



**LSU HEALTH SCIENCES CENTER-NEW ORLEANS**

*SCHOOL OF ALLIED HEALTH PROFESSIONS*

DEPARTMENT OF OCCUPATIONAL THERAPY

# Level I Fieldwork Student Manual

(December 2018)

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Academic Fieldwork Coordinator

## Purpose of FW I Education

The AOTA *Standards* describe the goal of Level I Fieldwork "to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients."

Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process."

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span

### Fieldwork I Dates, Focus, and Affiliated Classes

MOT Class of 2020			MOT Class of 2021		
<i>FW Date</i>	<i>Focus</i>	<i>Class</i>	<i>FW Date</i>	<i>Focus</i>	<i>Class</i>
3/11-3/15/2019	Assistive Technology & Documentation	OCCT 6640: Documentation & OCCT 6432: Assistive Technology	10/7 – 10/11/2019	Mental Health; any setting	OCCT 6526: O.T. for Mental Health Conditions
10/7 – 10/11/2019	Out-patient Pediatrics	OCCT: 6720 Principles of Practice: Early Life	3/9-3/13/2020	Documentation & Assistive Technology	OCCT 6640: Documentation & OCCT 6432: Assistive Technology
			10/5-10/9/2020	Out-patient Pediatrics	OCCT: 6720 Principles of Practice: Early Life

**LEVEL I FIELDWORK OBJECTIVES**

Fieldwork provides the student with the opportunity to integrate academic knowledge with the application of skills at higher levels of performance and responsibility. Upon completion of Level I fieldwork experiences, students will:

1. Demonstrate an understanding of the basic tenets of occupational therapy.
2. Display behaviors indicative of reflective, empathetic, and ethical practitioners.
3. Demonstrate cultural competence.
4. Demonstrate an understanding of the theoretical bases of occupational therapy.
5. Apply theoretical constructs to practice.
6. Demonstrate an understanding of the process of screening and evaluation.
7. Build a knowledge base of varied screening and evaluation tools.
8. Interpret and apply evaluation findings appropriately.
9. Develop an understanding of the process of intervention.
10. Develop occupation-based intervention plans for various practice settings.
11. Collaborate with clients, caregivers, and other professionals to create intervention plans.
12. Communicate and document effectively through written, verbal, and nonverbal means.
13. Exhibit the ability to appropriately adapt occupations and the environment.
14. Demonstrate an understanding of various contexts in which occupational therapy services are provided.
15. Exhibit professional work behaviors, i.e., proper maintenance of practice environments, time management, respectful treatment of others.
16. Understand the importance of working collaboratively with other occupational therapy personnel, and other service providers.
17. Demonstrate the ability to work collaboratively with clients, their caregivers, and other service providers.
18. Understand and appreciate the ethics and values of the profession.

## Fall Fieldwork I Choice Form

Name: \_\_\_\_\_

1 <sup>st</sup> choice	Reason
2 <sup>nd</sup> choice	Reason
3 <sup>rd</sup> choice	Reason
4 <sup>th</sup> choice	Reason
5 <sup>th</sup> choice	Reason

Schedule a meeting with your faculty advisor for approval by \_\_\_\_\_

Student Signature & Date \_\_\_\_\_

Faculty Advisor Signature & Date \_\_\_\_\_

## FW I To-Do List

	1. Read and sign the <i>Student Responsibility Agreement</i>
	2. Upload American Heart Association Basic Life Support CPR card to CORE; due 9/27/2018
	3. Upload background check to CORE. Use the link provided to you to obtain this. Cost is \$82. Due 9/27/2018
	4. Upload copy of Immunization Record (including Hepatitis B vaccine and titer showing immunity) to CORE. Immunization records can be obtained through PeopleSoft. Due 9/27/2018
	5. Upload PPD (TB skin test) to CORE. Due 9/27/2018
	6. Upload your personal health insurance card to CORE. Due 9/27/2018
	7. Upload proof of having taken the Drug Screen. AFWC will provide you with a form to take to Tulane Drug Analysis Lab. See form for address and hours. Cost \$25. Due 9/27/2018.
	8. Upload your 2018 flu shot documentation to CORE (Can get on your own or through Student Health; you will receive an email from Student Health when it is available; they will bill it to your health insurance.) Due by 10/31/2018.
	9. Send email 'letter of intent to affiliate' to your site at least 10 days ahead of first day of FW I
	10. Make sure you have directions to facility, parking instructions, and a contact phone number for your FW Educator prior to first day
	11. Purchase appropriate clothing/footwear to comply with LSUHSC dress code if do not already own
	12. Wear LSUHSC ID badge to FW
	13. Bring copies of all assignments from affiliated class to FW
	14. Bring copy of <i>Level I Fieldwork Competency Evaluation</i> to FW
	15. Bring copy of <i>Student Evaluation of Fieldwork Experience: Level I</i> to FW

## PROCEDURES FOR SELECTING FIELDWORK LEVEL I PLACEMENTS

1. Investigate your areas of professional interest.
2. Determine your financial needs. Keep in mind the cost of tuition, travel and living expenses during fieldwork.
3. Decide on a focus that will meet your professional needs and interests. Level I FW is a good time to investigate areas of practice that you are unsure of. Choices include mental health, inpatient and out-patient rehabilitation, community based practice, school systems, etc.

Review the list of fieldwork sites and the dates that are available on the CORE. Only sites that have indicated availability will be visible to you on CORE. The materials on CORE include the *AOTA Fieldwork Data Form*, student requirements, pre-requisites and other facility specific information. See powerpoint presentation, *Student Introduction to CORE ELMS*, that was email'ed to you, and the following instructions:

Click on 'scheduling' then 'research center'.

Click on [whatever is the appropriate rotation, ie *FW IIB*] under 'rotation type'.

Click on 'Run search'

When you see a facility you are interested in, click on 'View'.

If you want to choose this as one of your facilities, click 'Select' then scroll down and click 'Update preferences'. This will bring you to a page where you can click and drag your preferences into a new order or delete one you chose that you have changed your mind on.

Review the yellow hard files in Lee's office; these files contain the SEFWEs that previous students have completed. Remember that these files are used by all students and must not be removed from the area.

Complete the *Request for Fieldwork* form, indicating 5 fieldwork placement options in order of preference (i.e. number 1 is your top choice), and your reason for choosing them. Schedule an appointment with your faculty advisor. Your faculty advisor will sign off on your Request for Fieldwork form after discussion with you. Turn the signed form in to the Academic Fieldwork Coordinator by the due date. See *FW Level I Placement Request and Approval Form*.

After receiving approval from your Faculty Advisor, make your selections on CORE by the due date and put them in the order you want them. If your selections are not in by the due date, you will not be a part of the lottery and will automatically be last. **If the AFWC does not have a signed *Student Responsibility Agreement* on file, you will not be included in the lottery and will not be placed with a site until this form has been received.**

## STUDENT RESPONSIBILITY AGREEMENT

**As a student enrolled in the LSUHSC-New Orleans Occupational Therapy Department, I understand the following regarding Fieldwork Experience, Level II:**

1. The department only guarantees fieldwork placements that meet the AOTA and department requirements. Students may request a specific placement, but the final decision is determined by availability of sites and will be made by the Academic/Clinical Fieldwork Coordinator.
2. The LSUHSC-New Orleans Occupational Therapy Program requires successful completion of six (6) months/120 days of Fieldwork Experience, Level II, prior to graduation.
3. Students may not participate in clinical, fieldwork or preceptorship courses until all prerequisite course work has been completed successfully. See Provisions for Academic Progression in general section of School of Allied Health Professions catalog.
4. A student who receives a grade of "Failure" in any Level II Fieldwork Experience twice, will be dismissed from the program regardless of the student's cumulative grade point average. This requirement may be waived upon recommendation of the Department Head and approval of the Dean. The following is from the LSUHSC-N.O. Occupational Therapy Student Handbook in the *Provisions for Academic Progression* section:
  - a. Student who earns a grade of Unsatisfactory or Failing a clinical fieldwork will be placed on scholastic probation, and must repeat the fieldwork.
  - b. Students who fall from 1-10 quality points below a 3.0 cumulative GPA will be placed on scholastic probation.
  - c. Students placed on scholastic probation must repeat those courses in which an unacceptable grade was earned when next regularly offered and earn a satisfactory grade [including OCCT 6670 and OCCT 6770]. Failure to meet this requirement will result in dismissal from the School.
  - d. A course, including those designated clinical fieldwork (OCCT 6670 and OCCT 6770), **may be repeated one time only**. Students who repeat a course but earn an unacceptable grade will be dismissed from the school.
5. LSUHSC - New Orleans Department of OT requires that all Fieldwork be completed within 24 months following academic preparation.
6. There is a strong possibility that a fieldwork placement will have to be scheduled outside the local area.
7. Students assume their own financial responsibility for travel, living accommodations, etc., for each fieldwork placement. Very few facilities offer stipends, housing or meals.
8. After the paperwork has been completed, the fieldwork site has been confirmed by the facility, **there will be no changes** in the placement. If there is an **emergency or dire circumstance**, the student may request a change in writing indicating the cause/reason for a change. The request will be reviewed by the department to determine if a change is possible. **The student must realize that it is often not possible to honor these requests.**

9. A site may change areas of experience (e.g., from rehab to acute). This is not a reason for a student to request withdrawal from the placement contract.
10. The student assumes the responsibility to:
  - A. Review the Technical Standards for Occupational Therapy to identify any potential accommodation needs. See Appendix E.
  - B. Review fieldwork files and consider all contingencies prior to selecting fieldwork keeping in mind that fieldwork experience must provide a variety of diagnoses and age ranges per ACOTE Standards (2011).
  - C. Submit selections on time -- if late, the Academic Fieldwork Coordinator may assign the placement.
  - D. Meet the pre-requisite of each facility.
  - E. Submit Personal Data Sheet, letter of intent and any required information to fieldwork educator **4 weeks** prior to scheduled start date for Level II and **10 days** for Level I.
  - F. Submit copies of liability insurance, health insurance, CPR, criminal background check, drug screen, immunization record, flu vaccine, and any other forms required by the site, to CORE prior to start date.
  - G. Take copies of the *Student Evaluation of Fieldwork Experience (SEFWE)* to each Fieldwork Level II site, complete a copy at close of fieldwork, submit a copy to the fieldwork educator and send a copy to the department by uploading on to CORE.
  - H. Upon completion of fieldwork, write a letter of appreciation to the Director of the Occupational Therapy Department. **Remember, these facilities receive no compensation for the time and effort extended in providing a good fieldwork educational experience.**
11. Only the Academic Fieldwork Coordinator or designated representative can contact sites for the purpose of setting up fieldwork placements. All negotiating of Fieldwork II Experiences will be done through these official representatives of the school. The Fieldwork Contracts are legal matters and must be channeled through this office.
12. The student is responsible for contacting the school when problems arise during fieldwork.

Signed

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Dated

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**Suggested Format for Email Letter of Intent  
to FW Educator**

*Your Name, MOTS*  
LSU Health Sciences Center  
*Date*

*Name of Clinical Fieldwork Educator*  
*Fieldwork Facility*

Dear Mr/Ms Last name of FW Educator , LOTR

This letter is to confirm my intent to affiliate at your facility from \_\_\_\_\_  
to \_\_\_\_\_. I look forward to working with you and your staff. My proof of my  
health insurance, CPR certification, immunization record, background check, TB skin test, proof  
of drug screen, and *[other information requested by this site]* have been submitted to the CORE  
system.

If possible, could you please send me information regarding reporting time, reporting place,  
parking, and any other information that may be helpful in my final preparations to join you.  
Once again, I look forward to working with you.

My cell phone number is \_\_\_\_\_. Please email me your cell phone number for any  
emergency or last minute communication needs.

Sincerely,

*Your Name, MOTS*

***Personalize this to your need for information and the requirements you know the site has.***

## LSUHSC Department of Occupational Therapy Policies Related to Fieldwork

### Dress Code

1. All students are to comply with the dress code requirements of the facility in which they are assigned.
2. At minimum, students should wear LSUHSC OT polo shirts, full-length pants, socks, and appropriate footwear to include flat shoes with closed heels and toes.
3. The student's LSUHSC – New Orleans I.D. badge should be worn at all times, unless an I.D. badge has been issued by the fieldwork site.
4. Students should use the following checklist as a guide for professional attire:

**Dressing for Fieldwork Checklist**

Criteria	Met	Not Met	Comments
Overall neat & clean grooming			
No strong perfume or cologne			
Piercings are minimized (studs only)			
Conservative use of jewelry/accessories			
Tattoos are covered			
Nails are neat and trim (tip no longer than ¼")			
Overall neat & clean appearance of clothing			
Appropriate fit to clothing (not too tight nor too baggy)			
Appropriate shirt choice (opaque; no text/glitter/bedazzling)			
Conservative neckline			
Chest/cleavage remains concealed when bending forward			
Abdomen/low back remain concealed when reaching overhead			
Appropriate choice of pants (slacks, khakis)			
Low back remains concealed when sitting			
Low back remains concealed when performing a transfer			
Low back remains concealed when kneeling on floor and reaching forward			
Undergarments remain concealed during all movements			
Appropriate footwear (flat shoes with closed heels and toes)			
Wearing watch (should not rely on cell phone for time)			

## **Evaluation and Grading for Level I Fieldwork**

Level I Fieldwork performance will be graded by the FWE using the LSUHSC-N.O. Dept. of Occupational Therapy's *Level I Fieldwork Competency Evaluation* form. The student must score 38 points or above to pass the FW I experience.

The student will bring a paper copy of the form with them to the fieldwork site. The FWE will complete at the end of the week and review with the student.

The student is responsible for turning the completed form in to the Academic Fieldwork Coordinator (AFWC). A grade of Pass/Fail will be recorded by the AFWC. The final grade for Level I Fieldwork will be assigned by the AFWC.

The student must pass the Level I Fieldwork in order to pass the class with which it is associated, and to advance in the program.

The student may also be required to complete assignments for class during the FW I experience. These assignments will be graded by the appropriate faculty member at LSUHSC-N.O.

The student will complete the *Student Evaluation of Fieldwork Experience: Level I* form and turn in to the AFWC.

**Student Evaluation of Fieldwork Experience: Level I**  
**Fall 2018**

Student name: \_\_\_\_\_

Facility: \_\_\_\_\_

Fieldwork Educator: \_\_\_\_\_ E-mail: \_\_\_\_\_

1. Describe the population served at this facility (i.e. pediatrics, mental health, acute care, hands/ortho, etc)
  
2. Describe the treatment approaches demonstrated in this program.
  
3. Describe the level of interaction with your Fieldwork Educator. Was this adequate to meet your learning needs? Were they able to answer your questions?
  
4. Describe the ease of completion of the assignments associated with the Mental Health class.
  
5. Briefly describe any difficulties that you encountered during the FW experience.
  
6. Was this experience what you'd expected/ If not, how were things different and how did you adjust?
  
7. Would you recommend this site to another student? Why or why not?

8. Additional Comments:

IF 7/2018

### Level I Fieldwork Competency Evaluation

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Fieldwork Educator (FWE) Name \_\_\_\_\_ Email \_\_\_\_\_

Site Name \_\_\_\_\_ FW Experience Area \_\_\_\_\_

Instructions: Identify the student’s performance using the rating scale below. Comment required for all scores of ‘1’ or ‘2’. Please score every item; no N/A ‘s allowed.

4 = Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
3 = Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
2 = Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
1 = Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.

#### I. FUNDAMENTALS OF PRACTICE

##### The Student:

	1 2 3 4
<b>1. Adheres consistently to AOTA’s Occupational Therapy Code of Ethics.</b> Follows ethical standards for FW setting. Abides by HIPAA and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS:	
<b>2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety.</b> Follows FWE’s instructions and/or example for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS:	

#### II. FOUNDATIONS OF OCCUPATIONAL THERAPY

##### The Student:

	1 2 3 4
<b>1. Articulates values and beliefs of occupational therapy.</b> Verbalizes definition of occupational therapy as relevant to the FW setting or the audience. <i>If this has not occurred over the course of the FW, the student will verbalize this to the FWE by the last day.</i> COMMENTS:	
<b>2. Connects class concepts to FW through inquiry or discussion.</b> Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to the setting or clients. <i>If this has not occurred over</i>	

<p><i>the course of the FW, the student will provide a piece of EBP relevant to the setting by the last day.</i></p> <p>COMMENTS:</p>	
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### III. PROFESSIONAL BEHAVIOR

#### The Student:

	1	2	3	4
<p><b>1. Time Management skills.</b> Consider student's ability to be prompt; arriving on time and prepared. COMMENTS:</p>				
<p><b>2. Organization.</b> Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities. COMMENTS:</p>				
<p><b>3. Engagement in FW experience.</b> Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes. COMMENTS:</p>				
<p><b>4. Self-directed learning.</b> Consider student's ability to take responsibility for own learning and to demonstrate motivation. COMMENTS:</p>				
<p><b>5. Reasoning and problem solving.</b> Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process. COMMENTS:</p>				
<p><b>6. Initiative.</b> Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed. COMMENTS:</p>				
<p><b>7. Observation skills.</b> Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS:</p>				
<p><b>8. Participation in supervisory process.</b> Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:</p>				
	1	2	3	4
<p><b>9. Verbal communication and interpersonal skills with patient/clients, staff, and caregivers.</b> Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so</p>				

<p>forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence. COMMENTS:</p>	
<p><b>10. Professional and personal boundaries.</b> Consider student's ability to recognize and handle personal and professional frustrations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:</p>	
<p><b>11. Use of professional terminology.</b> Consider student's ability to appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in oral communication. COMMENTS:</p>	
<p><b>Criteria:</b> <b>38 points or above = pass</b> <b>37 points or below = no pass</b></p>	
<b>Total Score</b>	
<p>Student Signature _____</p> <p>FWE Signature _____</p> <p>Date _____</p>	

Adapted from forms developed by the Philadelphia Region Fieldwork Consortium, and the *AOTA Level I Fieldwork Competency Evaluation for OT and OTA Students*.

*Thank you for your willingness to mentor our Level I students. We appreciate and value your partnership in educating our students.*

12/2018 if

## ACOTE Standards Related to Fieldwork Level I

<b>SECTION C: FIELDWORK EDUCATION</b>	
<b>The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.</b>	
<b>C.1.8</b>	<b><i>Ensure that level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.</i></b>
<b>C.1.9</b>	<b><i>Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.</i></b>
<b>C.1.10</b>	<b><i>Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that level I fieldwork is not substituted for any part of Level II fieldwork.</i></b>