minnesota Program in Occupational Therapy. This handbook serves as the syllabus for Level II fieldwork.

The information provided in this handbook should not be regarded as an irrevocable contract between the student and the University. This handbook was developed in an attempt to provide accurate and complete information about the University, the Program in Occupational Therapy, and the current academic year. It does not prevent the potential of changes occurring during the year. If there are necessary changes, they will be published and communicated.

This handbook was developed using the 2018 Accreditation Council for Occupational Therapy Education (ACOTE[®]) Standards and Interpretive Guide to ensure that standards for C.1.0 Fieldwork Education and D.1.0 Capstone were met.

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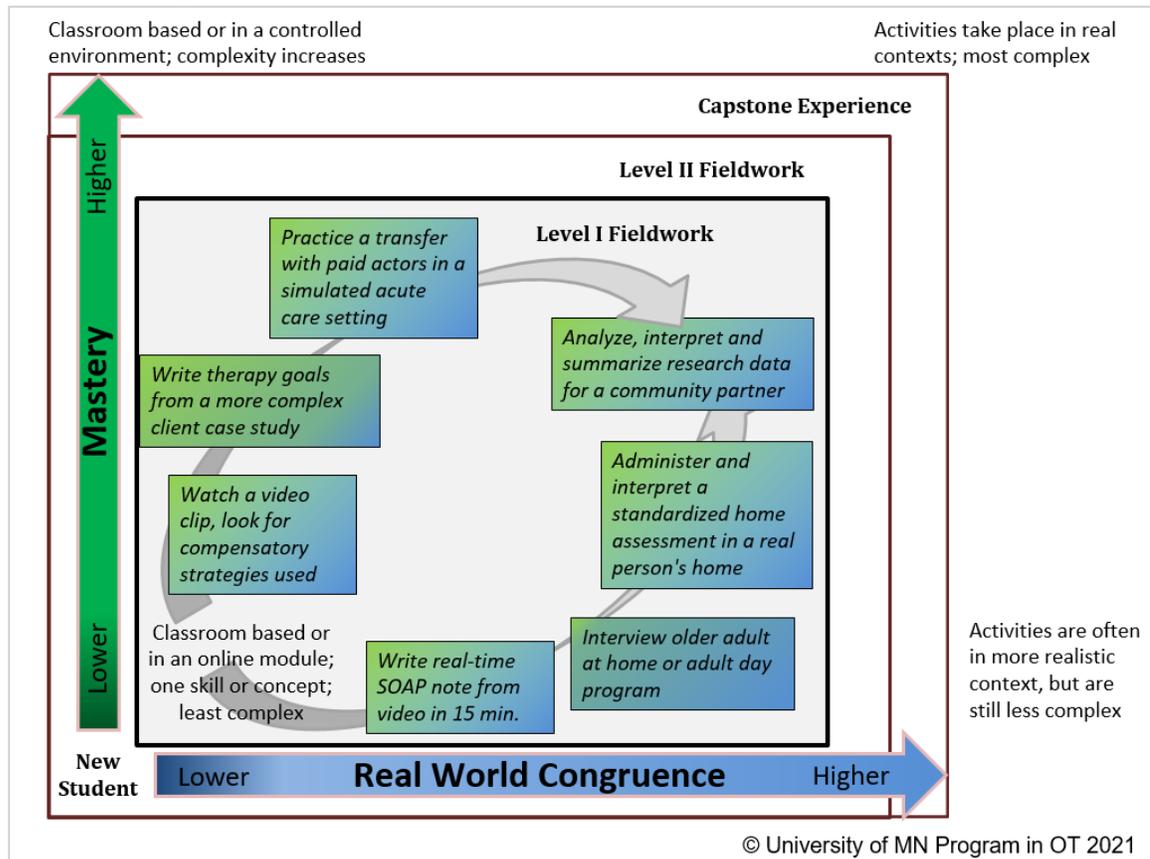
Experiential Learning and Curriculum Design (ACOTE C.1.1)



Curriculum Design Schema University of Minnesota Program in Occupational Therapy 2021

Experiential learning is a large component of the University of Minnesota Program in Occupational Therapy. Faculty use components of experiential learning in their didactic courses and we have larger elements of experiential learning in the curriculum. It is the larger elements of experiential learning that will be covered in this handbook, Level I and Level II fieldwork and Capstone. Students' experiences with the larger elements of experiential learning start in semester one of the program with Level I fieldwork, then move to Level II fieldwork in semesters six, seven, or eight, and end with Capstone in semester nine for regular progression students. We offer our experiential learning experiences year round to better meet the health and wellness needs of our community partners.

Experiential Learning Model



Experiential Learning Schema University of Minnesota Program in Occupational Therapy 2021

The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop an understanding of the needs of clients (ACOTE, 2018). We organized the objectives for Level I fieldwork around the program's curricular threads and ACOTE standards (Appendix A). Our Level I fieldwork experiences are completed in semesters one through five where students participate in 40 hours of faculty-led Level I experiences addressing lifespan occupations with child & youth, adult, older adult, and one focused on mental health occupations. These Level I fieldwork experiences are primarily with individuals, communities, or populations in non-traditional or emerging settings. These experiences end with a simulated case dedicated to one of the ages or populations addressed by Level I fieldwork with students interacting with simulated patients in collaboration with our M Simulation Center at the University.

Level II fieldwork experiences are completed in a minimum of 2-12 week placements with an option of 3-8 week placements. Level II fieldwork objectives include goals addressing individual, community or population intervention, analyzing alignment between evaluation and intervention, having students identify evidence to support intervention, and students being able to demonstrate clinical reasoning and performance when onsite (Appendix B). We place students in a variety of settings identified by age group served and then by AOTA setting type for Level II experiences (Appendix C).



The Doctoral Experiential Component (DEC) and Capstone Project are the culmination of doctoral preparation for occupational therapy students. These individualized experiences provide the student an opportunity to develop their professional skills in an area of in depth focus, carry out a scholarly capstone project and disseminate the results; and to promote the profession. Students, in collaboration with their faculty advisor, will design an experience and project to demonstrate synthesis and application of advanced knowledge. The student will identify goals and objectives that guide the DEC and lead to achievement of the identified advanced skills.

Student Requirements for Experiential Learning (ACOTE C.1.2)

All occupational therapy students must complete Level I fieldwork, Level II fieldwork, and a Capstone experience. Level I experiences are four 40 hour-long experiences, one each in intervention areas associated with children & youth, adults, older adults, and mental health practice. They are scheduled outside the face-to-face schedule. Level II experiences occur in a variety of settings. They are a minimum of 24 weeks of full-time participation occurring after completing five semesters of the didactic curriculum. 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. The Capstone Experience occurs across 14 full-time weeks in an area of advanced practice. This experience occurs after all coursework, including Level I and Level II fieldwork have been completed.

All experiential components of the curriculum must be completed within 24 months following completion of semester 8 of the didactic portion of the curriculum. All experiential learning may be completed at locations across the State of Minnesota. Each student is responsible for paying their additional housing, travel, and living costs due to those placements, and should plan for those expenses in advance. Experiential learning placements are rarely located in other states and international placements are not currently an option due to the Occupational Therapy Program mission and land grant status of the University of Minnesota.

EXXAT Clinical Database

All students in the Center for Allied Health Programs (CAHP), Program in Occupational Therapy, are provided access to the *EXXAT* clinical database. Students have access to edit their personal information in *EXXAT* and to view site information in *EXXAT* as needed. We house all student compliance information in *EXXAT* and in the student's Boynton Health Portal. *EXXAT* assists the University, faculty, and students with tracking, documenting, scheduling, and evaluating experiential learning, which includes Level I and Level II fieldwork and capstone experiences.

Compliance Requirements

Compliance requirements are defined in the terms of our University's clinical contracts and are standardized across programs. These are the minimum requirements to participate in clinical experiences during the occupational therapy program. These requirements are typically completed



prior to orientation and must be completed prior to starting the program in the fall of the first semester. Compliance must be maintained at all times during the program or students will not be permitted to participate in experiential learning. There are no exceptions to this requirement. If a student fails to comply with compliance requirements and is withheld from experiential learning experiences, it may affect the student's ability to progress in the program, including graduation.

Background Study

All students enrolled in the University of Minnesota Health Sciences Colleges or Schools must complete a Minnesota DHS NetStudy2.0 Background check, this includes fingerprinting. Students will be sent a copy of their background study. They need to keep this as it could be requested by a site at any time during their participation in the program.

During a student's Level II fieldwork or Capstone experiences, they may be required to complete a national background check or an additional state background check. *Any additional costs related to these are the student's responsibility.*

Immunizations

All students enrolled in the Health Sciences Colleges or Schools are required to maintain immunization compliance. Immunization requirements can be found here - <https://healthsciedu.umn.edu/policies>

Healthcare Provider Level CPR

Students are required to have valid Healthcare Provider Level CPR training. It is strongly recommended that all students take American Heart Association Healthcare Provider Basic Life Support (BLS). Most fieldwork sites will not accept Red Cross Basic Life Support and students will be required to take CPR again at their own expense if their site does not accept the CPR course they have taken.

Health Insurance Portability and Accountability Act - HIPAA

All Health Sciences learners are required to complete University Training Hub HIPAA training. Students are required to verify that they have completed the most current version of the HIPAA training, and upload proof into *EXXAT* prior to starting experiential learning experiences.

Blood-Borne Pathogen Training

All Health Sciences learners are required to complete University Training Hub Blood-Borne Pathogen training. Students are required to verify that they have completed their module and uploaded proof into *EXXAT* prior to starting experiential learning experiences.

Coronavirus (COVID-19) Awareness Training

Students are required to complete University Training Hub Coronavirus (COVID-19) Awareness training. In this course, students will learn the following about Coronavirus (COVID-19): What the symptoms of the virus are, how the virus spreads, and how they can protect themselves and



others. Students are required to verify that they have completed their module and uploaded proof into EXXAT prior to starting experiential learning experiences.

Health Insurance

All Health Sciences learners are required to maintain health insurance throughout the duration of the occupational therapy program. Students can be on their families plan or can pay the student services fee and participate in the University Student Health Insurance plan. As a part of the affiliation agreement, students must carry health insurance while on fieldwork and fieldwork starts the first semester of the program. Be prepared to provide proof of insurance to the fieldwork site, students can be asked at any time, especially if they are injured on site.

Additional Possible Requirements

Some organizations require additional specific documentation and information before students may participate in a clinical experience within their setting. *Any additional costs are the student's responsibility.*

Items potentially stipulated by organizations include:

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

It is the site's responsibility to communicate these requirements to the student and Director of Experiential Learning in a timely manner. It is the student's responsibility to meet these requirements in a timely manner as requested by the site and the Director of Experiential Learning. Non-compliance with any of these (and thus with the affiliation agreement) while in the program can result in any of the following: dismissal from their experiential learning site, a delay in academic progress, and/or issues with successful completion of the curriculum, depending upon their academic status. (See Appendix D Possible Grading Outcomes)

Note- the University of Minnesota provides Liability Insurance for students while they are participating in experiential learning.

Process for Selecting Experiential Learning Sites (ACOTE C.1.2)

Selection of experiential learning sites is an ongoing, deliberate, and methodical process. Sites must demonstrate the capacity to provide opportunities for occupational therapy practice congruent with the University of Minnesota occupational therapy programs' philosophy and curriculum design. In addition, sites must meet safety standards, and provide supervision by qualified personnel depending on the experiential learning type. These requirements are verified



via a phone call, virtual meeting, or on-site visit. Once these requirements have been verified, an *Affiliation Agreement* is negotiated between the University of Minnesota and the experiential learning site. This is a legal document that protects the student, the school, and the site during the experiential learning experience. The process of securing an *Affiliation Agreement* can require significant time to ensure that a fully executable agreement is in place prior to a student arriving onsite for an experience.

On a biannual basis the Director of Experiential Learning examines the *EXXAT* clinical database of current sites to ensure adequacy in numbers and quality of practice areas (diversity of age and AOTA setting types) following the University's curriculum design.

Collaboration and Communication during Experiential Learning (ACOTE C.1.3)

University email is the official means of communication during experiential learning. We expect that all students will check their University email *daily* during any experiential learning experience. Prior to the start of an experiential learning Level I or Level II experience students are provided information to review and prepare via Canvas for Level I experiences or *EXXAT* for Level II experiences which includes the clinical objectives for each experience that have been agreed upon by the academic and fieldwork educators.

During all experiential learning experiences, the experiential learning educator and student share progress and performance on the objectives at regular intervals that are appropriate for the type of setting. The Director of Experiential Learning is involved at a minimum at midterm and final for Level I and Level II experiences. During Level II experiences, the Director of Experiential Learning communicates regularly with the student and fieldwork site educator to ensure progress and performance. This is at a minimum of at the start of the experience week 1-2, prior to midterm week 5-6, and before final week 9-10. Midterm and final evaluations are sent via Formstack/*EXXAT* at week 6 and week 12.

Affiliation Agreements (Memoranda of Understanding) (ACOTE C.1.6)

Before students are placed onsite, the University of Minnesota Program in Occupational Therapy enters into an Affiliation Agreement (memoranda of understanding) with all experiential learning sites. The affiliation agreement is written at an institutional level and defines the rights and responsibilities of the University, the students, and the experiential learning site. Some affiliation agreements may cover more than one University program and are referred to as a Master Affiliation Agreement. At times, these agreements require individual programs to complete what the University calls a Program Letter of Agreement (PLA). The PLA is an agreement between the site and an individual University program that identifies specific needs of the program and the site for their learners. The Program in Occupational Therapy also developed a Program Memoranda of Understanding (PMOU) for Level I sites, Community Level II sites, and Capstone (Appendix E). This is a non-legal written document that helps identify the roles and



responsibilities of the site, the program, and the students. These also help identify on site supervisors where OTs are not present full time.

All affiliation agreements are kept in the University Affiliation Agreement database. All contract expiration dates are noted in *EXXAT* as well. All PLAs and PMOUs are kept in *EXXAT*. Affiliation agreements that are program level are renewed at the program level when they are close to their expiration date if the site still meets the requirements of a qualified experiential site as stated above. If a site is part of a master affiliation agreement, those are renewed at a University level by the Office of General Council Affiliation Agreement team. The Director of Experiential Learning ensures that the affiliation agreements are current prior to each fieldwork type experience (ACOTE C.1.2; C.1.6) and ensures that there is a sufficient number of affiliation agreements established and maintained so that students can complete their experiential learning requirements in a timely manner (ACOTE C.1.5).

Number of Experiential Learning Sites (ACOTE C.1.5)

The University of Minnesota Program in Occupational Therapy has over 500 affiliation agreements that are sufficient in scope and number for populations across the lifespan (child & youth, adult, older adult, and mental health), across individual, community, and/or population based practice, and in traditional and emerging practice settings. The Director of Experiential Learning provides ongoing examination of sites to ensure the scope and number is sufficient in *EXXAT* using AOTA practice area codes to ensure that all students can complete graduation requirements as outlined in the curriculum in a timely manner.

Fieldwork Experience in Behavioral Health, Psychological or Social Factors (ACOTE C.1.7)

The focus of our fourth Level I fieldwork course is on the OT process from a psychosocial aspect. Students work under the supervision of faculty to address occupational deprivation related to behavioral health, psychosocial or social factors for individuals, groups or populations. This course is not offered until the second semester to allow students to have enough background in didactic curriculum to provide base knowledge to apply to this experiential learning experience.

OT 7271 Level I FW Mental Health - This level I fieldwork course follows the developmental model of the curriculum and the theme that occupations occur across the lifespan for persons and populations. This course represents the experiential learning model adopted by the Program. By the end of this Level I FW course, each student experiences the OT process from a psychosocial aspect. The experiential learning activities in any given Level I experience facilitate professional development and are directly tied to the application of the OT process and foundational knowledge. This structure allows for a developmental approach to evaluation of any given Level I experience, where students are assessed on demonstrated professional competencies expected in any given semester rather than on skills specific to a level I site or



population. At the end of the level I FW course, each student demonstrates skills commensurate with their semester in the curriculum.

Psychosocial Objectives (ACOTE C.1.3)

OT 7175/OT 7176/OT 7177/OT 7271 – Level I Fieldwork

- Demonstrate therapeutic use of self as part of the therapeutic process to address psychological, social, and behavioral health factors that are influencing occupational participation in your setting.

OT 7596/OT 7696 – Level II Fieldwork

- Analyze the alignment of the evaluation process of their placement and the AOTA Occupational Profile, including psychological, social, and behavioral health factors that are influencing occupational performance to guide intervention for the service recipient.
- Demonstrate therapeutic use of self as part of the therapeutic process to address psychological, social, and behavioral health factors that are influencing occupational participation in your setting.

Supervision in Experiential Learning (ACOTE C.1.4)

The ratio of experiential learning educators to students is documented for each site and used in the experiential learning planning process to ensure that not only do students have proper supervision during their experience but that the level of supervision provides adequate opportunities for role modeling of occupational therapy practice, assessment of student progress and achievement of site objectives, but also provides protection of the consumer of our services. Experiential learning supervisors may be engaged or employed by the experiential learning site or by the University to serve in this role.

Level I Fieldwork Experience Supervision (C.1.8)

Level I experiences are supervised by University program faculty and in some occasions other health professionals under the direction of University program faculty (eg. Occupational therapy assistants, Level II OT students under the supervision of a licensed OT, psychologists, teachers, social workers, physical therapists, nurses, speech-language pathologists, and physicians) who have affirmed their ability to support the students in the Level I fieldwork experience. Prior to the Level I experience, the fieldwork educators are informed of the objectives for the experience, their role in supervision, the University curriculum, and the expectations of the students. In the event that students are onsite at a Level I experience, the program faculty educator will ensure that there is a licensed professional providing supervision.

Evaluation of Level I Supervision

Students complete the University *Student Rating of Teaching* evaluation as part of their Level I course work and they participate in Directors Hours discussions related to experiential learning experiences



and other coursework which provide insight into supervision by faculty and concerns that may need to be addressed by the Program Director.

Level II Fieldwork Supervision (ACOTE C.1.11)

Level II experiences are supervised by currently licensed or otherwise regulated occupational therapy practitioners who have a minimum of 1 year of full-time practice experience (or equivalent) prior to the onset of the Level II fieldwork. Level II fieldwork educator information, including license number and years of experience, is documented in *EXXAT* along with other information to ensure that the supervisor is adequately prepared to serve in this role.

In places where no occupational therapy services exist, emerging practice settings, students must be supervised a minimum of 8 hours of direct supervision per week by a licensed or otherwise regulated Occupational Therapist with at least 3 years of full-time experience (or equivalent) prior to the Level II fieldwork. Level II fieldwork educator information, including license number and years of experience, is documented in *EXXAT* along with other information to ensure that the supervisor is adequately prepared to serve in this role. When the occupational therapist is not providing direct supervision, there must be an onsite supervisor designee identified for the student and the occupational therapy supervisor must be available for the student during working hours via other contact measures (eg. Phone, teleconference, text, email). The onsite designee is communicated to the student in writing prior to the Level II fieldwork as well and is documented in *EXXAT* in the PMOU (ACOTE C.1.14).

The Director of Experiential Learning and the fieldwork educator work together to ensure that supervision progresses from direct in the first few weeks of the experience to less direct as appropriate for the setting, needs of the client, and the ability of the student as they progress toward entry-level competence. Supervision is monitored through discussion boards with students, ongoing communication between the Director of Experiential Learning and the fieldwork, and student evaluations of fieldwork. Student ratings on the Fieldwork Performance Evaluation are also used to monitor levels of supervision related to student performance. (ACOTE C.1.13)

Evaluation of Level II Supervision (ACOTE C.1.12)

Level II fieldwork supervision is evaluated using communication between the Director of Experiential Learning and the fieldwork site educator, the Director of Experiential Learning and students via their online discussions, and the student evaluation of fieldwork experience. Fieldwork educators and students are encouraged to use the weekly supervision form (Appendix F) to guide weekly objectives, progress toward becoming an entry-level practitioner, and to document any issues that may arise during the experience.

The Director of Experiential Learning will tabulate and examine data for trends in supervision and to identify any areas of concern that need to be remediated with the site, fieldwork site educator, or students. Resources are provided to first time educators and to new sites as part of the communication process when setting up new sites (Appendix G). Fieldwork site educators are invited to experiential learning forums held by the University to address areas of interest to experiential learning partners. Additional resources for enhancing supervision are provided as needed.



Evaluation of Student Performance in Experiential Learning

Level I Student Evaluation (ACOTE C.1.9)

Students are evaluated on their Level I experiences in three ways. They complete Level I fieldwork assignments, Evaluation of Students in Level I Fieldwork Form (Appendix H), and the end of Semester Simulation.

Level I fieldwork Assignments–Level I fieldwork assignments are completed by the student and submitted to Canvas. Students must receive S grades on all of their Level I fieldwork assignments in order to participate in the end of semester simulation.

Evaluation of Students in Level I Fieldwork–this is completed by the Level I fieldwork educator and submitted in Canvas. Unsatisfactory performance on the Evaluation of Students in Level I Fieldwork Form is indicated by:

- Rating of “Needs Improvement” on Professional Development #6 OR
- More than 4 total “Needs Improvement” ratings total for semesters 1-2 OR
- More than 2 total “Needs Improvement” ratings total for semesters 4-5

Semester Simulation– end of semester simulations are graded on S/N grading scale. If students receive an N grade they are allowed one retake of the simulation. If they receive another N grade they must repeat the Level I fieldwork experience.

Level II Student Evaluation (ACOTE C.1.15)

Students are evaluated using the AOTA Fieldwork Performance Evaluation (FWPE) (Appendix I), course related assignments and discussions completed in Canvas, and input from fieldwork educators.

In order to receive a satisfactory grade in this course students must:

- Maintain compliance at all times during fieldwork, including keeping their experiential learning site educator information up to date if there are any changes during their rotation
- Complete all assignments in Canvas with a satisfactory grade
- Complete all discussion board postings
- Receive a minimum passing score of 111 on the FWPE, including a minimum score of 3 or 4 on items 1, 2, or 3, Fundamentals of Practice on the final evaluation

When all criteria are met, the Director of Experiential Learning will enter the final grade for the course. Please see Appendix D Grading Outcomes and the Academic Progress policy in the Student Handbook for additional information.

Experiential Learning Placements

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. This demand was further impacted by the COVID-19 pandemic. We intentionally developed faculty lead Level I experiences to help reduce the demand on our experiential learning site educators for Level II experiences.

Level I Experiences

Level I fieldwork experiences are completed in semesters one through five where students participate in 40 hours of faculty-led Level I experiences addressing lifespan occupations with child & youth, adult, older adult, and one focused on mental health occupations. These Level I fieldwork experiences are primarily with individuals, communities, or populations in non-traditional or emerging settings. Students will register for Level I experiences on a first come first serve basis. All students will participate in all four experiences over their time in the program. OT 7271 – Level I in Mental Health cannot be registered for until 2nd semester and beyond to ensure students have enough didactic learning to support them in this context.

Schedules are determined by the Course Director and communicated to students via Canvas. Traditionally Thursdays and Fridays are Level I fieldwork days for the program however, this is determined by the needs of our community partners and service recipients and will be reflected in the course schedules.

These experiences end with a simulated case dedicated to one of the ages or populations addressed by Level I fieldwork with students interacting with simulated patients in collaboration with our M Simulation Center at the University. All of our Level I simulations include psychosocial aspects of practice and therapeutic use of self with clients and other professionals, collaboration, and professional behaviors.

Level II Experiences

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. (ACOTE, 2018)

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. Our Level II fieldwork planning and processing begins before students matriculate into the program and continues up to, and beyond, when students receive initial notice of their placements. Individual preferences are a secondary component of the match decision. The Director of Experiential Learning will solicit student input to assist in this portion of the placement process. All level II



fieldwork sites are assigned using a methodical process and students will benefit from their fieldwork experiences regardless of the alignment between the fieldwork setting and their intended area of practice. The ultimate goal is to create a generalist entry level practitioner. The program assigns students to rotations that meet this goal and accreditation expectations.

The process for soliciting student input into the process will begin in semester three. The Director of Experiential Learning will ask students to complete a form that will help prioritize interests and identify personal factors that may impact placements. Some examples of information gathered include:

- Preferences for particular settings/populations (as they fit the fieldwork model and Capstone interests)
- Caregiving needs (small children, elderly parents, etc.)
- Accommodations required (must be arranged for experiential learning experiences prior to the start of the experience and documented by Disability Resource Center)
- Preferences for particular geographic areas in Minnesota and surrounding areas (if student has housing availability)
- Information regarding past experiences including employment, volunteer experiences and other community involvement
- Information regarding conflicts of interest

The Director of Experiential Learning will use a randomization process, the students' priority information, and site availability to match students with sites that have offered placement to our program via *EXXAT*. The Director of Experiential Learning will *attempt* to accommodate *one* of students' preferences for *one* fieldwork experience. Remember, *the priority is providing students with foundational generalist OT experiences*. Students cannot be assigned to experiential learning 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 and could result in a delay in graduation or dismissal.

Students will be notified of site placements three months prior to their start date. Sometimes we are unable to verify both placements by this time. If this occurs, students will be notified of the rotation as soon as a commitment is received from a site that fits their needs.

After students receive notification of their placements, they are encouraged to use the *EXXAT* site and review the site's specific information. This contains a collection of documents about our fieldwork site partners from both sites and students. Students will be instructed to contact



their sites approximately 8 weeks prior to starting to introduce themselves and ask any additional questions they may have specific to being onsite.

Level II fieldwork experiences are completed in a minimum of 2-12 week placements with an option of 3-8 week placements, completing a total of 18 credits for the 24 week experience. Students are placed in a variety of practice areas first identified by the age group served (child & youth, adult, or older adult) and then by AOTA setting type (Appendix C). Students will be placed in a minimum of two different practice areas using these guidelines, and when possible students will not be placed with the same age group served. Students may complete their experience in one setting if their experience is reflective of more than one practice area and they will not be placed in more than four settings.

Level II fieldwork objectives (Appendix B) include goals addressing individual, community or population intervention, analyzing alignment between evaluation and intervention, having students identify evidence to support intervention, and students being able to demonstrate clinical reasoning and performance when onsite.

Level II Schedules (ACOTE C.1.10)

All Level II fieldwork experiences are scheduled as full-time equivalent for the site for 2-12 week or 3-8 week experiences. There may be opportunities for part-time experiences, any part-time experience needs to be a minimum of 50% of the full-time FTE for the site. Part-time experiences need to be arranged in advance of fieldwork placements being assigned.

Level II fieldwork experiences start summer semester of year two of the program. Students will be placed in two semesters of fieldwork and have one semester of didactic curriculum during this time. There are three possible plans for Level II fieldwork placements:

Semester	Plan A	Plan B	Plan C
Summer 2	Level II Fieldwork	Coursework	Level II Fieldwork
Fall 3	Level II Fieldwork	Level II Fieldwork	Coursework
Spring 3	Coursework	Level II Fieldwork	Level II Fieldwork

Level II fieldwork is typically 8 hours per day 40 hours per week, or what is considered the full-time equivalent for the site. However, some sites may require 10 hour days and/or weekend shifts. Although students will be onsite for typically 8 hours per day, students should expect to also spend time outside of the site throughout the 8 or 12 weeks doing assigned readings, completing assignments, preparing for evaluations and interventions, researching diagnoses, etc. Students are not expected to work more than the full time equivalent physically at a site.



Students will be expected to follow their fieldwork educator's schedule while on Level II fieldwork and will receive their assigned schedule closer to the start of their placement. Students will have minimal ability to negotiate adjustments to their assigned schedule, sites do not have the ability to manage schedule adjustments for students. If you need accommodations related to scheduling these need to be discussed with the Disability Resource Center (DRC) and the Director of Experiential Learning prior to placement of fieldwork.

Life events that are within your control (weddings, vacations, family events, etc.) should be scheduled outside of your fieldwork experiences. Students will not be permitted to take time off during fieldwork for life events that are within their control, see the section on Experiential Learning policies for more information on absences.

Out of State and International Settings (ACOTE C.1.16)

The University of Minnesota Program in Occupational Therapy is part of a *land grant institution* and was built to meet the workforce and educational needs of the State of Minnesota. At this time, we do not place students outside of the United States. Likewise, out of state placements are not top priorities. The program will consider out of state placements for students with housing available in areas with existing contracts. At some point in the future, the program may also consider an international fieldwork experience as an optional experience, outside of the required 24 week Level II experiences.

Optional Additional Fieldwork Experiences

Students 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. Students can make an appointment with the Director of Experiential Learning if they 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:

- Their personal interest and motivation
- They *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
- Their Capstone and graduation will be delayed to allow for completion of the third fieldwork



Doctoral Capstone Experience and Project

This section of the handbook provides a description of the Occupational Therapy Doctorate experiential component (DEC) and capstone project and the policies associated with this culminating portion of the curriculum.

Overview of the Doctoral Experiential Component and Project

According to the 2018 ACOTE Standards and Interpretive Guide:

The doctoral capstone shall be an integral part of the program's curriculum design. The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. The doctoral capstone consists of two parts: 1) Capstone project 2) Capstone experience.

The Doctoral Experiential Component (DEC) and Capstone Project are the culmination of doctoral preparation for occupational therapy students. These individualized experiences provide the student an opportunity to develop their professional skills in an area of in depth focus, carry out a scholarly capstone project and disseminate the results; and to promote the profession (ACOTE D.1.1).

Definition of Terms

Areas of in depth focus: The specific areas of focus in which the student will develop advanced skills via the DEC and project: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

Capstone Director: The faculty member identified by the program who is specifically responsible for assuring compliance with capstone requirements per program and accreditation standards.

Doctoral Capstone Committee: The group of people who will approve the plan for and evaluate the work of the student specifically in the DEC and project. The Capstone Committee is composed of the faculty capstone advisor (FCA) who serves as the chair of the committee; the student's regular faculty advisor, and the onsite mentor. In instances when the same faculty member is both the DCA and regular advisor, a different faculty member will join the committee.

Faculty Capstone Advisor (FCA): The UMN OT core faculty member who provides supervision, guidance, and coaching to students throughout the DEC, from proposing the experience and project through the engagement in the experience and completion of the project. The FCA is responsible for convening both the proposal defense prior to the DEC and the final defense of the DEC and project at the end of the experience. The capstone director has the final authority to issue a grade for OT 8995, the DEC and project.

Program Memorandum of Understanding (PMOU): The document that explicitly identifies the name of the organization, the dates of the experience, the students' learning objectives and how they will be



measured/assessed; identification of the onsite FCA and onsite mentor(s); an onsite supervision plan and a description of the approved project to be carried out onsite. The PMOU is signed by the student, FCA and onsite mentor prior to the student beginning the 14 week experience.

Onsite mentor(s): The professional(s) at the site(s) where the DEC will occur who have demonstrated expertise consistent with the student's identified area of in-depth exposure. An onsite mentor can be from any professional background as long as the student can clearly identify why the proposed mentor would be an appropriate choice and submit evidence of the mentor's expertise (e.g., a CV; list of publications, etc.). The onsite mentor collaborates with the student and faculty FCA to direct the DEC onsite activities and serves as a resource as the student completes the capstone project.

Stakeholder: Individuals in the DEC sites who participate in the activities of the site and who will be potentially impacted by the capstone project. Stakeholders may include clients/patients, other professionals/staff at the site, etc.

Examples of DEC in the Areas of In Depth Focus and Associated Projects

The table below is intended to provide a general overview of the types of activities that may be possible; it is not intended to be a definitive list.

Area	Examples of Capstone Experiences	Data Driven Project Examples
Clinical Practice Skills	Obtain experience hours towards a specialty certificate in a setting congruent with the specialty practice	Measure the effectiveness of an intervention in the specialty and disseminate the results to the onsite mentor
	Develop a new intervention program in an area of OT practice	Measure the effectiveness of the intervention and disseminate the results to the onsite mentor
	Practice in an area not typically available to Level II students due to complexity of practice	Measure the effectiveness of an intervention and disseminate the results to the onsite mentor
Research Skills	Participate in the day-to-day activities of a research environment with the ability to engage in at least two aspects of the research process (designing, recruiting, data collection, analysis, interpretation, and dissemination of findings)	Conduct a scholarly study
Administration	Participate in the day-to-day activities of an administrator with the ability to engage in at least four processes associated with administration (e.g. budgeting, strategic planning, assigning	Select a product from one of the processes and obtain data from all stakeholders regarding effectiveness of their process and analyze results to formulate recommendations for improvement



	work, supervising others, analyzing a process flow)	
Leadership	Engage in the day-to-day activities of a leader or group of leaders in a health or wellness based organization and analyze the leadership practices employed to implement changes in the organization	Obtain data from all stakeholders regarding effectiveness of their leadership practices for a specific project/change and analyze results to present to leadership
Program & Policy Development	Design a new program (a new service in an existing setting or a current service in a new setting) including the creation of all applicable policies and procedures	Propose, implement, and evaluate the impact of a new program and present findings
Advocacy	Lead or co-lead an advocacy initiative in partnership with an advocacy or legislative organization	Write an in-depth advocacy plan based on data and in collaboration with an advocacy organization for an at-risk population
Theory development	Interview theorists (in OT and/or other professions) analyze theory-research; attend theoretical sessions at conferences, etc.	Conduct a qualitative study to generate a theoretical model
		Conduct a systematic literature review to test the relationship between constructs of a model
Education	Engage in the activities of an academic environment that can provide content development and teaching opportunities	Analyze the alignment of course learning objectives to module objectives to assessment and present findings to a course instructor
		Create an educational intervention and test its use

Planning Process-Overview (ACOTE D.1.2, D.1.3, D.1.4)

The doctoral capstone is designed and administered by faculty in close collaboration with students during the planning and implementation process for the end goal of the student's demonstration of synthesis and application of advanced knowledge. Planning for the DEC and project begins in the fall of the second year of the program and is continued through the following courses:

OT 7451 Capstone 1

This course is the first in a series of 4 courses designed to support the student in the culminating experience of the OTD, the DEC and capstone project. The primary goal of this course is to explore the areas of advanced practice and learn about the personal characteristics required to succeed in those areas. By the end of this course, students will have narrowed the scope of potential capstone experiences to three areas of focus.

OT 7552 Capstone 2

This course, second in the series, prepares students to select an area of in-depth experience for their doctoral capstone experience and project. Students will write a personal mission statement and explore



possible sites that align with their personal mission. Preliminary exploration of the literature around a PICO question relevant to a population of interest to the student and aligned with a proposed site(s) will begin as well. By the end of the course, students will have identified a site and a potential onsite mentor to begin planning their capstone experience and project in Capstone 3.

OT 7653 Capstone 3

This third course leads students through the beginning stages of planning their doctoral capstone experience and project. By the end of the semester, students will have completed a needs assessment with stakeholders at their capstone site, have drafted written objectives for their experience, have confirmation of an appropriate onsite mentor, and will have drafted a proposal for their project that includes a question, review of literature and proposed methodology. Students will also draft the *Program Memorandum of Understanding Capstone* (Appendix E) this semester.

OT 7754 Capstone 4

This course is the last of 4 preparation courses. Students will finalize their DEC Plan and Project in a formal proposal which includes identification and rationale for the selected area of in-depth exposure; individual learning objectives and a proposal for the scholarly project with a literature review, project aims, anticipated outcomes, and methodology. Students will present the proposal for their DEC and Project Plan to their onsite mentor, submit for IRB approval if applicable. The written examination of the proposal will happen at the end of this course. The *Program Memorandum of Understanding Capstone* (Appendix E) will be finalized and signed by all parties by the end of this course as well.

Preliminary Oral Examination of the Capstone Proposal

Once a student has passed the preliminary written examination of their proposal in Capstone 4, they will be eligible to move on to the preliminary oral examination of their proposal. These examinations will be held in the first 2 weeks after the end of spring semester. The oral examination must be passed in order for a student to begin OT 8995, the Capstone Experience and Project.

Capstone 3 and 4 are taken at different points in the curriculum to allow for completion of Level II FW. See below for an overview.

Course	Semester Offered	Plan	Outcome
OT 7451	Fall yr. 2	All	Narrow areas of advanced practice to three of interest
OT 7552	Spring yr. 2	All	Select area of in-depth exposure for DEC and project; get matched to a FCA, identify a potential site and mentor. Begin literature review.
OT 7653	Summer yr. 2 Fall yr. 3 Spring yr. 3	Summer-B Fall-C Spring-A	Finalize selection of a site, onsite mentor, complete the needs assessment and draft a plan for DEC and project. Continue literature review.
OT 7754	Spring yr. 3	All	Finalize proposal for DEC plan and project. Must pass a written preliminary examination of proposal during this semester before participating in the oral examination.
Preliminary Examination	Week after spring term ends	All	Participate in a preliminary oral examination of Capstone Proposal-must pass in order to start Capstone.



OT 8995	Summer yr. 3	All	Carry out DEC and project, defend project and disseminate results
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Policies Related to the Capstone Experience and Project

Advising and Mentorship (ACOTE D.1.6)

Assignment of a Faculty Capstone Advisor (FCA)

Once a student has identified a primary area of interest for an in-depth exposure, (clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development) the Capstone Director will match each student to core faculty based on interest or expertise in the student's area of interest and in accordance with the program's workload policy.

Selection of the Onsite Mentor(s)

Once a site(s) has been identified and approved, students will identify an onsite mentor(s) who have demonstrated expertise in some aspect of the area of interest (e.g., the population, the setting, the research topic, etc.) and who meet other criteria as described in the Capstone 3 course. All students will complete a *Capstone Onsite Mentor Verification Form* to provide a rationale for their choice. The capstone director and FCA will review information provided by the potential mentor (e.g., a CV, list of publications, leadership roles held, etc.) and document final approval of the onsite mentor.

Capstone Sites

Prior fieldwork or work experience may not be substituted for the doctoral capstone experience. Absolutely no activities occurring before the first day of the 14 week experience as documented on the *Program Memorandum of Understanding Capstone* (Appendix E) will be counted toward time in the doctoral experience.

Selection of a Site for the DEC and Project (ACOTE D.1.1)

All capstone sites must offer services and conduct activities that align with the program's curriculum design and offer learning activities to develop skills in the selected areas of in-depth exposure. Students are encouraged to explore organizations with whom they have volunteered or participated in Community Engaged Learning in the Professional Development courses. Students may also identify sites with whom partnerships between the University and the OT Program have already been established and/or with those who have expressed interest in partnering with the OTD program for the DEC. The FCA in collaboration with the capstone director will approve sites while students are enrolled in OT 7552, Capstone 2 or early in OT 7653, Capstone 3. Each student will describe in writing how the proposed site can support the selected area(s) of in-depth exposure, as well as provide an explanation of how the site impacts occupations across the lifespan for individuals, communities and/or populations. The capstone director will ensure that a current affiliation agreement is in place prior to the start of the doctoral experience onsite for those that require such.

Use of More Than One Capstone Site



Occasionally students may identify more than one organization that met the criteria described above and that would support their development, or choose a desired organization that does not have enough day-to-day activity to support a full-time experience. In these cases, students may have 2 different organizations that together would provide an experience that could help the student meet their capstone objectives. Requests to include more than 2 sites require approval of the FCA and capstone director. This request must be made in writing to the FCA and the capstone director during OT 7653, Capstone 3. Once approved, the student must identify an appropriate onsite mentor from each organization and determine which organization for whom they will complete the needs assessment. Both organizations will require signed PMOUs.

Use of a Current Place of Employment for a DEC and Project

Students who are completing the entry level curriculum full time and who propose a doctoral experience to be completed in their current work setting must provide evidence in their proposal that the site meets all the requirements outlined in the selection of a capstone site policy. In addition to the other required elements of the doctoral experience and project proposal, students must identify onsite doctoral experiential learning activities that *explicitly exceed* any current work duties/roles and that include significant additional experiential activities as detailed in the capstone proposal. Finally, students will also be required to submit a written schedule delineating their time as an employee versus their time as a capstone student in order to assure that regular work activities do not count toward the capstone experience. The capstone director and FCA will monitor the experience to ensure that all requirements in the proposal as approved by the DEC committee are met.

Students who are already credentialed as an occupational therapist and who propose a doctoral experience to be completed in their current work setting must provide evidence in their proposal that the site meets all the requirements outlined in the selection of a capstone site policy. In addition to the other required elements of the doctoral experience and project proposal, students must include a description of any current work activities to count toward the required time in the DEC, and must identify additional onsite experiential learning activities that will support the goals and objectives of the experience and project in their proposal. The capstone director and FCA will work with the student to create and approve a plan for the DEC that ensures a total of 560 hours minimum have been spent in activities directly supporting the student's goals and objectives for the DEC and project.

Capstone Proposal (ACOTE D.1.1)

Proposal for the Doctoral Experiential Component

Each student must write a proposal for the experience to be completed in the OT 7754 Capstone 4. Prior fieldwork and work experience may not be substituted for the doctoral experiential component. The proposal will include a description of the selected area(s) of in-depth exposure specific to the site along with a description of how the engaging at the site will facilitate student growth in the OT Program curricular themes of occupations across the lifespan for individuals, communities and/or populations; learning through experience, building and using evidence to support practice, and innovative leadership.



The proposal must also include the identified onsite mentor(s); a list of learning objectives and how they will be measured for the experience written by the student in collaboration with the FCA, a list of potential activities onsite in which the student will engage and that support the student's learning objectives, with a rationale for each; a detailed plan for regular supervision (including both direct and indirect if applicable) from the onsite mentor(s) for the duration of the experience; and an identified onsite alternate mentor(s) who could assume the role in the event of a change in staffing in the organization; and an identified staff member(s) onsite who can also provide access and logistical support to the student during the experience.

Proposal for the Doctoral Capstone Project

The capstone project is evidence of the student's ability to meet the curricular thread of 'build and use evidence'. Preparation of the project builds off of previous course work in the research course series:

Sem. 2: Critical Inquiry→Sem. 3: Quantitative Research→Sem. 4:Qualitative Research→Capstone Project

Each proposed project within the experience must build and /or use evidence to advance the goals of the site while developing advanced skills in the student. Project proposals will be data driven and based on the activities of 1) a completed needs assessment of the capstone organization, 2) a scholarly question to drive a review of literature, 3) goals and objectives for the project and 4) a proposed methodology for implementing and evaluating the outcomes of the project.

Capstone Experience (ACOTE D.1.5)

Timelines for Completing the Doctoral Experiential Component and Project

Full time doctoral experiences require a minimum of 560 hours and must be completed in 14 weeks. Students may request that completion of the experience and project be completed on a part-time basis, ranging from 40% time (16 hours per week for 35 weeks) to 70% time (28 hours per week for 20 weeks). Students wishing to pursue this option must submit a *Request for Part Time DEC* form to the capstone director and FCA as early as possible in the capstone course series. A part time experience will be approved based on feasibility of the revised proposal (if already written) and agreement of the site and onsite mentor(s) to allow an extended experience. All the details of the timing of a part-time experience must be described in the PMOU and signed by the student, FCA and onsite mentor prior to the beginning of the part-time experience. Students who begin an experience full time and wish to switch to part time must meet all the criteria described above and write a new PMOU prior to making the switch. All DEC and projects must be successfully completed and defended within 24 months of the completion of semester 8 of the program.

Definition of 'Onsite' Activities

Any experiential activity that supports the mission and work of the capstone site(s) and supports achievement of the student's objectives is considered an onsite activity. It is expected that students embed themselves in the day-to-day work of aspects of the organization that are linked to their objectives and projects, e.g., assisting in the delivery of programs and services to those served by the



site; engaging in clinical activities if appropriate; participating in work groups and committees of the site; attending onsite training, etc. Examples of activities that occur away from a site that would still be considered 'on site' are continuing education courses or trainings directly linked to the capstone population or project; attending special interest groups or professional meetings; interviewing other professionals in related organizations or departments; engaging in advocacy activities on behalf of the site (e.g., attending a hill day at a state capitol for the population served). If a student has any concerns about whether an activity would be considered 'onsite' they should immediately reach out to their FCA for further discussion and a decision. Web based synchronous activities over platforms such as Zoom are also acceptable if the organization uses them to conduct their work and or use of supports a student's ability to participate in meetings, interviews, etc.

Doctoral Experience Time Sheet

In order to ensure compliance with the 560 hour requirement and verification of at least 80% of the time is spent in experiential activities on site or in experiential activities related to the capstone site, students will complete a weekly time sheet in the *EXXAT* database system. Details related to the names of activities, time spent in activities and relationship of the activities to the capstone objectives identified on the PMOU will be reviewed weekly by the capstone director in order to assure that each student is meeting this requirement.

Doctoral Capstone E-Portfolio

Each student will create and maintain a Capstone E-Portfolio. The purpose of the e- portfolio is two-fold:

1. To serve as a repository for all the required preparatory work related to capstone: the needs assessment, review of literature, approved doctoral capstone experience and project proposals, and the signed PMOU.
2. To collect evidence to document achievement of capstone objectives. Examples of evidence could include but are not limited to: agendas of meetings led by the student; grants written by the student; documentation of specialized training that occurred during the 14 week experience; presentation made by the student to the organization, as well as any deliverable for the organization created by the student (an educational module, program plan, caregiver materials, etc.) The student's Doctoral Capstone Project Poster will also go into their portfolio.

Students will provide their FCA access to their e-portfolios by the end of week 14 for review prior to the student's final capstone defense.

Evaluation of Capstone (ACOTE D.1.7)

The Capstone Committee

The purpose of the capstone committee is to evaluate the work of the student related to the capstone proposals and also the capstone project after the completion of OT 8995. The student's faculty capstone advisor will chair the committee. The second committee member is the student's regular faculty advisor who serves as an objective reviewer of the rigor of the student's work. If the student's regular faculty advisor is matched with them as their FCA, another faculty member will be selected to



fill the role of the second committee member. The primary onsite mentors for the doctoral experience serve as third committee members. Their role is to provide preliminary approval of the feasibility of the proposed experience and project prior to the written examination and also attend the student's Final Capstone Defense and contribute to the final evaluation of the student.

Doctoral Capstone Preliminary Written Examination

Each student will submit their written doctoral experience and project proposals for preliminary examination by the FCA and second committee member for evaluation. This will occur in OT 7754, Capstone 4. Students may be asked to revise elements of their proposals in order to successfully pass the written preliminary examination. Evidence of successful completion of the written preliminary examination must be uploaded to the University's GPAS system prior to proceeding to the oral examination.

Doctoral Capstone Preliminary Oral Examination

Once a student has satisfactorily passed their written preliminary examination, they will present their proposal orally to their FCA and second faculty member on their committee. This will occur within 2 weeks of the end of the Capstone 4 course. Students will answer questions about their proposed objectives and measures, the proposed experiences onsite and the project. Students may be asked to revise elements of their proposals based on the oral examination outcomes. Evidence of successful completion of the oral preliminary examination must be uploaded to the University's GPAS system prior to beginning the 14 week OT 8995 course.

Evaluation of Capstone Experience

All students will be evaluated by their primary onsite mentor at midterm of the experience and again at the end of the 14 week experience. Areas evaluated will be professional skills, communication skills, team skills and leadership skills. The FCA and capstone director will consider the *Evaluation of Capstone Experience* data as part of the final grade for OT 8995.

Student Evaluation of Capstone Site

All students will complete an evaluation of their capstone site(s) for the purpose of providing the program and future capstone students information about the organization and its utility as a capstone site.

Final Capstone Defense

The final evaluation of the capstone project will be an oral examination and takes place in private at a time determined by the committee chair after the student has completed their public presentation. Whenever possible the final defense will happen in person onsite. The committee will ask questions to evaluate the project and the student's ability to synthesize what they have learned in all the capstone activities as they relate to the student's objectives and advancing the profession.

Capstone Dissemination (ACOTE D.1.8)

Presentation of Deliverables to Stakeholders



All students are required to create and deliver a live professional presentation of the primary deliverable created for the organization, to be delivered in a manner determined by the onsite mentor. Data analyzed from projects related to the deliverable must be included in the presentation. Example: A student creates 3 online caregiver education modules and evaluates one of the modules. The presentation would not be a research presentation but instead focus on all the modules and highlight the data collected, and any outcomes achieved. This presentation will occur in late week 13 or 14 of the experience. The onsite mentor will determine who should be invited to the presentation and will provide the student feedback related to their professionalism and public speaking skills. The FCA and second committee members are not required to attend this presentation.

Public Presentation of Capstone Project

All students will create a 5 slide presentation to describe their project and outcomes and write an accompanying abstract. Students will present this work in a live web-based presentation that is open to the public and includes the opportunity for those watching the live presentation to ask questions of the student. The slide portion of the presentation will be recorded, and along with the abstract, made available to the public via the program's website and the University of Minnesota Digital Conservancy platform.

Ownership and Authorship Guidelines

Deliverables developed by the student for the capstone site(s) (e.g. handouts, an educational module, program protocols, etc.) are property of the site and the student unless negotiated differently and the terms of ownership included in the PMOU prior to the beginning of the 14 week experience.

Authorship of scholarly articles for publication will also be indicated on the PMOU. See the Board of Regents Policy on Copyright: <https://policy.umn.edu/research/copyright>.

Disruptions to Capstone

Cancellation of a capstone site by the site prior to the start of the experience

- If a site cancels a capstone experience prior to the written and/or oral proposal examinations, every effort will be made by the capstone director and FCA to help the student find an alternative that could also help the student meet their objectives and implement a project. Whenever possible, the goal will be to remain with the same population and similar setting so that the student can substantially use their literature review for the new experience and project. A new needs assessment will be required of a new site, as will all the other requirements (verification of the mentor, a signed PMOU, etc.). If this situation occurs, students may need to delay the start of their experience, which will result in a delayed graduation.
- If a site cancels the experience after the student has successfully passed their proposal examinations but before the experience is scheduled to begin, every effort will be made by the capstone director and FCA to help the student find an alternative that could also help the student meet their objectives and implement a project. Whenever possible, the goal will be to remain with the same population and similar setting so that the student can substantially use their literature review for the new experience and project. A new needs assessment will be required of a new site, as will all the



other requirements (verification of the mentor, a signed PMOU, etc.) The student will be excused from a second oral defense of their proposal if the FCA is satisfied that the student can make the transition to the new site and project that is largely congruent with their original plan. If this situation occurs, students may need to delay the start of their experience, which will result in a delayed graduation

- If a similar population and site are not available for a replacement, a student may have to select an alternative. The capstone director and FCA will make every effort to help the student find an alternative that could also help the student meet their objectives and implement a project. A new needs assessment will be required of a new site, as will all the other requirements (verification of the mentor, a signed PMOU, etc.). If this situation occurs, students may need to delay the start of their experience, which will result in a delayed graduation.

Dismissal of a student from capstone site after the experience has started

- If a student is in good academic standing and is being dismissed from the site due to variables beyond the student's control, the FCA and capstone director will give credit to the student for the hours already engaged and will make every effort to find a replacement site that would be suitable for the student's objectives. Every effort will be made to keep the capstone project running at the original site if possible. If this is not possible, a new needs assessment will be required as will all the other requirements (verification of the mentor, a signed PMOU, etc.). If this situation occurs, students may need to delay the start of their experience, which will result in a delayed graduation.
- If a student is dismissed due to violating any University Code of Conduct policy; the AOTA Code of Ethics; the organization's safety policies and procedures and/or breaking any state or federal law applicable to the experience, the student will automatically fail the OT 8995 course. See the *Academic Progress Policy* for more details.
- If a student is dismissed prior to week 7 (midterm) due to poor performance or poor professional behaviors as noted in the program's *Professional Development Tool*, the FCA and capstone director will collaborate with the student to write a remediation plan. Students will need to find another site and conduct a new needs assessment and will need to meet all the other requirements (verification of the mentor, a signed PMOU, etc.). The student must also repeat the written and oral examinations of their new proposals before beginning the new 14 week experience. The student will receive a grade of I for OT 8995 and the grade will change to S once all the requirements for the course have been successfully met.
- Dismissal from a site due to poor performance or poor professional behaviors after midterm will follow the same process described above, with the possible exception of starting the 14 weeks over. An assessment by the FCA and capstone director will determine if credit for any of the prior time spent in the original site can be counted in a new experience in a comparable site.
- If a student is dismissed due to poor performance or poor professional behaviors at a second site, the student receives a grade of N for OT 8995.



Experiential Learning Policies

Accommodations

The Program in Occupational Therapy is committed to equal access for all and creating learning environments that are equitable, inclusive, and usable for all students regardless of disability. If students have accommodations through the Disability Resource Center (DRC) for their didactic courses they do not automatically carry over into experiential learning. Students who have accommodations through DRC need to have a discussion about how their specific needs may need to be accommodated in an experiential learning experience. If students do not have didactic accommodations but feel they may need accommodations for experiential learning experiences they need to set up a meeting with the DRC. Please see page 36 for additional information.

Dress Code

Students participating in all experiential learning activities are expected to have meticulous personal hygiene and be dressed in a professional manner. Proper attire includes khaki-type pants or dress pants that are clean, and free of holes, tears, and wrinkles; shirts must be polo style with a collar, plain, solid color, and logo free. Footwear must be closed-toed. Students should refrain from wearing any jewelry that may invade client space during experiential learning activities. Hair shoulder length and longer should be pulled back. Nails should be natural and kept short and clean. No artificial nails or extenders are permitted due to the likelihood of harboring pathogens. Fragrances, perfumes, and colognes should be avoided. All students and faculty should wear their University ID at all times. With respect to patient and student safety, modifications that allow for cultural or ethnic traditional dress are permitted. Students should be able to move, bend, twist, and go into a squat position without having any of their skin or undergarments showing.

Examples of clothing that is **not** acceptable includes but is not limited to: jeans, denim jackets; clothing that is worn, faded, or has holes; sweatpants, shorts, skirts, dresses, or leggings; t-shirts, sweatshirts, tank tops, or any other shirts that have bare shoulders. No open toe shoes, heels, or flip flops.

Any student found in violation of this policy by the course director, site supervisor, or educator will be addressed by faculty and may be in jeopardy of being sent home from the experience for inappropriate dress resulting in making up the experience.

Level I Fieldwork

During Level I fieldwork experiences students are expected to wear khaki-type pants or dress pants and their University issued polo shirt or another polo style shirt with a collar, plain, solid color, and logo free and follow the remainder of the policy above.

Level II Fieldwork



Students' appearance and hygiene should be professional at all times. Some placements require therapists to wear specific clothing, and students should follow the dress code of their site. If a student is required to purchase something specific for their site, the cost is their responsibility (e.g. scrubs). In the absence of a written dress code, students should follow the Program in Occupational Therapy Experiential Learning Dress Code above.

Attendance

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

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 will result in make-up days at the discretion of the program and the experiential learning site. Holidays are observed per policies of the experiential learning site and considered part of the normal work week of a fieldwork setting. If a student needs an exception for religious holidays they need to be arranged in advance of starting their experiential learning rotation with the course director for Level I experiences, and the Director of Experiential Learning and the fieldwork site educator for Level II experiences.

Level I Fieldwork

Students are expected to be one time and prepared for all Level I fieldwork dates. Students must contact their supervising faculty member prior to the start of their fieldwork experience if unable to attend. All absences will need to be made up in a manner determined by the faculty member supervising the Level I fieldwork experience.

Level II Fieldwork

Students are required to complete a minimum of 24 weeks full-time Level II fieldwork (ACOTE C.1.10). While on full-time fieldwork, students should expect to participate in the setting each week and be subject to the same hours and days as their fieldwork educators. Students typically participate for long days with additional assigned tasks and assignments beyond the scheduled workday. Students should expect that the fieldwork day will not end when they leave the site. They will have some expectation to participate in learning activities that support their experience outside of the fieldwork setting.

Students **MUST NOTIFY** the Director of Experiential Learning and their experiential learning site educator when absent. Students are only excused from experiential learning for legitimate absences, per University of Minnesota policy (See pg. 36). All absences should be expected to be made up, no



more than 2 days of excused absence are allowed per experiential learning experience without makeup. Some settings have alternate absence policies. The site's policy will be honored unless it is *less restrictive* than the OT program policy.

Locating Housing throughout the State

As discussed previously, Fieldwork placements are assigned ANYWHERE in the State of Minnesota. Students should expect to travel for possibly Level I experiences and for at least one of their 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 students are members of a spiritual group, contact the same group in the area of placement
- Contact classmates or those in another cohort- they may have contacts in the area Review the SEFWE forms posted on the webpage for the 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 students are interested in, contact the Director of Experiential Learning they can connect them with the site to see if this information is available.

One reminder- Students may stay with other staff or affiliates of the organization they are going to however, they *cannot* stay with their experiential learning site educator or their families (conflict of interest).

Changing or Cancelling Level II Experiential Learning Placements

Student Request

Experiential learning placements that are 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 fieldwork accreditation expectations outlined starting on page 12.

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

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

Change of placement requests, if granted; frequently require fieldwork to occur at different times other than the originally scheduled level II fieldwork. A later fieldwork placement is likely to delay capstone and 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 capstone start or graduation date.



New Placement Needs Due to Grading Outcomes

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 (Appendix D) 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 expected Capstone start and subsequent graduation date.

Delayed Start

Given a disability or documented legitimate absence per University Policy, a student may choose to delay starting their Level II fieldwork or Capstone. The student would need to discuss this with the Director of Experiential Learning or Capstone Director and their student services advisor *prior to the end of spring semester second year*. 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 resources. Documentation of the reason for the absence/delay must be provided to the Director of Experiential Learning or Capstone Director and the student services advisor in a timely manner. A plan will be implemented to support the student, however, *it is the student's responsibility to fully understand the impact of the decision* prior to the delayed enrollment.

Professional, Ethical, Conduct

A key component to success in fieldwork is the ability to present and engage in a professional manner. Students' ability to engage with others in a positive manner is foundational to successful completion of their 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 (Student Handbook page 47), The Professional Development Tool (Appendix J), 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 experiential learning is taken seriously and will be reviewed closely. It may affect the grade students earn for the experiential learning course. Investigation by the Director of Experiential Learning may, in part, use the Professional Development Tool (Appendix J) 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. Please refer to University Policy on page 25 for more information. These policies refer to classroom conduct which, in the case of experiential learning activities, refers to experiential learning settings and all individuals that participate in the setting (e.g. patients, the experiential learning site educator, other professionals, and families). Additionally, be sure to review the *Professional, Ethical, Conduct section of the Student Handbook on pg. 31*.

Should Concerns Arise in Experiential Learning

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

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

Recall that in any experiential learning setting we are working with individuals with a variety of backgrounds, belief systems, levels of illness, and ability to self-regulate. Students may encounter behavior or comments from patients, clients, or individuals they are working with that are not what they would typically expect. Recall that we are professionals and must respond accordingly. In our role, and as appropriate, we have the ability to set limits and expectations for our interactions. If a behavior by a client, patient or individual a student is treating is concerning, they should immediately seek assistance and guidance from their experiential learning site educator and/or the Director of Experiential Learning or Capstone Director. If the behavior is by another professional or your experiential learning site educator, contact the Director of Experiential Learning or Capstone Director as soon as possible.

Students who have concerns about their experiential learning placement and are considering a withdrawal are required to contact the Director of Experiential Learning or Capstone Director first. Students should present a performance plan to the Director of Experiential Learning or Capstone



Director for approval that delineates how barriers leading to the withdrawal will be managed. Students who withdraw from an experiential learning placement without first gaining approval from the Director of Experiential Learning or Capstone Director are subject to grading outlined in the Possible Grading Outcomes Table (Appendix D). Again, if the academic progress policy allows for a repeat experiential learning placement, it will occur in a different site and different time frame than originally assigned.

Level II Experiential Learning Extension

At times, the Director of Experiential Learning may recommend extending a Level II Experiential Learning experience. This may occur in the case where, upon discussion with the Level II 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 areas of concern as outlined above and outlined in the grading outcomes table. A remediation plan will be implemented as a part of this extension.

Contact and Experiential Learning Site Visits from Faculty

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

Injuries sustained while participating in experiential learning

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



Additional Experiential Learning Course Policies

<u>Zoom Use, HIPAA, FERPA</u>	<p>Experiential learning involves participating in the OT process with clients in clinics, community, and virtual settings. This requires students and faculty to follow both HIPAA and FERPA policies depending on the population we are working with.</p> <p>As a review, while on Zoom you need to respect the privacy of your clients. What does this mean? You need to have a private space to participate in your Level I fieldwork experience or if you are participating in a Zoom session for Level II or Capstone. You cannot participate at your local coffee shop or in your living room with your roommates watching. If you cannot be in a private space with a closed door you need to at a minimum be seated with your back to a wall so your screen cannot be viewed by others and you need to be wearing a headset so that the conversations remain as protected as possible.</p>
<u>Social Media</u>	<p>We will follow a strict social media policy. It is expected that all students and faculty will not post any information about their experiential learning experiences on social media to protect the identities of the people that we serve. If you notice that someone has posted something on social media regarding their clinical experience this should be reported to the Course Director, the Director of Experiential Learning, or Capstone Director immediately.</p>
<u>Late Assignments</u>	<p>Assignments are due at the time posted in the work plans. As a course policy, late assignments will not be accepted after midnight on Monday of Week 15 for Level I experiences or the last week of Level II experiences. Final decisions regarding late assignments are up to the discretion of the instructor of the course. For legitimate absences, notify the instructor prior to the absence and submit assignments on the due date electronically or a date negotiated with the instructor. Legitimate absences include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances.</p>
<u>Personal Technology</u>	<p>The use of personal electronic devices is strictly regulated by the fieldwork location. The program follows the expectations of the individual clinical sites during fieldwork experiences. Expect that personal electronic devices (computers, tablets, cell phones) should be turned off and stowed unless specifically requested by your fieldwork 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 your experiential learning sessions unless it is an emergency.</p>
<u>Inclement Weather</u>	<p>We follow the University Emergency Closing Policy. For additional information, refer to the Program in Occupational Therapy Safety Manual. With Level II placements being across the state, there may be instances where the University is closed but your site is not or vice versa; you should work with your clinical instructor and the Director</p>



	of Experiential Learning for the best response to these instances for your safety.
<u>APA</u>	Clarity and the appropriate use of grammar and spelling are professional expectations. Please make certain that all personal communication and submitted assignments reflect a high standard. All written and online submission of assignments must conform to the stylistic requirements outlined by the American Psychological Association (APA). Refer to http://www.apastyle.org/index.aspx for electronic reference formats.

University Policy	Policy Description
<p>Disability Accommodations</p>	<p>The University views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.</p> <ul style="list-style-type: none"> • If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities – 612-626-1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations. • Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above. • If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course. • If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist). <p style="text-align: center;">Additional information:</p> <ul style="list-style-type: none"> • Rochester - http://r.umn.edu/student-life/student-services/disability-resources email: disability@r.umn.edu • Twin Cities - https://diversity.umn.edu/disability/ email: drc@umn.edu
<p>Mental Health & Stress Management</p>	<p>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</p>



	<p>daily activities. University 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.</p>
Scholastic Dishonesty	<p>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: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: https://policy.umn.edu/education/instructorresp.</p> <p>The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty 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.</p>
Appropriate Student Use of Class Notes and Course Materials	<p>Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: https://policy.umn.edu/education/studentresp.</p>
Student Conduct Code	<p>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.</p> <p>As a student at the University you are expected to adhere to Board of Regents Policy: <i>Student Conduct Code</i>. To review the Student Conduct Code, please see: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting</p>

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	where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.
Make up Work for Legitimate Absences	Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: https://policy.umn.edu/education/makeupwork .
Use of Personal Electronic Devices in the Classroom	Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: https://policy.umn.edu/education/studentresp .
Sexual Harassment, Sexual Assault, Stalking and Relationship Violence	The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (https://eoaa.umn.edu/report-misconduct). If you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts. Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role. https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf
Equity, Diversity, Equal Opportunity, and Affirmative Action	The University provides 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, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equality_diversity_equal_opportunity_and_affirmative_action.pdf .



<p>Academic Freedom for courses that do not teach research</p>	<p>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.*</p> <p>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.</p> <p><i>* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".</i></p>																								
<p>University Grading Scales</p>	<p>The University has two distinct grading scales: A-F and S-N.</p> <p>A-F grading scale. The A-F grading scale allows the following grades and corresponding GPA points:</p> <table border="1" data-bbox="440 1037 1533 1864"> <thead> <tr> <th>Grade</th> <th>GPA Points</th> <th>Definitions for undergraduate credit</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4.000</td> <td>Represents achievement that significantly exceeds expectations in the</td> </tr> <tr> <td>A-</td> <td>3.667</td> <td></td> </tr> <tr> <td>B+</td> <td>3.333</td> <td></td> </tr> <tr> <td>B</td> <td>3.000</td> <td>Represents achievement that is above the minimum expectations in the</td> </tr> <tr> <td>B-</td> <td>2.667</td> <td></td> </tr> <tr> <td>C+</td> <td>2.333</td> <td></td> </tr> <tr> <td>C</td> <td>2.000</td> <td>Represents achievement that meets the minimum expectations in the</td> </tr> </tbody> </table>	Grade	GPA Points	Definitions for undergraduate credit	A	4.000	Represents achievement that significantly exceeds expectations in the	A-	3.667		B+	3.333		B	3.000	Represents achievement that is above the minimum expectations in the	B-	2.667		C+	2.333		C	2.000	Represents achievement that meets the minimum expectations in the
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B-	2.667																								
C+	2.333																								
C	2.000	Represents achievement that meets the minimum expectations in the																							

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C-	1.667	
D+	1.333	
D	1.000 -	Represents achievement that partially meets the minimum expectation but it may not fulfill major or program requirements.
F	0.000	Represents failure in the course and no credit is earned.

S-N grading scale. The S-N grading scale allows for the following grades and corresponding GPA points:

Grade	GPA Points	Definitions for undergraduate credit
S	0.00	Satisfactory (equivalent to a C- or better)
N	0.00	Not Satisfactory

For additional information, please refer to:

<https://policy.umn.edu/education/gradingtranscripts>.

**Appendix A. Level I Fieldwork Objectives****OT 7175/OT 7176/OT 7177/OT 7271**

By the end of Level I experience, students will:

- Interact professionally and therapeutically with clients as well as their families and caregivers. (B.4.1)
- Confidently apply the OT process (B.4.2; B.4.3; B.4.4; 5; B.4.6; B.4.10; B.4.19)
- Accurately report verbally and in writing observations and interactions with clients (B.4.2; B.4.6)
- Communicate effectively with members of interprofessional teams (B.4.2; B.4.6; B.4.8; B.4.23)
- Appraise own skills in work with clients and as a member of an interprofessional team (B.7.4)
- Identify goals for professional growth (B.7.4; B.7.5)
- Demonstrate the use of technology in practice - telehealth practice (B.4.15)
- Demonstrate therapeutic use of self as part of the therapeutic process to address psychological, social, and behavioral health factors that are influencing occupational participation in your setting. (C.1.3)



Appendix B. Level II Fieldwork Objectives

OT 7596/OT 7696

The objectives for Level II fieldwork are organized around the program's curricular threads and then collaborated with the site clinical educator to be aligned with the experience and the AOTA Fieldwork Performance Evaluation. The objectives are described below, each under a heading that describes the respective curricular thread. By the end of Level II experience, students will:

Lifespan Occupations:

- Identify and implement in their placement setting opportunities for individual and community OR population interventions.

Build and Use Evidence:

- Analyze the alignment of the evaluation process of their placement and the AOTA Occupational Profile, including psychological, social, and behavioral health factors that are influencing occupational performance to guide intervention for the service recipient.

Generalist Practice:

- Demonstrate therapeutic use of self as part of the therapeutic process to address psychological, social, and behavioral health factors that are influencing occupational participation in your setting.
- Apply clinical reasoning in the OT Process in your setting.
- Articulate how the fieldwork program reflects and builds upon prior knowledge from the University of Minnesota occupational therapy program.

Innovative Leaders:

- Collaborate on intra-professional and inter-professional teams while in the fieldwork setting.



Appendix C. AOTA Fieldwork Data Form

AOTA FIELDWORK DATA FORM

Introduction:

The primary purpose of the Fieldwork Data Form is to summarize information regarding the program at a fieldwork site. Occupational therapy (OT) and occupational therapy assistant (OTA) students will find valuable information describing the characteristics of the fieldwork setting; the client population; commonly used assessments; interventions; and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the *Occupational Therapy Practice Framework: Domain and Process, 3rd Edition* (American Occupational Therapy Association [AOTA], 2014) terminology and best practice in occupational therapy to promote quality fieldwork experiences. The data gathering processes used in completion of this form entails a collaborative effort that facilitates communication between OT and OTA academic programs, students, and fieldwork educators. This form may be completed by the combined efforts of the fieldwork educator, the OT or OTA student assigned to the site for fieldwork, and/or the Academic Fieldwork Coordinator (AFWC) from the program. Fieldwork sites are encouraged to update the form annually and provide a copy to the educational program(s) where they have a current memorandum of understanding (MOU).

The secondary purpose of the Fieldwork Data Form is to document the connection between the curriculum design of a given OT or OTA educational program with its fieldwork component. The AFWC will use the data entered on the form to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards (ACOTE, 2012). The standards are outlined in Section C of the 2011 ACOTE standards and are denoted on the form. Educational programs can revise the form to suit the needs of their respective fieldwork programs.

The Fieldwork Data Form was developed through the joint efforts of the Commission on Education (COE) and the Academic Education (formerly Education) Special Interest Section Fieldwork Community of Practice with input from many dedicated AFWCs and fieldwork educators.



AOTA FIELDWORK DATA FORM

Date:

Name of Facility:

Address: Street: City: State: Zip:

<u>FW I</u>		<u>FW II</u>	
Contact Person:	Credentials:	Contact Person:	Credentials:
Phone:	Email:	Phone:	Email:

Director:	Initiation Source:	Corporate Status:	Preferred Sequence of FW: <small>ACOTE Standards B.10.6</small>
Phone:	<input type="checkbox"/> FW Office	<input type="checkbox"/> For Profit	<input type="checkbox"/> Any
Fax:	<input type="checkbox"/> FW Site	<input type="checkbox"/> Nonprofit	<input type="checkbox"/> Second/Third only; First must be in:
Website address:	<input type="checkbox"/> Student	<input type="checkbox"/> State Gov't	<input type="checkbox"/> Full-time only <input type="checkbox"/> Part-time option
		<input type="checkbox"/> Federal Gov't	<input type="checkbox"/> Prefer full-time

OT Fieldwork Practice Settings:				
Hospital-based settings	Community-based settings	School-based settings	Age Groups:	Number of Staff:
<input type="checkbox"/> Inpatient Acute	<input type="checkbox"/> Pediatric Community	<input type="checkbox"/> Early Intervention	<input type="checkbox"/> 0-5	OTRs:
<input type="checkbox"/> Inpatient Rehab	<input type="checkbox"/> Behavioral Health Community	<input type="checkbox"/> School	<input type="checkbox"/> 6-12	OTAs/COTAs:
<input type="checkbox"/> SNF/Sub-Acute/Acute Long-Term Care	<input type="checkbox"/> Older Adult Community Living		<input type="checkbox"/> 13-21	Aides:
<input type="checkbox"/> General Rehab Outpatient	<input type="checkbox"/> Older Adult Day Program	<u>Other area(s)</u>	<input type="checkbox"/> 22-64	PT:
<input type="checkbox"/> Outpatient Hands	<input type="checkbox"/> Outpatient/hand private practice	Please specify:	<input type="checkbox"/> 65+	Speech:
<input type="checkbox"/> Pediatric Hospital/Unit	<input type="checkbox"/> Adult Day Program for DD			Resource Teacher:
<input type="checkbox"/> Pediatric Hospital Outpatient	<input type="checkbox"/> Home Health			Counselor/Psychologist:
<input type="checkbox"/> Inpatient Psychiatric	<input type="checkbox"/> Pediatric Outpatient Clinic			Other:

Student Prerequisites (check all that apply) <small>ACOTE Standard C.1.2</small>	Health requirements:
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<input type="checkbox"/> CPR	<input type="checkbox"/> First aid	<input type="checkbox"/> HepB	<input type="checkbox"/> Physical Check up
<input type="checkbox"/> Medicare/Medicaid fraud check	<input type="checkbox"/> Infection control training	<input type="checkbox"/> MMR	<input type="checkbox"/> Varicella
<input type="checkbox"/> Criminal background check	<input type="checkbox"/> HIPAA training	<input type="checkbox"/> Tetanus	<input type="checkbox"/> Influenza
<input type="checkbox"/> Child protection/abuse check	<input type="checkbox"/> Prof. liability ins.	<input type="checkbox"/> Chest x-ray	Please list any other requirements:
<input type="checkbox"/> Adult abuse check	<input type="checkbox"/> Own transportation	<input type="checkbox"/> Drug screening	
<input type="checkbox"/> Fingerprinting	<input type="checkbox"/> Interview	<input type="checkbox"/> TB/Mantoux	

Please list how students should prepare for a FW II placement such as doing readings, learning specific evaluations and interventions used in your setting: *ACOTE Standards C.1.2, C.1.11*

Student work schedule and outside study expected:	Other	Describe level of structure for student?	Describe level of supervisory support for student?
Schedule hrs/week/day:	Room provided <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> High	<input type="checkbox"/> High
Do students work weekends? <input type="checkbox"/> yes <input type="checkbox"/> no	Meals <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Do students work evenings? <input type="checkbox"/> yes <input type="checkbox"/> no	Stipend amount:	<input type="checkbox"/> Low	<input type="checkbox"/> Low

Describe the FW environment/atmosphere for student learning:

Describe available public transportation:

Types of OT interventions addressed in this setting (check all that apply):

Occupations: Client-directed occupations that match and support identified participation level goals (check all that apply):

ACOTE Standards C.1.8, C.1.11, C.1.12

Activities of Daily Living (ADL)	Instrumental Activities of Daily Living (IADL)	Education
<input type="checkbox"/> Bathing/showering	<input type="checkbox"/> Care of others/pets	<input type="checkbox"/> Formal education participation
<input type="checkbox"/> Toileting and toilet hygiene	<input type="checkbox"/> Care of pets	<input type="checkbox"/> Informal personal education needs or interests exploration
<input type="checkbox"/> Dressing	<input type="checkbox"/> Child rearing	<input type="checkbox"/> Informal personal education participation
<input type="checkbox"/> Swallowing/eating	<input type="checkbox"/> Communication management	
<input type="checkbox"/> Feeding	<input type="checkbox"/> Driving and community mobility	

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- Functional mobility
- Personal device care
- Personal hygiene and grooming
- Sexual activity

Rest and Sleep

- Rest
- Sleep preparation
- Sleep participation

Play

- Play exploration
- Play participation

Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement

- Practicing an activity
- Simulation of activity
- Role play

Examples:

- Financial management
- Health management and maintenance
- Home establishment and management
- Meal preparation and clean up
- Religious / spiritual activities and expression
- Safety and emergency maintenance
- Shopping

Leisure

- Leisure exploration
- Leisure participation

Preparatory Methods and Tasks: Methods, adaptations and techniques that prepare the client for occupational performance

- Preparatory tasks
- Exercises
- Physical agent modalities
- Splinting
- Assistive technology
- Wheelchair mobility

Examples:

Work

- Employment interests and pursuits
- Employment seeking and acquisition
- Job performance
- Retirement preparation and adjustment
- Volunteer exploration
- Volunteer participation

Social Participation

- Community
- Family
- Peer/friend

Education: describe

Training: describe

Advocacy: describe

Group Interventions: describe

Method of Intervention

Direct Services/Caseload for entry-level OT

- One-to-one:
- Small group(s):
- Large group:

Discharge/Outcomes of Clients (% clients)

Outcomes of Intervention

- Occupational performance improvement and/or enhancement
- Health and Wellness
- Prevention
- Quality of life
- Role competence
- Participation

Theory/Frames of Reference/Models of Practice

- Acquisitional
- Biomechanical
- Cognitive/Behavioral
- Coping
- Developmental
- Ecology of Human Performance
- Model of Human Occupation (MOHO)



- | | | |
|---|--|---|
| <input type="checkbox"/> Home | | <input type="checkbox"/> Occupational Adaptation |
| <input type="checkbox"/> Another medical facility | | <input type="checkbox"/> Occupational Performance |
| <input type="checkbox"/> Home health | OT Intervention Approaches | <input type="checkbox"/> Person-Environment-Occupation (PEO) |
| | <input type="checkbox"/> Create, promote health/habits | <input type="checkbox"/> Person-Environment-Occupational Performance (PEOP) |
| | <input type="checkbox"/> Establish, restore, remediate | <input type="checkbox"/> Psychosocial |
| | <input type="checkbox"/> Maintain | <input type="checkbox"/> Rehabilitation frames of reference |
| | <input type="checkbox"/> Modify, facilitate compensation, adaptation | <input type="checkbox"/> Sensory Integration |
| | <input type="checkbox"/> Prevent disability | <input type="checkbox"/> Other (please list): |

Please list the most common screenings and evaluations used in your setting:

Identify safety precautions important at your FW site

- | | |
|---|---|
| <input type="checkbox"/> Medications | <input type="checkbox"/> Swallowing/choking risks |
| <input type="checkbox"/> Postsurgical (list procedures) | <input type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds) |
| <input type="checkbox"/> Contact guard for ambulation | <input type="checkbox"/> Sharps count |
| <input type="checkbox"/> Fall risk | <input type="checkbox"/> 1 to 1 safety/suicide precautions |
| <input type="checkbox"/> Other (describe): | |

Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply): *ACOTE Standard C. 1.12*

Performance Skills:

- Motor skills
- Process skills
- Social interaction skills

Performance Patterns:

Person:

- Habits
- Routines
- Rituals
- Roles

Group or Population:

Client Factors:

- Values
- Beliefs
- Spirituality
- Mental functions (affective, cognitive, perceptual)
- Sensory functions
- Neuromusculoskeletal and movement-related functions
- Muscle functions
- Movement functions
- Cardiovascular, hematological, immunological, and respiratory system functions

Context(s):

- Cultural
- Personal
- Temporal
- Virtual

Environment:

- Physical
- Social

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<input type="checkbox"/> Habits <input type="checkbox"/> Routines <input type="checkbox"/> Rituals <input type="checkbox"/> Roles	<input type="checkbox"/> Voice and speech functions; digestive, metabolic, and endocrine system functions; <input type="checkbox"/> Skin and related-structure functions	
--	---	--

Most common services priorities (check all that apply):

<input type="checkbox"/> Direct service	<input type="checkbox"/> Meetings (team, department, family)	<input type="checkbox"/> Consultation	<input type="checkbox"/> Billing
<input type="checkbox"/> Discharge planning	<input type="checkbox"/> Client education	<input type="checkbox"/> In-service training	<input type="checkbox"/> Documentation
<input type="checkbox"/> Evaluation	<input type="checkbox"/> Intervention		

<p>Target caseload/productivity for fieldwork students:</p> <p>Productivity (%) per 40-hour work week:</p> <p>Caseload expectation at end of FW:</p> <p>Productivity (%) per 8-hour day:</p> <p>Number groups per day expected at end of FW:</p>	<p>Documentation: Frequency/Format (briefly describe) :</p> <p><input type="checkbox"/> Handwritten documentation:</p> <p><input type="checkbox"/> Computerized medical records:</p> <p>Time frame requirements to complete documentation:</p>
--	---

<p>Administrative/Management Duties or Responsibilities of the OT/OTA Student:</p> <p><input type="checkbox"/> Schedule own clients</p> <p><input type="checkbox"/> Supervision of others (Level I students, aides, OTA, volunteers)</p> <p><input type="checkbox"/> Budgeting</p> <p><input type="checkbox"/> Procuring supplies (shopping for cooking groups, client/intervention-related items)</p> <p><input type="checkbox"/> Participating in supply or environmental maintenance</p> <p><input type="checkbox"/> Other:</p>	<p>Student Assignments. Students will be expected to successfully complete:</p> <p><input type="checkbox"/> Research/EBP/Literature review</p> <p><input type="checkbox"/> In-service</p> <p><input type="checkbox"/> Case study</p> <p><input type="checkbox"/> In-service participation/grand rounds</p> <p><input type="checkbox"/> Fieldwork project (describe):</p> <p><input type="checkbox"/> Field visits/rotations to other areas of service</p> <p><input type="checkbox"/> Observation of other units/disciplines</p> <p><input type="checkbox"/> Other assignments (please list):</p>
---	--

OPTIONAL DATA COLLECTION:

The question includes in this section may be used by academic programs to demonstrate compliance with the Accreditation Council for Occupational Therapy Education (ACOTE) Standards documentation for fieldwork.



1. Please identify any external review agencies that accredit / recognize this FW setting and year of accreditation/ recognition. Examples: JCAHO, CARE, Department of Health, etc.

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

2. Describe the fieldwork site agency stated mission or purpose (can be attached).
3. OT Curriculum Design Integrated with Fieldwork Site (insert key OT academic curricular themes here) *ACOTE Standards C.1.2, C.1.3, C.1.7, C.1.8, C.1.11, C.1.12*
 - a. How are occupation-based needs evaluated and addressed in your OT program??
 - b. Describe how you seek to include client-centered OT practice. How do clients participate in goal setting and intervention activities?
 - c. Describe how psychosocial factors influence engagement in occupational therapy services.
 - d. Describe how you address clients' community-based needs in your setting.
4. How do you incorporate evidence-based practice into interventions and decision making? Are FW students encouraged to provide evidence for their practice? *ACOTE Standards C.1.3, C.1.11*
5. Please describe the FW Program and how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, and monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of an entry-level job description with essential job functions to the AFWC. *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.4, C.1.8, C.1.9*

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6. Please describe the background of supervisors by attaching a list of practitioners who are FW educators including their academic program, degree, years of experience since initial certification, and years of experience supervising students) *ACOTE Standards C.1.9, C.1.14, C.1.17, C.1.19*

7. Describe the training provided for OT staff for effective supervision of students (check all that apply). *ACOTE Standards C.1.9, C.1.15, C.1.16*

Supervisory models

Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation–FWPE, the Student Evaluation of Fieldwork Experience–SEFWE, and the Fieldwork Experience Assessment Tool–FEAT)

Clinical reasoning

Reflective practice

Comments:

8. Please describe the process for record keeping of supervisory sessions with a student, the student orientation process to the agency, OT services, and the fieldwork experience. *ACOTE Standards C.1.2, C.1.3, C.1.10*

Supervisory Patterns–Description (respond to all that apply)

1:1 Supervision model:

Multiple students supervised by one supervisor:

Collaborative supervision model:

Multiple supervisors share supervision of one student; number of supervisors per student:

Non-OT supervisors:

9. Describe funding and reimbursement sources and their impact on student supervision.

STATUS/TRACKING INFORMATION SENT TO FACILITY:

Date:

ACOTE Standard C.1.6

Which documentation does the fieldwork site need?

Fieldwork Agreement/Contract?

OR

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Memorandum of Understanding (MOU)?

Which FW Agreement will be used?: OT Academic Program Fieldwork Agreement Fieldwork Site Agreement/ Contract

Title of parent corporation (if different from facility name):

Type of business organization (Corporation, partnership, sole proprietor, etc.):

State of incorporation:

Fieldwork site agreement negotiator:

Phone:

Email:

Address (if different from facility):

Street:

City:

State:

Zip:

Name of student:

Potential start date for fieldwork:

Any notation or changes that you want to include in the initial contact letter:

Information Status *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.8,*

- New general facility letter sent:
- Level I Information Packet sent:
- Level II Information Packet sent:
- Mail contract with intro letter (sent):
- Confirmation sent:
- Model behavioral objectives:
- Week-by-week outline:
- Other information:
- Database entry:
- Facility information:
- Student fieldwork information:
- Make facility folder:

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Print facility sheet:


Appendix D. Possible Grading Outcomes Experiential Learning in Fieldwork

<u>Grade</u>	<u>Criteria</u>	<u>Recourse</u>
S	<ul style="list-style-type: none"> Maintain compliance at all times during experience, including keeping their clinical educator information up to date if there are any changes during their rotation. Complete all assignments in Canvas with a satisfactory grade Complete all discussion board postings 	<ul style="list-style-type: none"> N/A
	Level I <ul style="list-style-type: none"> Complete end of semester simulation with a satisfactory grade 	
	Level II <ul style="list-style-type: none"> Students must receive a minimum passing score of 111 on the FWPE, including a minimum score of 3 or 4 on items 1, 2, or 3, Fundamentals of Practice on the final evaluation. 	
I	<ul style="list-style-type: none"> Student leaves experience 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 experience 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 required experience timeframe and expected competencies required for the experiential learning experience. Student may be required to remain in the new setting beyond the balance of the required experience timeframe if it is necessary to meet expected competencies for the experiential learning experience.

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	<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 student’s control and not directly related to the student’s performance. 	<ul style="list-style-type: none"> • Student resumes experience at a new site, with dates and workload expectations adjusted to create an experience that provides the balance of the experiential learning timeframe and expected competencies required for the experience. • Student may be required to remain in the new setting beyond the balance of the required experience timeframe if it is necessary to meet expected competencies for the experiential learning experience.
	<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 experience at a new site, with dates and workload expectations adjusted to create an experience that provides the balance of the required experience timeframe and expected competencies required for the experiential learning 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 required experience timeframe if it is necessary to meet expected competencies for the experiential learning experience.
W	<ul style="list-style-type: none"> • Student leaves experience 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 experiential learning course when they are ready to return and complete all required work.
	<ul style="list-style-type: none"> • Student withdraws from experience without prior instructor approval. Student withdraws from experience 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.

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N	<ul style="list-style-type: none"> • Student fails to submit all required course assignments in the Canvas course within one week of experience completion • Student fails to maintain compliance during experiential learning <p>and/or any of the below for their related course</p>	<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.
	<p>Level I</p> <ul style="list-style-type: none"> • Complete end of semester simulation with a satisfactory grade 	
	<p>Level II</p> <ul style="list-style-type: none"> • Students receive a non passing score of 110 on the FWPE, or a score of 1 or 2 on items 1, 2, or 3, Fundamentals of Practice on the final evaluation. 	
	<ul style="list-style-type: none"> • 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 the student, site educator, and Director of Experiential Learning or Capstone Director and implemented, however no improvement is noted at benchmarks. 	

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	<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 experiential learning experience. 	<ul style="list-style-type: none"> • Student receives an N grade for the course. • 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. • Students who receive an N grade for performance or professionalism cannot be placed in a Level II fieldwork setting where there is not an OT on staff providing direct supervision daily.
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For additional information please refer to:

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



Appendix E. Program Memoranda of Understanding (PMOU)

University of Minnesota Occupational Therapy Level I Fieldwork

PROGRAM MEMORANDUM OF UNDERSTANDING Level I Fieldwork (PMOU) between

University of Minnesota Program in Occupational Therapy

and

Level I Site Name

This is an agreement between “University of Minnesota Program in Occupational Therapy”, and “**Level I Site**”.

I. PURPOSE & SCOPE

The purpose of this PMOU is to clearly identify the roles and responsibilities of each party as they relate to onsite participation of students in Level I fieldwork experiences.

In particular, this PMOU is intended to:

- Establish understanding of onsite supervision needs for Level I fieldwork.
- Identify who will supervise the students when on site.
- Understand the role of the student when on site during the Level I experience.
- **Feel free to add more as needed.....**

II. BACKGROUND

Brief description of the parties involved in the PMOU with mention of any current/historical ties to this Level I fieldwork experience.

III. UNIVERSITY OF MINNESOTA PROGRAM IN OCCUPATIONAL THERAPY’S RESPONSIBILITIES UNDER THIS PMOU

The University of Minnesota Program in Occupational Therapy shall undertake the following activities:

- Develop learning objectives for the students.
- Provide you with the maximum number of students that will be onsite at any given time.
- Provide students with the necessary PPE to be onsite.
- Ensure all students are in compliance with contract requirements at all times, including but not limited to maintaining health insurance and having up-to-date immunizations, and are students in good standing at the University.
- Promote the values and mission of your organization with the students.



- Comply with site rules when on site.
- Faculty will remediate with students as needed.
- **Feel free to add more or delete if not needed....**

IV. LEVEL I SITE RESPONSIBILITIES UNDER THIS PMOU

LEVEL I SITE shall undertake the following activities:

- Provide student feedback as requested by faculty.
- Engage in learning activities with students as directed by faculty.
- Support students in learning.
- **Provide...**
- **Promote...**
- **Feel free to add or delete....**

V. EFFECTIVE DATE AND SIGNATURE

This PMOU shall be effective upon the signature of both parties authorized officials. It shall be in force from (date) _____ to (date) _____.

Both parties indicate agreement with this PMOU by their signatures.

Signatures and dates: PMOUs aren't legally binding, but it's still important for the parties to sign the document. After signing, each party should have a copy of the document to keep in their records.

[faculty name supervising Level I]

[insert name of Level I Site Supervisor]

_____ Date

_____ Date



University of Minnesota Occupational Therapy Level II Fieldwork

PROGRAM MEMORANDUM OF UNDERSTANDING Level II Fieldwork (PMOU) between

University of Minnesota Program in Occupational Therapy

and

Level II Site Name

This is an agreement between “University of Minnesota Program in Occupational Therapy”, and “*Level II Site Name*”.

I. PURPOSE & SCOPE

The purpose of this PMOU is to clearly identify the roles and responsibilities of each party as they relate to onsite participation of students in Level II fieldwork experiences.

In particular, this PMOU is intended to:

- Establish understanding of onsite supervision needs for Level II fieldwork.
- Identify who will supervise the students when there is not a licensed Occupational Therapist on site.
- Understand the role of the student when on site during the Level II experience.
- *Feel free to add more or delete if not needed.....*

II. BACKGROUND

Brief description of the parties involved in the PMOU with mention of any current/historical ties to this Level II Fieldwork.

III. UNIVERSITY OF MINNESOTA PROGRAM IN OCCUPATIONAL THERAPY’S RESPONSIBILITIES UNDER THIS PMOU

The University of Minnesota Program in Occupational Therapy shall undertake the following activities:

- Develop learning objectives for the students.
- Provide you with the maximum number of students that will be onsite at any given time.
- Provide students with the necessary PPE to be onsite.
- Ensure all students are in compliance with contract requirements at all times, including but not limited to maintaining health insurance and having up-to-date immunizations, and are students in good standing at the University.
- Promote the values and mission of your organization with the students.
- Comply with site rules when on site.



- Faculty will remediate with students as needed.
- **Feel free to add or delete if not needed....**

IV. LEVEL II SITE RESPONSIBILITIES UNDER THIS PMOU

LEVEL II SITE shall undertake the following activities:

- Provide student feedback as requested by faculty.
- Engage in learning activities with students as directed by faculty.
- Support students in learning.
- **Provide supervision by _____ when there is no licensed Occupational Therapist on site.**
- Promote the values and mission of Occupational Therapy.
- Complete the Fieldwork Performance Evaluation to provide feedback on student performance with assistance from licensed Occupational Therapist
- **Feel free to add or delete if not needed....**

V. EFFECTIVE DATE AND SIGNATURE

This PMOU shall be effective upon the signature of both parties authorized officials. It shall be in force from (date) _____ to (date) _____.

Both parties indicate agreement with this PMOU by their signatures.

Signatures and dates: PMOUs aren't legally binding, but it's still important for the parties to sign the document. After signing, each party should have a copy of the document to keep in their records.

[faculty name supervising Level II]

[insert name of Level II Site Supervisor]

_____ Date

_____ Date



University of Minnesota Occupational Therapy Capstone Experience and Project

PROGRAM MEMORANDUM OF UNDERSTANDING CAPSTONE (PMOU) between

University of Minnesota Program in Occupational Therapy

and

(**NAME OF SITE**)

This is an agreement between “University of Minnesota Program in Occupational Therapy”, “Onsite Organization and Mentor” and “Capstone Student”.

I. PURPOSE & SCOPE

The purpose of this PMOU is to clearly identify the roles and responsibilities of each party as they relate to onsite participation of students in the Capstone Experience. In particular, this PMOU is intended to:

- Establish understanding of who from the organization will serve as the primary onsite mentor(s) for the capstone student.
- Identify an alternative onsite mentor in the event the primary mentor is unavailable or leaves the organization.
- Describe the roles and responsibilities of the student, onsite mentor(s), faculty capstone advisor, and program capstone coordinator while the student is engaged in the onsite experience and project.
- Describe the plan for the provision of regular feedback and coaching by onsite mentors and if applicable, by clinical supervisors for those students providing direct occupational therapy services while onsite.
- Identify the student’s objectives to be achieved during the experience and how they will be assessed.

II. TYPE OF CAPSTONE EXPERIENCE:

Primary area of in depth focus:

Secondary area (if applicable):

III. BRIEF DESCRIPTION OF CAPSTONE PROJECT: **STUDENT TO DRAFT THIS SECTION**

IV. BACKGROUND **STUDENT TO DRAFT THIS SECTION**



Brief description of the how the activities of the organization in which the student will engage will support student area(s) of in depth focus and project

V. INDIVIDUALIZED STUDENT OBJECTIVES (SEE APPENDIX A)- STUDENT TO DRAFT WITH FACULTY ADVISOR INPUT

VI. ROLES AND RESPONSIBILITIES OF ALL PARTIES UNDER THIS PMOU

The University of Minnesota Program in Occupational Therapy shall undertake the following activities:

- Provide a faculty mentor to each capstone student
- Ensure all capstone students are in compliance with University requirements at all times, including but not limited to maintaining health insurance and having up-to-date immunizations, and are students in good standing at the University.
- Provide the student with University liability coverage associated with their enrollment in the OT 8995 Capstone Experience and Project course for credit.
- If applicable in sites where occupational therapy services will be provided by the student, ensure there is a valid affiliation agreement between the organization and the Program in OT.
- Provide students with the necessary PPE to be onsite if required.

The Program Capstone Coordinator is the person overseeing the process for ensuring that all capstone students meet University and Site requirements and are prepared to begin their experience, and agrees to:

- Ensure that the onsite activities the student is logging on their time sheets in the *EXXAT* Database are connected directly to the student's agreed upon objectives and that at least 80 % of the time logged meets the criteria for being considered onsite.
- Alert the Faculty Capstone Advisor to any concerns noted with the student's log of activities for further evaluation and/or intervention if necessary.
- Serve as a resource for faculty capstone advisors and onsite mentors to problem solve any concerns that arise as related to the experience.

The Faculty Capstone Advisor is a UMN OT core faculty member who provides guidance and coaching to the student as they engage onsite and conduct the project, and agrees to:

- Provide feedback as requested regarding potential onsite activities and their fit with the student objectives.

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- Meet with the student according to the following schedule to provide regular guidance for the implementation and evaluation of the capstone project: **STUDENT TO DRAFT WITH FACULTY ADVISOR INPUT(how often, in what format -)**

The Onsite Mentor is the professional at the site who serves service as a resource and mentor while the student engages in the day to day activities of the experience, and agrees to:

- Provide feedback as requested regarding potential onsite activities and their fit with the student's objectives.
- Consult with the student and faculty capstone advisor as needed and to provide expertise and guidance related to the capstone project.
- Meet with the student according to the following schedule to provide regular feedback on the student's professionalism, communication, interprofessional skills and leadership: **STUDENT TO DRAFT WITH FACULTY ADVISOR INPUT(how often, in what format -)** Note: If there will be more than one onsite mentor, one must be designated as the primary mentor. Secondary mentors should also meet with the student according to an agreed upon schedule which should be noted here as well.
- Complete the *Evaluation of Capstone Experience form during week 7 and review it with the student to provide formative feedback.*
- Complete the final *Evaluation of Capstone Experience form* in week 14 as a summative assessment of the student's onsite performance.
- Provide the name of alternative onsite mentor: **ADD HERE**

V. AUTHORSHIP AGREEMENT- STUDENT, FCA AND ONSITE MENTOR TO NEGOTIATE

In the event a scholarly publication comes from the Capstone Project, the order of authorship will be:

1st Author:

2nd Author:

3rd Author:

V. EFFECTIVE DATE AND SIGNATURES

This PMOU shall be effective upon the signature of both parties authorized officials. It shall be in force from (date)_____ to (date) _____. **ENTER START AND END DATES OF CAPSTONE EXPERIENCE**

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All parties indicate agreement with this PMOU by their signatures.

Signatures and dates: PMOUs aren't legally binding, but it's still important for the parties to sign the document. After signing, each party should have a copy of the document to keep in their records.

[Primary Onsite Mentor] _____

[Secondary Onsite Mentor (if applicable)] _____

Date

Date

[Student Name] _____

[UMN Capstone Director] _____

Date

Date

**Appendix F. Weekly Feedback Form****Weekly Feedback Form**

This form is designed to foster open and honest communication between the fieldwork educator/s and the student. It is recommended that you meet on a weekly basis to discuss progress and performance in the rotation. It is encouraged that the student and the educator individually complete this form prior to meeting. At the meeting, notes can be compared and goals and expectations established for the following week.

Student _____ Educator _____ Date _____ Week _____ of _____

This week the student:

Was prepared for all sessions	Yes []	No []	
Was safe with all activities	Yes []	No []	
Completed all assignments	Yes []	No []	None due []
Completed all assigned tasks	Yes []	No []	
Used good clinical reasoning	Yes []	No []	
Used occupational based activities	Yes []	No []	
Was client centered with decisions	Yes []	No []	
Other _____	Yes []	No []	

If the answer to any item was NO, please explain the reason:

Any additional student feedback:

Based upon weekly expectations, next week the student will (not needed for last week of rotation):

Complete the following assignment(s):

Observe the following activities(s):

For the first time:

Learn the following information:

Other:



Appendix G. Resources for Educators

These sites have resources for experiential learning educators at all levels. There is information on evidence based practice for experiential learning, supervision, remediation of students, writing learning contracts and site specific objectives, and supporting yourself as an educator while supervising students.

American Occupational Therapy Association

https://www.aota.org/Education-Careers/Fieldwork/Supervisor.aspx?gclid=Cj0KCQjwahr2FBhDbARIsACjwLo3tuP2-SUy8WM1VeyzJUFSnhn-WLSAbI9crIXTPvsT6jy2msQHpbKaAuTSEALw_wcB

University of Minnesota

<https://www.alliedhealth.umn.edu/ot/fieldwork-community-partners>

New England Occupational Therapy Education Council (NEOTEC)

<https://neotecouncil.org/resources/>

University of Queensland - Essential Supervision Skills, Techniques, and Suggestions

<https://otpecg.group.uq.edu.au/education-placements/essential-supervision-skills-techniques-and-suggestions>

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Appendix H. Evaluation of Students in Level I Fieldwork

University Of Minnesota - Program in Occupational Therapy

Center for Allied Health Programs

EVALUATION OF STUDENT IN LEVEL I FIELDWORK

COMPLETE FOR EACH EXPERIENCE

Student Name:	Date(s):	Semester:
Type of Level I Experience: <input type="checkbox"/> Children & Youth <input type="checkbox"/> Adult <input type="checkbox"/> Older Adult <input type="checkbox"/> Mental Health <input type="checkbox"/> Other:	Faculty Supervisor's Name: (print)	
	Faculty Supervisor's License Number:	
	Site Name and Address:	
Number of Hours Accumulated:		
<p>Professional Competencies - Rating:</p> <p>Needs Improvement (NI): Performance inconsistent or requires substantial assistance & direction. Student demonstrates minimal interest or interaction.</p> <p>Meets Expectations (ME): Expected performance is demonstrated. Tasks are carried out in safe and effective manner. Seeks appropriate assistance as needed.</p> <p>Exceeds Expectations (EE): Performance exceeds typical requirements. Demonstrates consistent, skilled, an often self-initiated learning.</p> <p>Not Applicable (NA): The rater had no opportunity to rate this skill and/or this skill is not expected at this time.</p> <p>Unsatisfactory performance on the Evaluation of Student in Level I Fieldwork Form is indicated by:</p> <ul style="list-style-type: none"> ○ Rating of "Needs Improvement" on Professional Development #6 <u>OR</u> ○ More than 4 total "Needs Improvement" ratings for semesters 1-2 <u>OR</u> ○ More than 2 total "Needs Improvement" ratings for semesters 4-5 		
Professional Development	Rating:	
1. Demonstrate the ability to take initiative while being cooperative, flexible, and interested in learning (engaged while onsite, listens and follows directions)		
2. Demonstrate the ability to manage conflict and participate in a constructive manner to resolve and address challenges (receptive to constructive feedback, respectful and professional when conflict arises)		

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<p>3. Demonstrate the ability to collaborate with educators and other professionals in order to support goals of the client and/or the organization (communicates in a professional manner, participates in care conferences or other inter/intraprofessional meetings)</p>	
<p>4. Manages time & adheres to routines of program (arrives in timely manner, follows tasks as assigned)</p>	
<p>5. Presents self in professional manner (including wearing appropriate attire, name tags, and maintaining socially appropriate etiquette and boundaries)</p>	
<p>6. Respects diversity, values, beliefs and confidentiality of others (embraces cultural differences, adheres to HIPPA/FERPA guidelines, refrains from speech that may be offensive)</p>	
<p>7. Reflects on the experience and identifies areas of personal and professional growth (thoughtfully participates in discussions, sets appropriate personal and professional goals to progress through other experiential learning opportunities)</p>	
<p>Foundational Knowledge</p>	
<p>1. Articulate occupational therapy, the value of occupation, and the beliefs of the profession to key stakeholders (able to describe role of OT in this setting appropriate for semester)</p>	
<p>2. Establish and apply therapeutic use of self to develop and manage therapeutic relationships with clients (talks with appropriate language and tone to clients, responds appropriately)</p>	

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with empathy and respect, uses appropriate non-verbal communication)	
3. Utilize theoretical principles, models, knowledge of environmental factors, and social determinants of health to support participation of individuals and communities in desired occupations (applies didactic knowledge to site activities and in assignments)	
<i>OT Practice (At Level Appropriate for Semester)</i>	
1. Analyze the demands of activities to determine the generic demands the activity requires	
2. Analyze occupational performance to determine the demands occupation places on clients	
3. Utilize and interpret appropriate standardized and non-standardized screening and assessment tools	
4. Demonstrate the ability to create an occupational profile	
5. Utilize available evidence to guide clinical reasoning to ensure the accurate selection and application of evaluations, interventions, and client-centered outcome measures	
6. Carry out interventions that support progress toward client goals	
7. Demonstrate safety awareness in all interactions and activities during the experience	

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8. Document occupational therapy services using
OTPF terminology

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Student Signature

Date:

Faculty Supervisor Print Name

Faculty Supervisor Signature

License Number/Expiration:

Date:

Comments or additional feedback:

Appendix I. AOTA Fieldwork Performance Evaluation (FWPE)**Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student
(Revised in 2020)****FUNDAMENTALS OF PRACTICE**

1. **Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.** Examples: Medicare, Medicaid, client privacy, social media, human subject research
2. **Adheres to safety regulations and reports/documents incidents appropriately.** Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
3. **Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.** Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety

BASIC TENETS

4. **Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
5. **Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
6. **Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public

SCREENING AND EVALUATION

7. **Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.**
8. **Obtains sufficient and necessary information from relevant sources throughout the evaluation process.** Examples: record or chart review, client, family, caregivers, service providers
9. **Selects relevant screening and assessment tools based on various factors.** Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance
10. **Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.**

Occupational profile: Summary of the client's occupational history and experiences, patterns of daily living, interests, values, and needs.

Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.

11. **Evaluates and analyzes client factors and contexts that support or hinder occupational performance.**



Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.

Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts. Includes the consideration of all client centered components including psychosocial factors

12. **Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.** Examples: follows assessment protocols, adheres to time guidelines
13. **Modifies evaluation procedures based on client factors and contexts.** Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions
14. **Interprets evaluation results to determine the client's occupational performance strengths and challenges.**
15. **Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.**

INTERVENTION

16. **Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.**
17. **Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.** Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals
18. **Uses evidence from research and relevant resources to make informed intervention decisions.**
19. **Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.** Includes the consideration of all client centered components including psychosocial factors
20. **Implements client-centered and occupation-based intervention plans.** Includes the consideration of all client centered components including psychosocial factors
21. **Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes.** Examples: prevention, restoration, maintenance, promotion
22. **Modifies task and/or environment to maximize the client's performance.** Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
23. **Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.**
24. **Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.**

MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

25. **Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom**



responsibilities might be assigned, while remaining responsible for all aspects of treatment.

Examples: paraprofessionals, nurses' aides, volunteers

26. **Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.** Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27. **Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications**
28. **Meets productivity standards or volume of work expected of occupational therapy students.**

COMMUNICATION AND PROFESSIONAL BEHAVIORS

29. **Communicates clearly and effectively, both verbally and nonverbally.** Examples: clients, families, caregivers, colleagues, service providers, administration, the public
30. **Produces clear and accurate documentation.** Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
31. **Collaborates with fieldwork educator(s) to maximize the learning experience.** Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
32. **Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.**
33. **Responds constructively to feedback in a timely manner.**
34. **Demonstrates consistent and acceptable work behaviors.** Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
35. **Demonstrates effective time management.** Examples: plans ahead, adheres to schedules, completes work in expected timeframe
36. **Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.**
37. **Demonstrates respect for diversity factors of others.** Examples: culture, socioeconomic status, beliefs, identity



Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020)

Rating Scale

- 4- Exemplary performance
- 3- Proficient performance
- 2- Emerging performance
- 1- Unsatisfactory performance

Rating scale definitions

Exemplary performance	Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.
Proficient performance	Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.
Emerging performance	Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
Unsatisfactory Performance	Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

FWPE for OTS Scoring:

- All items included must be scored to receive a Pass on the FWPE for OTS
- A sum score of 111 or higher will be required to receive a Pass on the FWPE for OTS
- A score of 3 or higher on the items
 - # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
 - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and
 - # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTAS



Appendix J. Professional Development Tool

University of Minnesota
Occupational Therapy Program
Professional Development Tool

Student Name:

Date:

Advisor:

Rating Scale of Performance:

- | | |
|-----------------------------------|--|
| 4: Meets competency consistently: | Performance is consistent, skilled, and self-initiated |
| 3: Meets competency occasionally: | Performance is frequent and skilled |
| 2: Area for growth: | Performance requires some assistance and direction |
| 1: Needs practice and coaching: | Performance requires substantial development and/or requires much assistance and direction |

Professional Skills Competencies	Student Rating	Advisor Rating	Comments ☒ Plans
<i>Fundamentals of Practice in Academic, Clinical, and Community Settings</i>			
Adheres to ethics (e.g. maintains confidentiality; follows AOTA Code of Ethics and student Code of Conduct)			
Uses sound judgment (e.g. communicates with others thoughtfully and respectfully; abides by personal boundaries in interactions)			
Adheres to safety regulations (e.g. follows client’s dietary restrictions; uses transfer belt; follows facility dress code; uses proper body mechanics)			
Behaves respectfully towards others, valuing dignity (e.g. asks permission to engage with clients/families; uses age appropriate vocal tone)			

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Embraces cultural differences (e.g. seeks information to honor cultural norms; asks culturally related questions rather than making assumptions)			
Acts honestly and with integrity (e.g. speaks truth in all situations; humbles self when in error)			
Practices articulating OT to others (e.g. defines OT practice in various settings; contributes to explanations around practice approaches)			
Accurately critiques own limitations and strengths in skills, knowledge, and abilities and adjusts behavior accordingly (e.g. humbles self in inquiry)			
Shows initiative and is prepared for work (e.g. starts work on time with proper planning completed ahead of the task)			
Follows through with responsibilities and commitments in timely and complete manner (e.g. rarely changes commitments; in rare cases, does so with viable justification)			
Self-organizes to manage competing demands (e.g. demonstrates ability to prioritize tasks and to meet the challenges of the job)			
Is aware of and adjusts behavior in response to changing situations (i.e. 'think on the spot')			
Recognizes and maintains boundaries (e.g. understands limitations in sharing about self and limitations in asking personal questions of others)			
Demonstrates openness to feedback (e.g. takes in feedback and responds with gratitude, seeking to make positive changes going forward)			
<i>Teamwork and Collaboration</i>			
Develops trusting relationships with others			

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(e.g., exhibits trust, tact, and empathy)			
Makes a contribution to the groups goals and outcomes (e.g. guides group process by including all members and refocusing the group toward the task)			
Contributes information to the group in a timely and effective manner (e.g. is present for group meetings and/or makes a planned contribution ahead of the meeting)			
Constructively manages disagreements with others (e.g. does not avoid conflict; guides interactions toward resolution)			
Empathizes with others (e.g. offers support and understanding; honors the other persons perspective)			
Shares accountability for group/team performance (e.g. takes responsibility for the group when things are going well and when the group is in conflict)			
Performs effectively in different group/team roles (e.g. shifts team roles dependent on the changing needs of the group)			
Applies team leadership practices that support collaborative practice and team effectiveness (e.g. demonstrates willingness to take on leadership role)			
Leadership			
Actively seeks opportunities to improve by challenging the status quo and identifying areas of needed improvement			
Verbalizes 'possibility thinking' and embraces change			

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Fosters the collaboration of others with encouragement and by recognizing their contributions			
Sets an example for others (e.g., rises to a challenge; moves out of comfort zone; admits when own actions did not contribute to a desired outcome and how they could have been improved)			
Celebrates the success of others on team			
Professional Communication			
Chooses effective communication tools and techniques to facilitate discussions (e.g. demonstrates a variety of techniques)			
Expresses knowledge and opinions with clarity and respect: working to ensure common understanding (e.g. seeks clarification humbly and appropriately)			
Listens actively and encourages ideas and opinions from others (e.g. maintains eye contact and facial expressions welcome input)			
Uses tactful, respectful language appropriate to the given situations (e.g. when giving constructive feedback)			
Recognizes own communication strengths and areas for growth (e.g. communicates with supervisor about personal style that works best)			
Articulates OT effectively to others (e.g. defines OT practice in various settings; contributes to explanations around practice approaches)			
Uses social media platforms and electronic communication tools respectfully and within professional parameters (e.g. properly tailors email and online communication to meet the demands of the task)			

Program in Occupational Therapy



Adjusts communication techniques and style to the audience members (e.g. speaks to audience at an appropriate level)			
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Additional Comments:

Finalized and approved by Faculty, May 17, 2013, Updated 8/2019, 3/2020, 12/2020

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