LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Level II Fieldwork Student Manual

(March 2025)

Alanna Glapion, EdD, OTR/L

Academic Fieldwork Coordinator

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

LSUHSC-N.O. Department of Occupational Therapy Fieldwork II Student Manual

Table of Contents

I. GOALS AND STANDARDS OF FIELDWORK EDUCATION 1
- Introduction and Fieldwork Timelines 2
- AOTA Value and Purpose of Fieldwork Education 3
- Useful Contact Information 4
- Overview & Course Requirements for Level II Fieldwork 5
- Student Requirements to Participate in Fieldwork 7
- OCCT 6670 & 6770 Course Syllabi 8
- LSUHSC Level II Fieldwork Objectives 11
- ACOTE Standards Related to Fieldwork 13
- Supervision Requirements; AOTA FW Level II Position Paper 17

II. PREPARING FOR FIELDWORK LEVEL II PLACEMENT 20
- Getting Started with CORE ELMS 21
- Fieldwork Preparation Checklist 23
- Procedures for Selecting FW Level II Placements 24
- AOTA FW Data Form Introduction 29
- Student Responsibility Agreement 30
- Level II FW Assignment Agreement 32
- Fieldwork Level II Placement Request and Approval Forms 33
- Personal Data Sheet Instructions and Form 35
- Sample Format for Email Letter of Intent to FW Educator 38

III. FIELDWORK EXPECTATIONS AND EVALUATIONS 39
- LSUHSC Expectations of the Student on FW Level II 39
- LSUHSC Expectations of the FW II Educator 41
- LSUHSC Department of OT Policies Related to Fieldwork 42
  - Dress Code 42
  - Confidentiality 43
  - HIPAA Guidelines for Fieldwork 43
  - Social Media 44
  - Cell Phone Use 44
  - Attendance 45
  - Safety Policies and Procedures 45
- Communication between the University and the Fieldwork Site 47

Communication between the Facility and the Student 48
Communication between the University and the Student 48
Evaluation Methods and Grading 48
Remediation Plan Procedure 49

Grounds for Remediation 49
Grounds for Termination of Fieldwork 50
Withdrawal/Termination Procedures 50
LSUHSC Student Health Services 53
IV. STUDENT FAQs 54
Rite of Passage for Occupational Therapy Students 55
What Happens If… 57
V. APPENDICES 62
A. Student Requirements to Participate in Fieldwork 63
B. Week Three Level II Fieldwork Update 65
C. AOTA Fieldwork Performance Evaluation (FWPE) 67
D. Student Evaluation of the Fieldwork Experience (SEFWE) 75
E. AOTA Fieldwork Data Form 84
F. Learning Contract Template & Sample Learning Contract 91
G. LSUHSC-N.O. Policies and Standards 94
a. Technical Standards for Occupational Therapy 95
b. Substance Abuse 99
c. Emergency Disaster & COVID19 Plan 100
d. Student Injury 100
e. Crisis Incidents & At-risk Incidents 100
H. LSUHSC-N.O. Contracts Management 102
a. Policy & Procedure for New Affiliation Agreements 103
b. Sample Contract Agreement 104
I. Fieldwork Educator & Fieldwork Coordinator Policies & Procedures 110
a. Fieldwork Coordinator Responsibilities 111
b. LSUHSC-N.O. OT Program Responsibilities 111
c. Fieldwork Site Responsibilities 113
d. Fieldwork Educator Clinical Education 113
J. AOTA Occupational Therapy Code of Ethics 114
K. LSUHSC-N.O. Chancellor Memoranda and LSUHSC Links 116

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Goals and Standards of Fieldwork Education

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Introduction

Welcome to Level II Fieldwork! This handbook is meant to orient you to policies and guidelines related to the requirements for fieldwork (FW) education at the LSU Health New Orleans Master of Occupational Therapy Program. The Academic Fieldwork Coordinator is available to further clarify any information included in this handbook.

Clinical education provides opportunities for students to develop the necessary skills and abilities expected for entry-level proficiency in occupational therapy. There is a strong emphasis on encouraging clinical reasoning and critical thinking in working with clients of all ages, cultures, and disability status. The LSU Health New Orleans Master of Occupational Therapy Program is committed to preparing practitioners who can successfully fulfill the responsibilities of assuming a professional role in an ever-changing healthcare environment.

Please review this manual before beginning FW II to familiarize yourself with your responsibilities during this phase of your education.

Dates of Fieldwork

Level I Fieldwork	• October (Fall Semester, 1st year) • March (Spring Semester, 2nd year) • October (Fall Semester, 2nd year
Level II Fieldwork	• May- August (Level IIA)(Summer Semester, 2nd year) • January-March (Level IIB) (Spring Semester, 3rd year)

Value and Purpose of Fieldwork Education

Fieldwork assignments constitute an integral part of the occupational therapy and occupational therapy assistant education curricula. Through fieldwork, students learn to apply theoretical and scientific principles learned from their academic programs to address actual client needs within the context of authentic practice environments. While on fieldwork, each student develops competency to ascertain client occupational performance needs identify supports or barriers affecting health and participation, and document interventions provided. Fieldwork also provides opportunities for the student to develop advocacy, leadership, and managerial skills in a variety of practice settings. Finally, the student develops a professional identity as an occupational therapy practitioner, aligning his or her professional judgments and decisions with the American Occupational Therapy Association (AOTA) *Standards of Practice* (AOTA, 20015) and the *Occupational Therapy Code of Ethics* (AOTA, 2020).

AOTA Goal of Clinical Education

"Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements." (ACOTE, 2023, p.36).

ACOTE Accreditation Standards. (2023). ACOTE. https://acoteonline.org/accreditation-explained/standards/

American Occupational Therapy Association. (2020). AOTA 2020 Occupational Therapy Code of Ethics. *American Journal of Occupational Therapy, 74*. 7413410005. https://doi.org/10.5014/ajot.2020.74S3006

American Occupational Therapy Association. (2015). Standards of practice for Occupational Therapy. *American Journal of Occupational Therapy, 69*(Suppl. 3). 6913410057 https://doi.org/10.5014/ajot.2015.696S06

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

USEFUL CONTACT INFORMATION	
Department of Occupational Therapy 1900 Gravier St., 8th Floor New Orleans, LA 70112 504-568-4302 Fax: 504-568-4306 http://alliedhealth.lsuhsc.edu/ot/default.aspx	**Student Health Services** Seton Building 478 S. Johnson Street, 3rd Floor New Orleans, LA 70112 504-568-1800 http://www.lsuhsc.edu/orgs/studenthealth/
Academic Fieldwork Coordinator Alanna Glapion, EdD, OTR/L 1900 Gravier St., 8th Floor New Orleans, LA 70112 504-568-4310 C: 504-301-6848 Aglap1@lsuhsc.edu	**University Police** 24 Hour/Emergencies 504-568-8999
Student Affairs Human Development Center, 4th Floor 411 S. Prieur St. New Orleans, LA 70112 504-568-4253 http://alliedhealth.lsuhsc.edu/Admin/StudentAffairs.aspx	**Registrar** 433 Bolivar St. New Orleans, LA 70112 504-568-4829 http://www.lsuhsc.edu/no/students/
Campus Assistance Program (CAP) Human Development Center, 2nd Floor 411 S. Prieur St. New Orleans, LA 70112 (504) 568-8888 cap@lsuhsc.edu 24-Hour crisis line; Mental health; Family relationships; Conflict resolution; Alcohol and other drug use; Loss/bereavement; Financial	**Financial Aid** 433 Bolivar Street, Room 215 New Orleans, LA 70112-2223 504-568-4820 http://www.lsuhsc.edu/no/students/FinancialAid/
PROFESSIONAL ORGANIZATIONS	
American Occupational Therapy Association 6116 Executive Blvd., Suite 200 North Bethesda, MD 20852-4929 1-800-729-2682 http://aota.org/	Louisiana Occupational Therapy Association P. O. Box 14806 Baton Rouge, LA 70898 225-291-2806 http://lota.camp9.org/
REGULATORY AGENCIES	
Louisiana State Board of Medical Examiners (LSBME) 630 Camp St. New Orleans, LA 70130 504-524-6823 http://www.lsbme.louisiana.gov/	National Board for the Certification of Occupational Therapy (NBCOT) One Bank Street, Suite 300 Gaithersburg, MD 20878 301-990-7979 http://nbcot.org/

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Overview and Course Requirements for Level II Fieldwork

In accordance with the ACOTE Standards (2023), each MOT student must successfully complete two 12-week Level II fieldwork experiences in order to complete the requirements for graduation from the LSUHSC Program in Occupational Therapy. The first Level II experience is completed in the Summer II semester, earns 6 credit hours, and is referred to as Fieldwork Level IIA; the course number is OCCT 6670. The second Level II experience is completed in the Spring III semester, earns 8 credit hours, and is referred to as Fieldwork Level IIB; the course number is OCCT 6770. Fieldwork Level IIA can be completed in any adult client setting. Fieldwork Level IIB can be completed in an adult or pediatric setting. For all settings, LSUHSC-N.O. must have an active contract or affiliation agreement with the site.

OCCT 6670 and 6770 Fieldwork II

COURSE DESCRIPTION: (6-8 cr.) An in-depth experience in delivering occupational therapy services to clients. Students are supervised in a fieldwork setting full-time (40 hours per week) for two 12-week rotations. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, if it is at least 50% of an FTE at that site. Students will register for each Level II placement. Each Fieldwork II experience is 12 weeks or 3 months (full-time).

Prerequisites for Fieldwork Coursework

Before beginning Level IIA fieldwork, the following must be met:

- Successful completion of the LSUHSC-MOT program of study through the Spring II semester.
- Student agreement and consent as evidenced by signing the *Student Responsibility Agreement*.
- Completion of all requirements outlined in Appendix A and on pages 7 and 8 of this handbook.

Before beginning a Level IIB fieldwork, the following must be met:

- Successful completion of the LSUHSC-MOT program of study through the Fall II semester (including Level I fieldworks).
- All other prerequisites as stated under Level IIA fieldwork above.
  LSUHSC-MOT students will not be able to progress with fieldwork if there are outstanding unsuccessful or incomplete grades, or if there are blocks on a student's record unless extenuating circumstances occur and are agreed upon by the Academic Fieldwork Coordinator and Department Head.

Fieldwork Placement

The fieldwork placement selection process is a combination of the students' preferences, a computer software generated lottery, and the students' faculty advisor and fieldwork coordinator input. See page 23, *Procedures for Selecting Fieldwork Level II Placements*.

The student should expect that at least one of these experiences will be out of town. An 'in town' location is defined as the following parishes: Jefferson, Lafourche, Orleans, Plaquemines, St. Bernard, St. Charles, St. James, St. John, St. Tammany, and Terrebonne.

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

LSUHSC-N.O. Student Requirements to Participate in Fieldwork

Requirement	Activity	Documentation
Personal Health and Accident Insurance	Student obtains insurance through student health service or other insurance carrier. Student keeps department updated on any changes to insurance**.**	Upload copy of health insurance card to CORE. Provide the department with written notice of any changes to the insurance agency or policy number.
Immunization Record	Student obtains this prior to admission to the program. All records are recorded in Student Health, to include: MMR, TDP, HepB series, Varicella, COVID	A copy of the updated immunization is uploaded to CORE by the student prior to fieldwork.
Tuberculosis Test	Student is responsible for having TB test performed every 12 months. This can be done at student health service or other medical site.	Copies of the record of TB test results and dates are provided by the student to the department on CORE.
CPR	Students must maintain current CPR certification through the American Heart Association (*healthcare provider required).	Copies of the record of CPR results and dates are provided by the student to the department on CORE.
Drug Testing	Student must obtain Drug Screen through Certiphi link. Cost ~$35.	Student will upload proof of having completed the drug screen to CORE.
OSHA Training & Bloodborne Pathogens Training	Student will complete OSHA and Bloodborne Pathogens Training (university compliance).	Student will complete all compliance training required by the university.
Criminal Background Check	Students will obtain a criminal background check through Certiphi. A link will be provided to complete this. Cost ~$82.	Upload completed background check into CORE.
Liability Insurance	Each student is responsible for acquiring professional liability insurance prior to Level IIA FW experience ($1,000,000/$3,000,000).	Student is required to provide copy of professional liability coverage to the department on CORE.
HIPAA Training	Each student is required to have completed the on-line HIPAA training course provided through the Office of Compliance.	Student will complete all compliance training required by the university.
Signed *Student Responsibility Agreement*	Student will be provided with hard copy of form for signature.	Form must be signed and returned to AFWC prior to placement in first FW setting (Level I or II)

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

OCCT 6670, OCCT 6770 Syllabus: OCCUPATIONAL THERAPY FIELDWORK IIA & IIB

COURSE ADMINISTRATOR: **Alanna Glapion, EdD, OTR/L**

OCCT 6670, Fieldwork IIA; 6 credit hours; Summer II semester

OCCT 6770, Fieldwork IIB; 8 credit hours; Spring III semester

COURSE DESCRIPTION: An in-depth experience in delivering occupational therapy services to clients. Students are supervised in a fieldwork setting full-time (40 hours per week) for two 12-week rotations.

TEXT: References and readings are as assigned by Fieldwork site and/or Fieldwork Educator.

COURSE POLICIES:

1. **You are expected to check your e-mail DAILY (this is a school-wide policy).** Important announcements, schedule modifications, and supplemental course information may be e-mailed to you by the course instructor.
2. Daily attendance is mandatory. Any missed days must be made up. Any absences must be reported directly to the FWE, and also reported (same day) to the AFWC on CORE.

COURSE ASSIGNMENTS:

Correspondence/Assignment	2023 ACOTE Standards
AOTA Fieldwork Data Form Go over AOTA data form with your direct supervisor or the Site Coordinator. It is your responsibility to create or update an electronic form in **Word** format OR directly on CORE, for your site. *Ensure that **all** questions are completed*, and that your site has an electronic (Word) copy. Either complete the form directly on CORE or submit the electronic copy in Word format via email to the AFWC. (Do not submit a handwritten copy or pdf copy)	C.1.2; C.1.4; C.1.11
Week 3 Level II Fieldwork Update • Submit your Update to CORE • Follow-up with your FWE to ensure they have submitted it to CORE	C.1.1; C.1.8; C.1.9.; C.1.11; C.1.15
Midterm Evaluation (FWPE) • Complete your midterm self-evaluation on the FWPE and submit on CORE. • Follow-up with your FWE to ensure they have submitted it to CORE.	C.1.3; C.1.11.; C.1.15
Final Evaluation (FWPE)	C.1.3; C.1.11.; C.1.15

• Complete your final self-evaluation on the FWPE and submit on CORE. • Follow-up with your FWE to ensure they have submitted it to CORE. • After the FWPE has been submitted: sign in to CORE, find the evaluation, and check off the *I have read this report* box.	
Student Evaluation of the Fieldwork Experience (SEFWE) • Complete on CORE.	C.1.2; C.1.5; C.1.15

EVALUATION: Student performance will be evaluated by the Fieldwork Educator (FWE) using the *Fieldwork Performance Evaluation of the Occupational Therapist (FWPE).* The FWE completes the *FWPE* on the CORE ELMS system no later than one week after the student has completed the experience. A copy of the evaluation is included in Appendix B.

The student completes the *Student Evaluation for the Fieldwork Experience* (SEFWE) on the CORE ELMS system (preferred), or mails the original to the AFWC no later than one week after the student has completed the experience. A copy of the evaluation is included in Appendix C.

COURSE GRADING: A grade of Pass/Fail will be recorded by the Academic Fieldwork Coordinator.

- The ratings for item numbers 1, 2, and 3, must be scored at *3 or above* on the final evaluation for the student to pass the fieldwork experience.
- A score of *1* on any item will cause failure of the FWPE.
- An overall final score must be *111 points or above* to receive a passing grade.
- **The student must complete the required Course Correspondence/Assignments.**

Students who earn a grade of Unsatisfactory or Failing a clinical fieldwork will be placed on scholastic probation and must repeat the fieldwork.
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.

JUSTIFICATION: 2023 STANDARDS FOR AN ACCREDITED EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST, Effective July 31, 2025 by the ACCREDITAION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (ACOTE), AOTA, Inc.

COURSE 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 II fieldwork experiences the students will:

1. Demonstrate an understanding of the basic tenets of occupational therapy.

2. Effectively identify appropriate methods to assess relevant areas.
3. Accurately administer and interpret assessment findings.
4. Demonstrate adaptability in administering assessment tools when usual procedures are not practical.
5. Incorporate information obtained through collaboration with clients, family/caregivers, and significant others to develop patient goals and intervention strategies.
6. Effectively communicate and instruct clients, family/caregivers and significant others on activities which support the treatment plan/interventions.
7. Establish and maintain a therapeutic relationship with clients.
8. Utilize the roles modeled by occupational therapy practitioners in direct service to clients.
9. Consistently develop self-evaluation, problem solving and critical thinking skills.
10. Practice interpersonal skills and attitudes necessary for effective interaction with persons having physical, psychosocial, or developmental deficits; people with different values and backgrounds; and with other members of the health care team.
11. Actively participate in the supervisory relationship and use feedback for positive growth and change.
12. Identify professional values and beliefs related to ethical decision making as outlined in the Occupational Therapy Code of Ethics.

BEHAVIORAL OBJECTIVES: Behavioral objectives other than those on the FWPE can be developed by the fieldwork site in collaboration with the Academic Fieldwork Coordinator. The fieldwork site will provide one copy of these objectives to the student. An additional copy is sent to the Academic Fieldwork Coordinator who is responsible for maintaining student fieldwork files.

TEACHING/LEARNING EXPERIENCES: 12 Week Fieldwork Practicum; this may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Level II 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 II 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 responsiveness.
4. Demonstrate an understanding of the theoretical bases of occupational therapy.
5. Apply theoretical constructs to practice.
6. Utilize clinical/professional reasoning throughout the occupational therapy process.
7. Demonstrate an understanding of the process of screening and evaluation.
8. Build a knowledge base of varied screening and evaluation tools.
9. Select appropriate assessment tools based on their psychometric properties and on characteristics of person and context.
10. Appropriately administer selected assessments and use occupations for assessment purposes.
11. Interpret and apply evaluation findings appropriately.
12. Develop an understanding of the process of intervention.
13. Develop occupation-based intervention plans for various practice settings.
14. Implement occupation-based intervention plans and strategies for various practice settings.
15. Collaborate with clients, caregivers, and other professionals to create intervention plans.
16. Demonstrate an ability to use a variety of teaching/learning techniques, with clients, other health care providers, and the public.
17. Communicate and document effectively through written, verbal, and nonverbal means.
18. Exhibit the ability to appropriately adapt occupations and the environment.
19. Know when to refer clients to other health professionals within and outside the profession.
20. Demonstrate accountability for reimbursement of services.
21. Possess individual and group interaction skills for use with clients, other health care providers, and the public.
22. Monitor, reassess, and modify interventions as needs of client changes.
23. Discharge clients using appropriate procedures.
24. Demonstrate an understanding of various contexts in which occupational therapy services are provided.
25. Apply principles of management and systems to the provision of occupational therapy services.
26. Understand implications of State and Federal legislation in the delivery of occupational therapy services and credentialing of occupational therapy personnel.

27. Maintain records required of various practice settings.
28. Advocate for the profession and the consumer.
29. Demonstrate an understanding of reimbursement policies and procedures and their effects on clients.
30. Exhibit professional work behaviors, i.e., proper maintenance of practice environments, time management, respectful treatment of others.
31. Understand the supervisory process of occupational therapy and non-occupational therapy personnel.
32. Acknowledge the ongoing professional responsibility for providing fieldwork education and supervision.
33. Understand the importance of working collaboratively with other occupational therapy personnel, and other service providers.
34. Demonstrate the ability to work collaboratively with clients, their caregivers, and other service providers.
35. Develop an ability to understand and apply research findings to practice.
36. Appropriately use professional literature to make practice decisions; display evidence-based practice skills.
37. Understand and appreciate the ethics and values of the profession.

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

2023 ACOTE Standards Related to Fieldwork

	SECTION C: FIELDWORK EDUCATION
C.1.0.	***FIELDWORK EDUCATION***
C.1.0.	***Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities.*** ***Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:***
C.1.1.	***Fieldwork Program Reflects the Curriculum Design***
C.1.1.	***Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education.***
C.1.2.	***Student Access to Fieldwork Site Information***
C.1.2.	***Document a process that ensures all students have access to site information and requirements, objectives, and performance expectations prior to the start of the fieldwork experience.***
C.1.3.	***Fieldwork Objectives***
C.1.3.	***Document that academic and fieldwork educators agree on fieldwork objectives prior to the start of the fieldwork experience. Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation.***
C.1.4.	***Sufficient Fieldwork Written Agreements***
C.1.4.	***Ensure that fieldwork written agreements are sufficient in number and provide varied practice experiences to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.3.3.***
C.1.5.	***Level I and II Fieldwork Selection Process and Written Agreements***
C.1.5.	***Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the written agreement (electronic agreements and signatures are acceptable).*** ***Document the process and criteria for:*** ***• Selecting fieldwork sites.***

	• Ensuring valid written agreements are signed by both parties and in effect prior to the onset and through the duration of Level I (e.g., field trip, observation, service-learning activities) and Level II fieldwork experience for all entities outside of the academic program.
C.1.6.	***Fieldwork in Mental Health, Behavioral Health, or Psychosocial Factors***
C.1.6.	***Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.***
C.1.7.	***Ratio of Fieldwork Educators to Students***
C.1.7.	***Ensure that the ratio of fieldwork educators to students enables proper supervision and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to conduct frequent assessment of student progress in achieving stated fieldwork objectives.***
C.1.8.	***Evaluating the Effectiveness of Supervision***
C.1.8.	***Document a mechanism for evaluating the effectiveness of supervision (Level I and Level II fieldwork). Demonstrate support for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, student well-being, cultural humility, and articles on theory and practice).***
C.1.9.	***Communication of Student Progress***
C.1.9.	***Document a process for communication with the student and fieldwork educator throughout the fieldwork experience. Ensure all aspects of the student's progress and performance are addressed and the fieldwork educator is aware of resources that support student well-being.***
C.1.10.	***Qualified Level I Fieldwork Educators***
C.1.10.	***Ensure that fieldwork educators who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech-language pathologists, nurses, and physical therapists.***
C.1.11.	***Level I Fieldwork***
C.1.11.	***Demonstrate that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Document mechanisms for formal evaluation of student performance.*** ***Level I fieldwork may be met through one or more of the following instructional methods:*** ***• Virtual environments*** ***• Simulated environments*** ***• Standardized patients*** ***• Faculty practice*** ***• Faculty-led site visits*** ***• Supervision by a fieldwork educator in a practice environment***

	Document that all students have similar Level I fieldwork experiences (e.g., learning activities, objectives, assignments, and outcome measures).	
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. The academic fieldwork coordinator will:		***The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. 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. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The academic fieldwork coordinator will:***
C.1.12.	***Length of Level II Fieldwork***	
C.1.12.	***Document a required minimum of 24 weeks' full-time Level II fieldwork. Documentation must specify if part-time completion is available as agreed upon by the site and the program. The length of the part-time program must be equivalent in length to a minimum of 24 weeks full-time. Ensure that the student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.***	
C.1.13.	***Qualified Level II Fieldwork Educators***	
C.1.13.	***Document and verify prior to the start of the Level II fieldwork that the student is supervised by an occupational therapy practitioner who is:*** ***• Adequately prepared to serve as a fieldwork educator.*** ***• Currently a licensed or otherwise regulated occupational therapist.*** ***• Has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork.*** ***The fieldwork educator may be engaged by the fieldwork site or by the educational program.*** ***Document and verify that students completing Level II fieldwork outside of the United States are supervised by an occupational therapist (regardless of title) who graduated from a program accredited by ACOTE, approved by WFOT, or otherwise regulated in the country in which the students are completing fieldwork. The fieldwork educator must have at least 1 year of experience in practice prior to the onset of Level II fieldwork.***	

C.1.14.	***Level II Fieldwork Supervision***
C.1.14.	***Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.***
C.1.15.	***Evaluation of Student Performance on Level II Fieldwork***
C.1.15.	***Document a mechanism for requiring formal evaluation of student performance on Level II fieldwork.***
C.1.16.	***Fieldwork Supervision Where No OT Services Exist***
C.1.16.	***Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.***

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Supervision Requirements for Level II Fieldwork

Fieldwork Level II and Occupational Therapy Students: A Position Paper (2012)

The purpose of this paper is to define the Level II fieldwork experience and to clarify the appropriate conditions and principles that must exist to ensure that interventions completed by Level II fieldwork students are of the quality and sophistication necessary to be clinically beneficial to the client. When appropriately supervised, adhering to professional and practice principles, and in conjunction with other regulatory and payer requirements, the American Occupational Therapy Association (AOTA) considers that students at this level of education are providing occupational therapy interventions that are skilled according to their professional education level of practice.

AOTA asserts that Level II occupational therapy fieldwork students may provide occupational therapy services under the supervision of a qualified occupational therapist in compliance with state and federal regulations. Occupational therapy assistant fieldwork students may provide occupational therapy services under the supervision of a qualified occupational therapist or occupational therapy assistant under the supervision of an occupational therapist in compliance with state and federal regulations.

Occupational therapy Level II fieldwork students are those individuals who are currently enrolled in an occupational therapy or occupational therapy assistant program accredited, approved, or pending accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE; 2012a, 2012b, 2012c). At this point in their professional education, students have completed necessary and relevant didactic coursework that has prepared them for the field experience.

The fieldwork Level II experience is an integral and crucial part of the overall educational experience that allows the student an opportunity to apply theory and techniques acquired through the classroom and Level I fieldwork learning. Level II fieldwork provides an in-depth experience in delivering occupational therapy services to clients, focusing on the application of evidence based purposeful and meaningful occupations, administration, and management of occupational therapy services. The experience provides the student with the opportunity to carry out professional responsibilities under supervision and to observe professional role models in the field (ACOTE, 2012a, 2012b, 2012c).

The academic program and the supervising OT practitioner are responsible for ensuring that the type and amount of supervision meets the needs of the student and ensures the safety of all stakeholders. The following General Principles represent the minimum criteria that must be present during a Level II fieldwork experience to ensure the quality of services being provided by the Level II student practitioner: [1]

a. The student is supervised by a currently licensed or credentialed occupational therapy practitioner who has a minimum of 1 year of practice experience subsequent to initial certification and is adequately prepared to serve as a fieldwork educator.

[1]When the term occupational therapy practitioner is used in this document, it refers to both occupational therapists and occupational therapy assistants (AOTA, 2006).

b. Occupational therapy students will be supervised by an occupational therapist. Occupational therapy assistant students will be supervised by an occupational therapist or an occupational therapy assistant in partnership with the occupational therapist who is supervising the occupational therapy assistant (AOTA, 2009).

c. Occupational therapy services provided by students under the supervision of a qualified practitioner will be billed as services provided by the supervising licensed occupational therapy practitioner.

d. Supervision of occupational therapy and occupational therapy assistant students in fieldwork Level II settings will be of the quality and scope to ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice.

e. The supervising occupational therapist and/or occupational therapy assistant must recognize when direct versus indirect supervision is needed and ensure that supervision supports the student's current and developing levels of competence with the occupational therapy process.

f. Supervision should initially be direct and in line of sight and gradually decrease to less direct supervision as is appropriate depending on the
•Competence and confidence of the student,
•Complexity of client needs,
•Number and diversity of clients,
•Role of occupational therapy and related services,
•Type of practice setting,
•Requirements of the practice setting, and
•Other regulatory requirements. (ACOTE, 2012a, 2012b, 2012c)

g. In all cases, the occupational therapist assumes ultimate responsibility for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process involving the student. This also includes provision of services provided by an occupational therapy assistant student under the supervision of an occupational therapy assistant (AOTA, 2009).

h. In settings where occupational therapy practitioners are not employed,

1. Students should be supervised daily on site by another professional familiar with the role of occupational therapy in collaboration with an occupational therapy practitioner (see b above).
2. Occupational therapy practitioners must provide direct supervision for a minimum of 8 hours per week and be available through a variety of other contact measures throughout the workday. The occupational therapist or occupational therapy assistant

(under the supervision of an occupational therapist) must have three years of practice experience to provide this type of supervision (ACOTE, 2012a, 2012b, 2012c).

i. All state licensure policies and regulations regarding student supervision will be followed including the ability of the occupational therapy assistant to serve as fieldwork educator.

j. Student supervision and reimbursement policies and regulations set forth by third-party payers will be followed.

It is the professional and ethical responsibility of occupational therapy practitioners to be knowledgeable of and adhere to applicable state and federal laws, and payer rules and regulations related to fieldwork education.

References

Accreditation Council for Occupational Therapy Education. (2012). 2011 Accreditation Council for Occupational Therapy Education (ACOTE) standards. ® *American Journal of Occupational Therapy, 66*(Suppl.),

American Occupational Therapy Association. (2006). Policy 1.44: Categories of occupational therapy personnel. In Policy manual (2011 ed., pp. 33–34). Bethesda, MD: Author.

American Occupational Therapy Association. (2009). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services*. American Journal of Occupational Therapy, 63,* 797–803.

Authors

Debbie Amini, EdD, OTR/L, CHT, Chairperson, Commission on Practice
Jyothi Gupta, PhD, OTR/L, OT, Chairperson, Commission on Education
For The Commission on Practice
Debbie Amini, EdD, OTR/L, CHT, Chairperson and The Commission on Education
Jyothi Gupta, PhD, OTR/L, OT, Chairperson
Adopted by the Representative Assembly Coordinating Council (RACC) for the Representative Assembly, 2012 in response to RA Charge # 2011AprC26.
Note. This document is based on a 2010 Practice Advisory, "Services Provided by Students in Fieldwork Level II Settings." Prepared by a Commission on Practice and Commission on Education Joint Task Force:
Debbie Amini, EdD, OTR/L, CHT, C/NDT
Janet V. DeLany, DEd, OTR/L, FAOTA
Debra J. Hanson, PhD, OTR
Susan M. Higgins, MA, OTR/L
Jeanette M. Justice, COTA/L
Linda Orr, MPA, OTR/L
To be published and copyrighted in 2012 by the American Occupational Therapy Association in the American Journal of Occupational Therapy, 66(6, Suppl.).

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Preparing for Fieldwork Level II Placement

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Getting Started with CORE

Account Registration

CORE ELMS

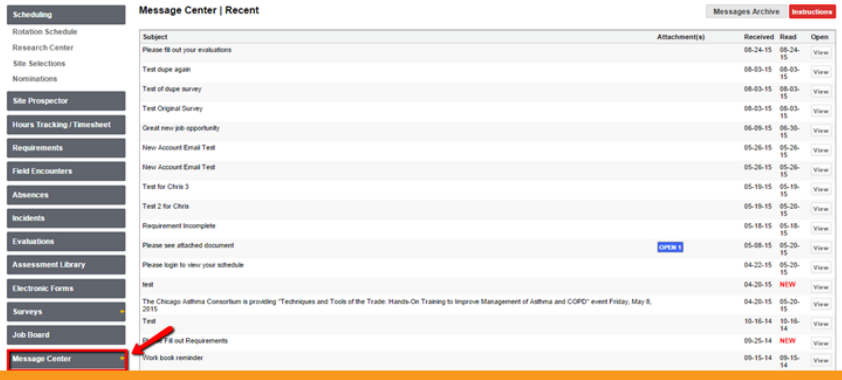
- Expect an account activation email with your initial username and password from no-reply@corehighered.com
  - You may want to add this email to your trusted email sources
  - Check your spam folder to ensure that this email was not flagged as spam
- Login: https://www.corehighered.com/login-elms.php
- Once you have logged in you may edit your username, password and contact information by clicking on *Account Information*.



The Messaging Center

CORE ELMS

- Read any messages that have been sent to you from your Administrator in the *Messaging Center.*

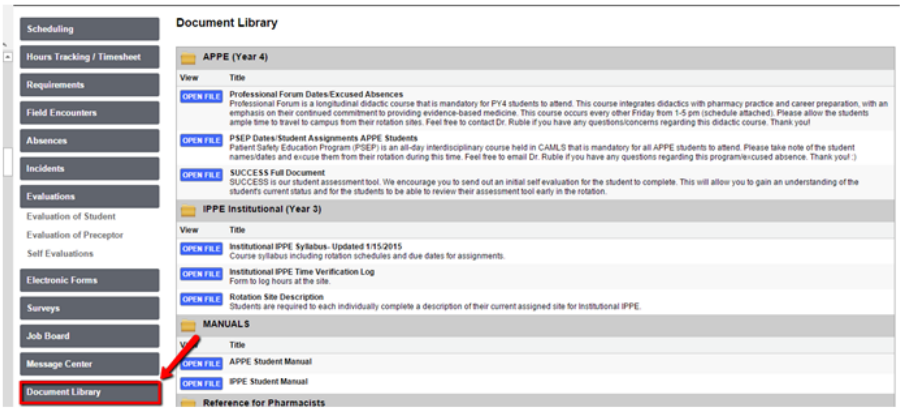


LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Document Library

CORE ELMS

- Go through all documents and videos uploaded into your *Document Library*.



LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Fieldwork Preparation Checklist and Guide

Date	Item
	Read entire *Student Level II Fieldwork Manual*
	Sign *Student Responsibility Agreement* and return to Academic Fieldwork Coordinator (AFWC).
	Review FW site information in office files/CORE.
	Research site options and complete your Fieldwork Choice Form by due date.
	Schedule an appointment with your faculty advisor and obtain advisor signature on your *Fieldwork ChoiceFform.*
	Turn *Fieldwork Choice form* with Advisor signature in to AFWC by the due date.
	Sign *Fieldwork Agreement* form after placement is confirmed and return to AFWC; (form will be placed in your mailbox).
	Complete all assigned compliance education modules, including OSHA Compliance for HIPPA and Bloodborne Pathogens.
	Complete Hepatitis B vaccine series and a titer showing immunity; send to Student Health.
	Check CPR expiration date; enroll in CPR certification class if it will expire during fieldwork.
	Upload current CPR certification to CORE.
	Upload current PPD (TB skin test) results to CORE; must be less than 1 year old.
	Upload copy of Immunization Record (including Hepatitis B vaccine and titer showing immunity) to CORE. Immunization records can be obtained through PeopleSoft.
	Upload personal medical insurance card to CORE.
	Upload flu shot record to CORE (must be updated each fall flu season)
	Purchase liability insurance from www.proliability.com ($1,000,000/$3,000,000 amount). Click on *Healthcare Professionals* and then *Students (Individual);* $35.00 per student for one year policy; purchase in September for all fieldworks. Upload to CORE
	Upload physical exam signed by physician, if required by your site
	Upload proof that drug screen was completed to CORE. Drug screen can be obtained through the Certiphi link. Please follow the instructions to complete the test and upload results into CORE.
	Upload proof that criminal background check was completed to CORE. A link will be emailed to you for completion of this requirement.
	Complete the *Personal Data Sheet* and submit for review to your Faculty Advisor by due date (Level II only)
	Send *Letter of Intent to Affiliate* to fieldwork site 4-6 weeks prior to start date and attach your completed *Personal Data Sheet*
	Learn dress code for your site and obtain appropriate attire
	Send follow-up email to your site in the week prior to start date. Ensure you know when to report, where to report, and who to call if there is an issue.
	At end of FW, check the box acknowledging your completed FWPE and complete the SEFWE.
	Send your FWE a thank you for their time. FWEs are not paid for student supervision at most sites.

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

RECOMMENDED PROCEDURES FOR SELECTING FIELDWORK LEVEL II PLACEMENTS

1. Investigate your areas of professional interest. This may include scheduled appointments with faculty, visiting facilities, talking with therapists and fieldwork students or other research. Observations outside of classroom and Level I fieldwork time is recommended.
2. Determine your financial needs. Keep in mind the cost of tuition, travel and living expenses during fieldwork. Students are encouraged to complete an out of town or out of state fieldwork both for personal growth, and to be exposed to new professional ideas.
3. Decide on a focus that will meet your professional needs and interests. Choices include mental health, inpatient and out-patient rehabilitation, community based practice, school systems, etc. Note that some sites require the completion of certain fieldwork experiences before you can be assigned that site.
4. Remember that between all 5 rotations, you must experience a variety of settings. You may not select a setting in which either you, or a close relative, are currently employed or have been employed in the past, unless there are multiple locations. For example, if you were a tech at Ochsner Main hospital, you can choose a different Ochsner hospital for FW. You may not repeat a fieldwork at the same setting/location unless extenuating circumstances are present. Extenuating circumstances will be assessed and approved at the discretion of the Academic Fieldwork Coordinator.
5. Sites requesting specific students is discouraged, especially within the New Orleans metropolitan area. If a student reaches out to a site where an affiliation agreement is already in place with the university, that opportunity will be made available to all students.

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 for a scheduled fieldwork. 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 emailed to you, and the following instructions:

- Click on 'Scheduling' then 'Research Center'.
- Click on [whatever is the appropriate rotation, i.e. *FW IIB]* under 'Rotation Type'.
- Click on 'Run Search'
- When you see a facility you are interested in, click on 'View'. Click on the headings to get more information, i.e. ‘Specifics’, ‘Availability’.
- 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 the department coordinator'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 *Fieldwork Choice* form, indicating 10 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. After discussion with you, your faculty advisor may ask you to add or remove sites based on best 'fit'. Your faculty advisor will sign off on your Request for Fieldwork form after agreement with you. Turn the signed form in to the Academic Fieldwork Coordinator by the due date.

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.**

On the due date, the AFWC will run the lottery on CORE. CORE will create the lottery and you will never know what your number was. Once the lottery process is complete, your placement will be visible in CORE.

The *Level II Fieldwork Assignment Agreement* form will be placed in your box. Return signed copy to Academic Fieldwork Coordinator immediately. Your spot is not considered secure until this form has been turned in demonstrating your commitment to the fieldwork site.

The above process will be repeated for each subsequent fieldwork rotation, with a new lottery run each time.

The Academic Fieldwork Coordinator will notify you of any changes or problems that may arise regarding fieldwork.

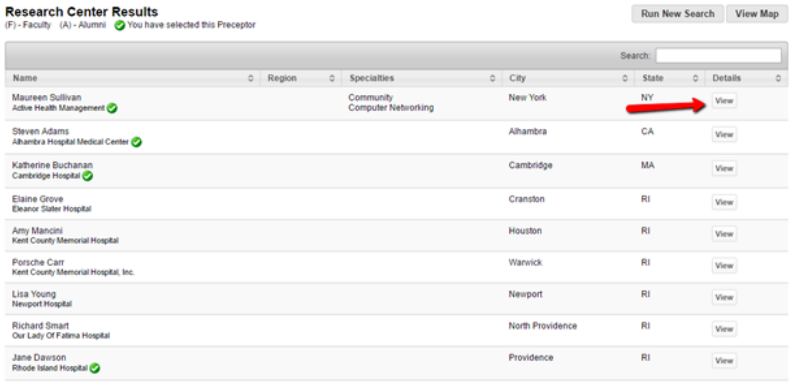
The student should expect that at least one of the Level I and/or Level II experiences will be out of town. An 'in town' location is defined as the following parishes: Jefferson, Lafourche, Orleans, Plaquemines, St. Bernard, St. Charles, St. James, St. John, and St. Tammany.

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Researching Preceptors/Sites

CORE ELMS

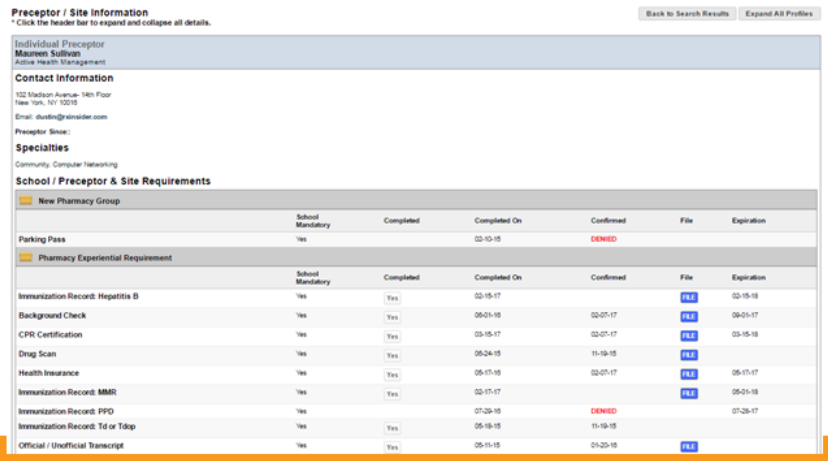
- Once you have researched and have found a Preceptor/Sites you would like to select, click "View" to see more details and their availability. The green checkmarks indicate those preceptors that you have already selected.



Making Preceptor/Site Selections

CORE ELMS

- The next screen will show items such as a Description, Documents, Requirements, Specialties, and the Open Availability.

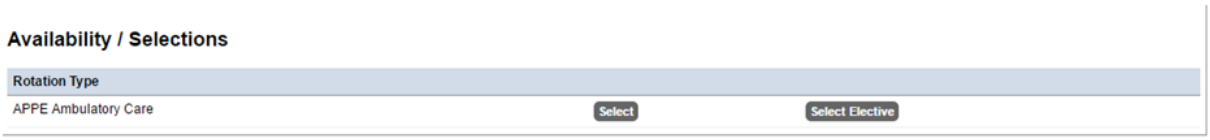


LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Making Preceptor/Site Selections

CORE ELMS

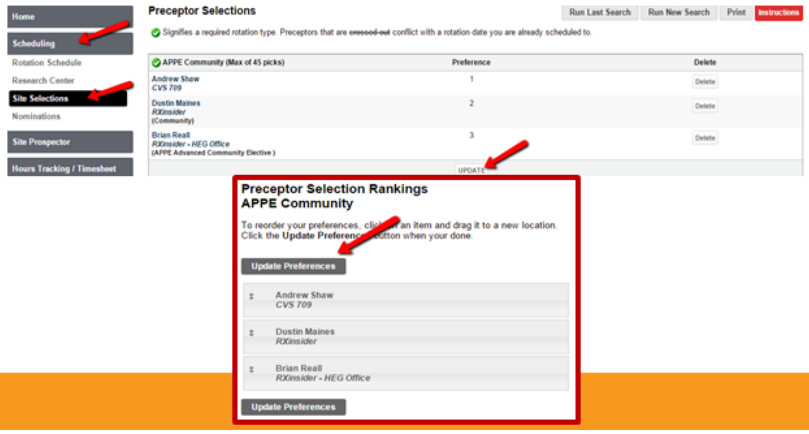
- Click "Select" if you would like to preference this Preceptor/Site as a required rotation or click Select as Elective if you would like to preference as an Elective selection.



Updating Site Selections

CORE ELMS

- Once you have made your selections, you can then update the order of your selections by clicking on Scheduling > Site Selections on the left hand navigation.
- Click on Update under the list of selections you would like to change and then drag and drop to the order you prefer. Next, click Update Preferences to save your changes.

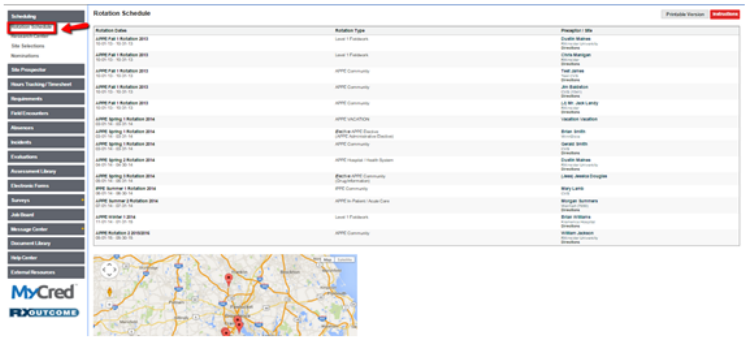


LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Viewing Your Schedule

CORE ELMS

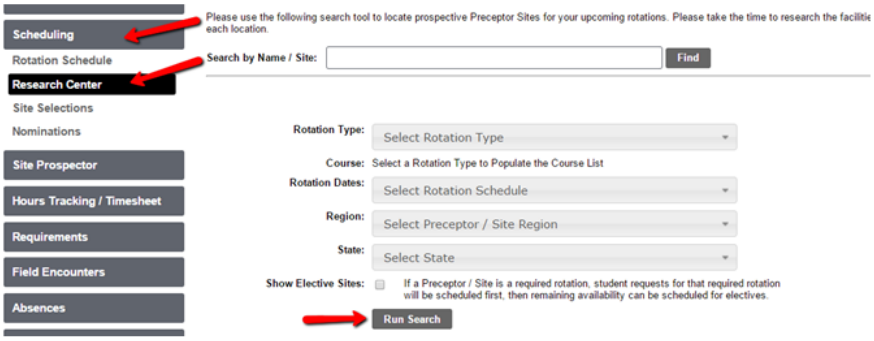
- Once your school has finalized and opened your schedule for viewing you may see it in your Rotation Schedule.
- You will also be able to view a map of all of your Preceptor's locations if their address was made available in the system.



Researching Preceptors/Sites

CORE ELMS

- In order to research, click on Scheduling > Research Center on the left hand navigation.
- Next, choose the criteria you would like to search for (i.e. Rotation Type, Rotation Date, State, etc.) and click Run Search.



LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

AOTA FIELDWORK DATA FORM

Introduction:

The purpose of the Fieldwork Data Form is to facilitate communication between occupational therapy (OT) and occupational therapy assistant (OTA) academic programs, OT/ OTA students, and fieldwork educators. Fieldwork Educators and Academic Fieldwork Coordinators (AFWC) jointly complete the Fieldwork Data Form to describe the fieldwork setting where students may have placements. While much of the information may be completed by the Fieldwork Educator, there will be additional information best obtained through AFWC interview of the fieldwork education coordinator at the site. The AFWC will find opportunity to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards that support the ACOTE on-site accreditation review process. In addition, OT/ 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 terminology and best practice in occupational therapy to promote quality fieldwork experiences. It was developed through the joint efforts of the Commission on Education (COE) and Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.

See the Fieldwork Data Form in Appendix D

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

STUDENT RESPONSIBILITY AGREEMENT

As a student enrolled in the LSUHSC-New Orleans Occupational Therapy Department, I understand the following regarding Fieldwork Experience, Level I & 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 made by the Academic/Clinical Fieldwork Coordinator.

2. The LSUHSC-New Orleans Occupational Therapy Program requires successful completion of 24 weeks' full-time Level II Fieldwork, 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, and 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 (2018).
    C. Submit selections on time; if late, the Academic Fieldwork Coordinator may assign the placement.
    D. Meet the pre-requisites of each facility.
    E. Submit Letter of Intent to Affiliate, and any other 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. Complete the *Student Evaluation of Fieldwork Experience* (SEFWE) for each Fieldwork rotation at the close of fieldwork, and submit a copy to the department by the due date.
    H. Upon completion of fieldwork, write a letter of appreciation to the Director of the Occupational Therapy Department or Site Coordinator. **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. If a student contacts a site without prior consultation with the Academic Fieldwork Coordinator, that fieldwork option will be made available for all students.
12. The student is responsible for contacting the school when problems arise during fieldwork.

_____
Printed Name

_____
Signed

_____
Date

LEVEL II FIELDWORK ASSIGNMENT AGREEMENT

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

I have worked collaboratively with the Academic Fieldwork Coordinator in selecting the following site for Fieldwork Experience, Level II:

Student: _____

Facility name: _____

Location: _____

Dates: _____

I agree to honor my commitment to complete my fieldwork at this facility. I agree that unless the facility cancels this placement, no changes will be made to the choice of facility. I further agree to confirm my intent to affiliate no later than **six weeks** prior to the first day of affiliation and to provide the facility with a copy of my personal data sheet along with any other information required by the facility.

I agree to be responsible for:

a) following the administrative policies, rules, standards and practices of the Facility.

b) providing a health status report signed by my physician if required.

c) providing the necessary and appropriate uniforms required but not provided by the Facility.

d) providing my own transportation and living arrangements when not provided by the Facility.

e) reporting to the Fieldwork Educator at the Facility on time.

f) obtaining prior written approval of the Facility and School before publishing any material relating to the clinical education experience.

g) providing the highest caliber of service of which I am capable to the service recipients entrusted to my care.

Signature: _____ **Date:** _____
(Student)

Signature: _____ **Date:** _____
(Academic Fieldwork Coordinator)

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Fieldwork I Choice Form

Name:

1st choice	Reason
2nd choice	Reason
3rd choice	Reason
4th choice	Reason
5th choice	Reason
6th choice	Reason
7th choice	Reason
8th choice	Reason
9th choice	Reason
10th choice	Reason

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

FW Experiences to Date:

FW Type (FW I or II)	Name of Facility	Type of Setting (Peds, Mental Health, Out-patient, etc)

Schedule a meeting with your faculty advisor for approval by:

Student Signature & Date_____

Faculty Advisor Signature & Date_____

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Instructions for Completing Personal Data Sheet

The **Personal Data Sheet** is similar to a brief autobiography and allows the fieldwork supervisor to know a little about you prior to your arrival. You will be responsible for including this completed copy with your letter of intent to be sent to the site not later than four weeks prior to the start date of each affiliation. This will enable the supervisor to select and plan learning experiences suited to your needs. Anything of interest, no matter how insignificant it may seem, can be of help to a fieldwork supervisor. So, please take time to complete this form.

SUGGESTIONS:

Special Skills and Interests - this can be anything special or unique to you and does not have to be directly related to OT.

Previous Work Experience - list all jobs held, even non-paying work experience and, again, this does not have to be clinically- oriented work experience.

Additional Comments - on a separate sheet of paper, describe you goals and expectations for this fieldwork experience. Also, discuss you perceptions of your strengths and weaknesses related to this clinical experience, i.e., have a lot of experience with children but need more opportunities to work with adults; need a structured experience in order to build self-confidence; enjoy the challenge of working independently.

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

PERSONAL DATA SHEET

FOR STUDENT FIELDWORK EXPERIENCE

PERSONAL INFORMATION

Name: _____

Permanent Home Address: _____

_____

Phone number and dates that you will be available at that number

Phone Number _____ Dates_____

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

_____

_____

_____

EDUCATION INFORMATION

1. Expected degree *(circle one)*
   OTA:
   Associate Baccalaureate Masters Doctorate Certificate
   OT:
   Baccalaureate Masters Doctorate Certificate

2. Anticipated year of graduation _____

3. Prior degrees obtained _____

4. Foreign languages read _____ spoken_____

5. Do you hold a current CPR certification card? Yes _____ No _____
   Date of expiration _____

HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes _____ No _____
2. If yes, name of company
   _____

   Group # _____ Subscriber #_____

PREVIOUS WORK/VOLUNTEER EXPERIENCE

PERSONAL PROFILE

1. **Strengths:** _____
   _____
2. **Areas of needed growth:** _____
   _____
3. **Special skills or interests:** _____
   _____
4. **Describe your preferred learning style:** _____
   _____
5. **Describe your preferred style of supervision:** _____
   _____

6. Will you need housing during your affiliation? Yes _____ No _____
7. Will you have your own transportation during your affiliation? Yes _____ No _____
8. *(Optional)* Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork? Yes _____ No _____. If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, list them. To promote your successful accommodation, it should be discussed and documented before each fieldwork experience.
   _____
   _____
   _____
   _____

FIELDWORK EXPERIENCE SCHEDULE

	CENTER	TYPE OF FW SETTING	LENGTH OF FW
Level I Exp.			
Level II Exp.			

ADDITIONAL COMMENTS

AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC); Amended and Approved by FWIC 11/99 and COE 12/99

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Sample 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. Please find a copy of my Personal Data Sheet attached. My proof of my health insurance, liability insurance, drug screen, criminal background check, immunizations, CPR certification, and ***[other information requested by this site]*** have been submitted to the CORE system**.**

Please send me information regarding dress code, reporting time, reporting place, parking, and any other information that may be helpful in my final preparations to join you**.**

My cell phone number is _____**.** I would appreciate it if you would share your best contact number with me for any emergency or last minute communication needs.

Once again, I look forward to working with you.

Sincerely,

Your Name, MOTS

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

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Fieldwork Expectations and Evaluations

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

LSUHSC Expectations of the Student on FW Level II

Students will:

- Read and sign the *Student Responsibility Agreement* prior to placement at any FW site.
- Email the FW II site four to six weeks prior to start date to confirm dates, time and meeting location of first day. Included in the email is the student *Personal Data Sheet*.
- Complete all pre-fieldwork *Requirements* and upload to CORE
- Take responsibility to provide feedback to fieldwork educator (FWE) to enhance learning experiences.
- Develop learning objectives with the fieldwork educator to tailor learning to preferred style and professional areas of growth.
- Complete any readings and research daily to be better prepared each day of fieldwork.
- Be an active learner, ask questions, and use all resources available in the fieldwork setting.
- Demonstrate initiative for learning by showing self-direction.
- Be familiar with and abide by the policies and procedures of the site.
- Receive and be responsive to feedback and criticism with an open mind.
- Integrate feedback into behavioral changes.
- Learn from mistakes by self-correcting and growing.
- Utilize any down-time in a productive manner.
- Communicate with the academic and/or clinical fieldwork coordinator regarding concerns and questions with the fieldwork experience.
- Communicate with the fieldwork educator regarding your learning style and collaborate on matching your learning style to the FWE's supervisory style.
- Check school email daily.
- Comply with all aspects of the LSUHSC-N.O. *Academic Code of Conduct*
- Notify the FWE and AFWC of any absences. All absences should be made up according to LSU Health New Orleans policy, with the exception of absences for university events approved by the Academic Fieldwork Coordinator.
- Work the same hours as the FWE, including weekends and holiday, unless otherwise determined by the FWE and the AFWC.
- Fulfill all duties and assignments given by the FWE within the specified time frame.
- Complete all assignments given by the AFWC, including completion of the AOTA *Fieldwork Data Form*, the *Week 3 Fieldwork Update*, and the *SEFWE*.

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

LSUHSC Expectations of the Fieldwork Educator for Level II Fieldwork

Fieldwork Educators will:

- Provide a structured learning experience by organizing specifics weekly objectives to guide the student and fieldwork educator expectations.
- Expose the student to practice through observation, assisting, co-treating and role-modeling.
- Demonstrate how psychosocial factors that influence engagement in occupation are understood and integrated in the development of client-centered, meaningful, occupation-based outcomes in all settings.
- Challenge student performance gradually by reducing direction, and asking probing questions to support progressively greater independence.
- Guide student's critical thinking to support professional reasoning.
- Design the fieldwork experience to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.
- Model cultural responsiveness toward clients, staff, and student/s.
- Ensure that the FW experience is consistent with the curriculum of the LSUHSC – New Orleans MOT program.
- Collaborate with the student to match your supervisory style to student's learning style and needs.
- Ensure that the student has timely and confirming feedback throughout the fieldwork experience.
- Act as a role-model by engaging the student as a collaborator and team member.
- Deliver a balance of positive and constructive feedback.
- Provide weekly formal supervisory meetings throughout the 12 week fieldwork experience.
- Provide formal meeting at midterm and final evaluation of the student incorporating student's self-evaluation, and input from other professionals in the setting.
- Collaborate with the academic fieldwork and/or the clinical fieldwork coordinator regarding concerns and questions with the student's fieldwork experience.

To ensure there is an effective learning experience during fieldwork, a shared responsibility of both the student and fieldwork educator is expected. The student needs to be an active participant and an engaged self-advocate. The fieldwork educator needs to prepare a plan ahead of time with weekly expectations and provisions for opportunities for student learning. There may be a need to adjust your approach to supervision to the student's learning style as they progress through the fieldwork experience.

Based on: American Occupational Therapy Association. (2001). Fieldwork experience assessment tool. Available online at http://www.aota.org/Students/Current/Fieldwork/Tools/38220.aspx

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

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-N.O. OT polo shirts, full-length pants, socks, and appropriate footwear to include flat shoes with closed heels and toes.
3. The student's LSUHSC-N.O. identification 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
Overall neat & clean grooming		
No strong perfume or cologne		
Hair is pulled back away from face		
Hair is a 'natural' shade		
Piercings are minimized (studs only)		
Conservative use of jewelry/accessories		
Tattoos are covered		
Nails are neat and trim (tip no longer than ¼"; natural nails only)		
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)		

Confidentiality

All students enrolled at LSUHSC- N.O., are required to complete continuing compliance training through LSUHSC – N.O. Office of Compliance Programs, and in accordance with federal and state laws, including:

- Code of conduct
- HIPAA Privacy
- HIPAA Security
- Security and Confidentiality Statement (related to internet and email use)
- Family Educational Rights and Privacy Act (FERPA)
- The Breach Notification Rule

Students who do not complete all compliance training will be removed from their FW site and will not be allowed to continue until all training modules are completed.

HIPAA Guidelines for Fieldwork

Per HIPAA guidelines, students *cannot* report this information in fieldwork assignments such as case study presentations:

- Name
- Location - includes anything smaller than a state, such as street address
- Dates - all, including date of birth, admission and discharge dates
- Telephone numbers
- Fax numbers
- Electronic e-mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Vehicle identification numbers and license plate numbers
- Device identifiers and their serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code.

For written reports, the following information *can* be shared:

- Age (age 90 and over must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status
- Date of injury, impairment, or illness.

Students, as well as therapists, often keep "working files" in their desk. This is still allowed under HIPAA guidelines, however this information must be locked in a file cabinet when not in use, and must be shredded when no longer needed.
See more at HIPAA Frequently Asked Questions: http://www.aota.org/Education-Careers/Fieldwork/Supervisor/HIPAA.aspx#sthash.1qvnCYQb.dpuf

Social Media

Students should use the following guidelines when using any type of social media:

1. Always use good judgment about content and respect privacy laws. Do not include confidential information about LSUHSC – N.O., its faculty/staff, or its students.
2. Post should include only appropriate language. Inappropriate language includes, but is not limited to, obscene or threatening language or defamation (hate speech) based on race, sex, gender, religion, national origin, age, or disability.
3. Do not post information, photos or videos that will reflect negatively on you, your FW facility, your FW educator, the OT department, or the institution. These situations will be reported to the Associate Dean of Academic Affairs as professional misconduct. Please review your Student Handbook for professional misconduct procedures. These instances may result in a delay in beginning fieldwork, a change in fieldwork placement, or remediation.
4. It is strongly advised to avoid participating in actions that may be harmful or have a negative impact on the reputation of LSUHSC – N.O. and the services it offers.
5. Engaging in social networking during facility work hours is strictly prohibited.
6. Do not post personal information that can be used to locate someone offline, such as pictures, location, patient identifiers, ID badges, phone numbers, home/local addresses, birthdate, and email addresses.
7. Do not “friend” clients or caregivers on social media websites unless the friendship predates the clinical relationship. Do not “friend” your FW educator until after the experience is over.
8. Do not disclose confidential or derogatory information about the FW site, its staff, or clients. Do not discuss personal opinions about a FW site and/or its clients and staff.
9. Under current law, it is forbidden to disclose any personal health information, including imaging of patients, or to discuss patient cases in any social network or digital media. Such behavior is a direct violation of HIPAA guidelines.

Cell Phone Use

Students should use official communication channels to communicate with their FW educators. It is left to the discretion of the FW educator whether or not he/she would like to provide personal phone numbers to students. Students should not use texting as a means of communication with their FW educator, unless this communication method has been approved by the FW educator. During facility work hours, students should keep their cell phones muted and not engage in active cell phone activity.

Attendance

- Students must complete 12 weeks of full time fieldwork for each Level II experience, and 5 full time days for each Level I experience; therefore, the student should plan to be at the fieldwork site daily for the duration of the rotation, requesting no days off.
- Obviously, absences can occur. Whether due to illness, religious observance, bereavement, or any other circumstance, **any missed days must be made up**. If the facility has weekend work hours, the day/s can be made up on a weekend. If the facility has no weekend work hours, the day/s will be added on to the end of the fieldwork rotation.
- The only exception to the above are pre-approved 'professional days'. Professional days will not have to be made up. Professional days include any involvement in LEND or, for example, a capstone related clinic that must be attended. Professional days must be pre-approved by the AFWC or the faculty Capstone advisor.
- Students must contact the Fieldwork Educator prior to the usual start of work day time, to report any absences or late arrivals. The student should discuss the preferred method of contact with the FWE on the first day of fieldwork.
- The student must report any absences to the AFWC by entering them on CORE, within one hour of the usual start of work day time.
- The student must accommodate their schedule to that of the fieldwork site; this could include working weekends and holidays.
- Students receiving legal notice of jury duty or other court related appearances while on FWII should contact the AFWC. We will help the student request an extension or postponement of this obligation.
- Level II fieldwork must be completed within 24 months of finishing OT didactic coursework.

Safety Policies and Procedures

<u>Student Injury and Illness</u>

- Should a student become injured while at the fieldwork site, the student should follow the policies and procedures of the site. This may include either obtaining medical evaluation, or declining it. Whether medical intervention was sought/obtained, or not, **the student must contact the AFWC by cell phone the same day as the injury.**
- If the student sustains an injury or illness that prevents safe participation in the FW experience, the student is no longer able to meet the *Technical Standards for Occupational Therapy*, and/or not able to meet the site's job description requirements, the student may need to leave the FW until a full-duty medical release has been obtained.
- School and site policies related to COVID19 exposure and/or illness continue to evolve and change. In general, students involved in clinical education will follow the procedures

of the site. However, continuous understanding, of and adherence to, LSUHSC-N.O. policies on COVID19 are the responsibility of the student. At a minimum, students must report COVID19 exposure and/or illness to the AFWC and on the LSUHSC-N.O. website.

Student Conduct

During the academic and clinical portions of the program, all LSUHSC-N.O. occupational therapy students are required to abide by LSUHSC-N.O. School of Allied Health Professions "Policy and Procedures Related to Student Conduct". Students are provided this document at new student orientation. All students are expected to review this document and must sign a form stating that they have done so.

Substance Abuse

All students at LSUHSC-N.O. are required to adhere to Chancellor's Memorandum 23 (CM-23) – LSU Health Sciences Center New Orleans Drug Free Workplace and Workforce. Students are required to complete compliance training annually in the following areas:

- The Drug-Free Workplace Policy & Drug Testing Program
- Drug Free Schools and Communities

Students are also subject to the substance abuse policies set forth by their Level II Fieldwork site.

Safety in the Clinic

All LSUHSC-N.O. students are required to complete training via the Office of Compliance in the following areas:

- Quarterly Safety Training, to include:
    1. Safety responsibilities, general safety rules, fire safety, possible hazards (biological, chemical, and radiation), hazard communication, MSDS, reducing hazard exposure, emergency response, and hazardous waste procedures.
    2. Incident/accident reporting and investigation training.
    3. Personal protective equipment and job safety analyses.
    4. Use of fire extinguishers.
- Bloodborne Pathogens
- Internet/Network Safety

Students are taught Standard Universal Precautions and clinic safety during course work. Their competency with donning/doffing personal protective equipment, including gown, gloves, procedure mask, and face shield, is tested in laboratory conditions. The students must pass this competency to complete Level II fieldwork. Students are also required to adhere to all safety policy and procedures set forth by the Fieldwork site.

Communication between the University and the Fieldwork Site

- Four weeks prior to the start of the FW II rotation, the assigned student will directly contact the FWE by email to provide their Personal Data Form and to ascertain information they will need to be successful at the site.
- Prior to the start of the FW II rotation, the Academic Fieldwork Coordinator (AFWC) will email the FW Educator a link and password to access the CORE ELMS site. An instructional PowerPoint presentation on use of the CORE ELMS site will also be emailed to the FWE. The FWE have access to the following on CORE ELMS:
    - The Week Three Level II FW Update (Appendix A)
    - The AOTA Fieldwork Performance Evaluation (FWPE) (Appendix B)
    - The Student Final Evaluation of the Fieldwork Site (SEFWE) (Appendix C)
    - The LSUHSC-N.O. Department of OT *Fieldwork Educators Manual*
    - The student's immunization record, TB test, professional liability insurance, and any other site-required student documentation.
- The AFWC will contact the FWE periodically during the fieldwork, including email reminders for appropriate evaluations at week three, mid-term, and final.
- The AFWC may make site visits to facilities in the metro New Orleans area while the student is on fieldwork, and will do so at FWE's request.
- The AFWC will collaborate with the site and the FWE to maximize the learning process and troubleshoot any problems that may develop.
- The FWE will complete the Week Three Level II FW Update form, and the AOTA FWPE at both mid-term and final on the CORE ELMS system.
- FWEs are encouraged to view the *Fieldwork 101: A Guide for Fieldwork Educators* PowerPoint presentation on the LSUHSC-N.O. Department of Occupational Therapy's home page.
  http://alliedhealth.lsuhsc.edu/ot/default.aspx
- Fieldwork sites are encouraged to contact the AFWC for any assistance or questions regarding completion of the AOTA Fieldwork Data Form or the LSUHSC-N.O. Fieldwork Essentials form.
- If the FWE or Site Coordinator has specific concerns regarding the MOT program or the clinical education program, the clinician is asked to contact the AFWC, Alanna Glapion, EdD, LOTR (504-568-4310; aglap1@lsuhsc.edu). If this is not possible, the clinician should contact the Department Head, Ingrid Franc, PhD, LOTR (504-568-4304; ifran1@lsuhsc.edu)

Communication between the Facility and the Student

The student will initiate contact with the facility as stated above in the first point of the section, *Communication between the University and the Fieldwork Site*.
During the affiliation, it is expected that communication between the student and FWE will be ongoing, mutual, and constructive. The FWE has the responsibility to continuously assess student performance and recognize when the performance is at the correct level, above the expected level, or below the expected level. In the event the FWE determines that there is a problem, an early warning system will give the student an opportunity to improve.
See *Remediation Plan Procedure* on page 47.
It is expected that students will take the responsibility to develop a good working relationship with their FWE. It is recommended that students and FWEs set aside time during the day to discuss patient issues and progress.

Communication between the University and the Student

- Students must check their LSUHSC e-mail daily.
- The AFWC will contact students during the fieldwork for progress reports via e-mail, telephone, or in person.
- Students should contact the AFWC at any time for discussion or problem solving. ***If a problem develops at any point, students must contact the AFWC immediately.***
- The AFWC will provided all students with phone numbers to use for phone contacts. The AFWC will be available on evenings and weekends for phone contacts.
- The students will complete the Week Three Level II FW Update (see Appendix A) and the SEFWE on the CORE ELMS system.
- The students will acknowledge review of the final FWPE by checking the *'I have read this report'* box on the document in CORE.
- The student will communicate any absences on CORE, within one hour of normal FW reporting time.

Evaluation Methods and Grading

The *Week 3 Update* (see Appendix A), will be completed at the end of the third week of fieldwork by both the FWE and the student, using separate forms on CORE. The AFWC will review all *Week 3 Updates* within three days of receiving them, but any safety issues or other serious issues identified at this time should be brought to the attention of the AFWC by the student and/or FWE.

The *AOTA Fieldwork Performance Evaluation (FWPE)* (See Appendix B) **is completed at mid-term** (6 weeks). The mid-term should be completed on CORE by the FWE and reviewed with the student. The AFWC will review all Mid-terms within three days of receiving them but

students who are not demonstrating satisfactory performance (score of below 90 points at mid-term) must immediately contact the Academic Fieldwork Coordinator by phone for discussion. A learning plan will then be collaboratively developed between the site Fieldwork Educator, Academic Fieldwork Coordinator, and student.

The *AOTA Fieldwork Performance Evaluation (FWPE)* **is also completed at the end of the Level II experience.** The final should be completed on CORE by the FWE and reviewed with the student. After the student has reviewed the FWPE with the FWE, the student **must** sign-in to CORE, view the completed FWPE, and click the *'I have read this report'* box.

All required Correspondence and Assignments must be submitted; see OCCT 6670 and OCCT 6770 syllabi.

A grade of Pass/Fail will be recorded by the Academic Fieldwork Coordinator. **The ratings for Items #1, 2, and 3, must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience. An overall final score must be 111 points and above to receive a passing grade. A score of *1* on any item will not be able to receive a Pass on the FWPE.** The final grade for level II fieldwork will be assigned by the Academic Fieldwork Coordinator.
The student completes the **Student Evaluation of Fieldwork Experience** (SEFWE; see Appendix C) at the end of the Level II experience on CORE. The student should review this with the FWE.

Introduction and Purpose of a Remediation Plan

The vast majority fieldwork experiences go smoothly for the student and the Fieldwork Educator (FWE). In the event that issues arise with student performance, a remediation plan will be put into effect. The purpose of a remediation plan is to facilitate student success on the fieldwork, and should not be viewed as a punitive measure. A remediation plan will detail the expected student performance and give a date for expected achievement of the objective. In addition, resources will be suggested so that students can take initiative in improving their performance in the areas that need strengthening.

Remediation

Grounds for Remediation:

1. If the student does not follow the policies and procedures of the facility, including, but not limited to, violations of patient/facility confidentiality, patient safety, attendance, and professional behavior.
2. If the student does not abide by the American Occupational Therapy Association Code of Ethics of Beneficence, Nonmaleficence, Autonomy, Justice, Veracity, and Fidelity(see Appendix I), or the Policies and Procedures Related to Student Conduct of the LSUHSC-N.O. School of Allied Health Professions.

3. If the student does not meet the objectives and goals of the facility, and the course, within an agreed-upon time frame.
4. If the student does not follow the verbal and/or written recommendations that have been given to the student by the FWE in an effort to improve patient care and treatment.
5. If the student does not fulfill all duties and verbal and/or written assignments made by the FWE within the agreed-upon time limit.

Remediation Plan Procedure for Fieldwork

1. The FWE and/or student will identify the problem(s) and attempt solution(s) with specific documented goal(s). The use of a *learning/remediation contract* is highly recommended. See Appendix E.
2. The FWE will contact the Academic Fieldwork Coordinator (AFWC) by phone or e-mail indicating problem(s).
3. Should the FWE and student be unable to develop a solution/remediation plan, the AFWC will meet with FWE and student and attempt to negotiate solution(s)/remediation plan. A *learning/remediation contract* format will be used.
4. The AFWC will notify student of options as related to education, including determination of whether switching student to another fieldwork site is feasible and/or appropriate, withdrawing from the course, timeline for repeating the course, effect on graduation date.
5. Goals and time frame must be documented with a copy to student, Academic Fieldwork Coordinator, and Fieldwork Educator.

Withdrawal/Termination from Fieldwork

Grounds for Termination:

1. If it is determined by the Fieldwork Educator that the student's behavior may cause harm to patients, self, the FWE, or other employees of the facility. The AFWC will make an administrative referral to the Campus Assistance Program (CAP) as needed.
2. Unsafe practice, substance abuse, failure to complete expected requirements may result in termination of the fieldwork.
3. Insubordination, excessive tardiness, and/or risks to patient care may result in termination of the fieldwork.
4. Continued unsatisfactory performance, as evidenced by lack of achievement of all or part of the agreed-upon goals and objectives on the *learning/remediation contract* within the agreed-upon time limit may result in termination of the fieldwork.

Withdrawal/Termination Procedures:

1. A student request to withdraw from the Fieldwork Assignment must be made in writing to the FWE with a copy to the AFWC, indicating reasons for withdrawal and the commitment to fulfill final patient-related obligations as determined by the facility. The AFWC, in conjunction with the program's Clinical Education Committee, will

review the request for withdrawal, and the AFWC will communicate to the student their opinion. Depending on the reasons given for withdrawal and the opinion of above faculty, possible outcomes could include encouraging the student to stay at the current site, locating an alternative site, or completing the fieldwork at a different time, possibly delaying graduation. After fulfillment of patient-related obligations, the student's withdrawal from the facility is complete.

2. Following a failed remediation plan, a FWE request for the student to be withdrawn from fieldwork must be made in writing to the AFWC, including reasons for termination. The FWE will then complete the following steps:

    a. The student and FWE will meet to determine the professional obligations related to patient care that must be fulfilled prior to final exit.
    b. The FWE and student will schedule an exit interview to ensure all patient-care related obligations have been met.
    c. The FWE will contact the AFWC after the exit interview to confirm separation of the student from the clinical site.
    d. After completion of steps 2a-c above, withdrawal from the facility is complete.

3. The student will schedule an appointment with the AFWC after separation from the clinical site. One of the following options will be completed:
    a. Should the student separate from the fieldwork site prior to the last day to drop courses per the Allied Health Academic Calendar, the student will receive a 'W' for the course. This will not affect the student's grade point average.
    b. Should the student's fieldwork be terminated after the last day to drop a course, and if the reason for termination is student illness or injury that requires medical or CAP intervention, the student will receive an 'Incomplete' for the course. This will not affect the student's grade point average.
    c. Should the student's fieldwork be terminated after the last day to drop a course, and if the reason for termination is that the FWE and the AFWC have determined the student demonstrates "failing" performance, the student may be given a 'Fail' for the clinical affiliation. This could affect grade point average and ability to remain in the program.
4. The student must withdraw from course OCCT 6670 or OCCT 6770 by contacting the Director of Student Affairs, Yudi Cazanas by e-mail, phone, or in person. E-mail is preferred. She will then direct the student on procedures for withdrawing from the course. Yudi Cazanas, Human Development Center, 4th floor; 504-568-4253; YDelga@lsuhsc.edu
5. If after withdrawal/termination/failure of OCCT 6670 or 6770, the student is able to remain in the program, they will be provided another opportunity to achieve the clinical affiliation requirements at a similar clinical setting determined by the AFWC.

The student will re-enroll in the course that was terminated. This opportunity may delay graduation date. If the student does not achieve the requirements at the second fieldwork opportunity, a grade of "Fail" will be assigned and may result in program dismissal.

6. The Promotions Committee will have the responsibility for final action relating to the student's promotions in the program (Refer to Academic Policies in the *Student Manual*).

Note: All meetings, goals, and action taken must be documented.

LSUHSC Student Health Services

LSU Student Health Clinic

The Louisiana State University Student Health Clinic offers a variety of health services. Physicians in the Student Health Clinic are board certified. For more information on student health insurance, please see http://www.lsuhsc.edu/orgs/studenthealth/insurance.

BlueCross BlueShield Insurance (See bcbsla.com)

LSUHSC-New Orleans is again offering our students the option of purchasing student health insurance through BlueCross BlueShield of Louisiana. If students have coverage through their own plans or as a dependent of someone else, they will continue to have to provide proof of this coverage.

Student Health Services

Student Health Services provide primary health care, mental health assistance, immunizations, health exams, and exams for away rotations/residency. Nurse only appointments may be scheduled for immunizations by calling (504) 412-1366. For additional information, see the Student Health Handbook.

Location and Hours

Student Health Services
478 S. Johnson St., Room 307 New Orleans, LA 70112
Hours are 8:00 a.m. to 4:30 p.m.
Monday - Friday
Phone: (504) 568-1800
Fax: (504)568-1799

There are 4 satellite Student Health Clinics:

- 3700 St. Charles Ave.
  (504) 412-1366
  Closed from 11:30 am – 1:00 pm
- 2025 Gravier St. (Call for MD availability; Nurse available M-F)
  412-1517
- 200 W. Esplanade Ave., Suite 701 (By Appointment Only)
  (504) 412-1705
  8:00 a.m. to 4:30 p.m.
- LSU Internal Medicine Resident Clinic (Immunizations and Labs only)
  2003 Tulane Ave., 1st floor
  8:00 am – 11:30 am

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Student FAQs

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Rites of Passage for Occupational Therapy Students

As you, the student, leave the academic classroom and move to the clinical setting of occupational therapy, a rite of passage is occurring. You have been introduced to the clinical setting in you Fieldwork I experiences, but now you are expected to perform the many roles of an entry level occupational therapist. As with all rites of passage, there is a certain amount of the unknown and with that, some **fear** and some **hopes.**

The following are some hints to help you to see that **fear** is a natural part of transitions and to provide some suggestions on how to manage the fears that you may feel.

A common fear among students is that they will be asked to do too much, too soon, alone.

It is important for you to communicate what you do feel ready to do, and more importantly what you do not feel ready to do. Many students do feel anxious when asked to perform skills that they have not learned in school. It is important to discuss this with your clinical instructor and ask for a little practice with feedback on these areas to increase your confidence. Be sure you know how to contact your clinical instructor at all times. Learn the facility's procedures for emergencies. Ask for help when needed, no matter how dumb it may seem. Failing to ask for help to protects your feelings of inadequacy rather than the patient's welfare.

Many students think their clinical instructors expect them to be "perfect."
Sometimes clinical instructors fear that students expect them to be "perfect."

You may have very high expectations of yourself, but the probability that every procedure will be performed perfectly each time is very slim. It is common for students to expect themselves to show the expertise professionals have worked for years to attain. The clinical fieldwork experience is not to produce experts but for you as a competent entry level therapist to evaluate yourself, be accountable for your actions, and ask for help when needed. Your clinical instructor will provide you a valuable role model to demonstrate their way to provide quality care. You will eventually develop your own treatment style which will be a combination of all your experiences. Follow you clinical instructor during your fieldwork and let development of your own style wait until after you have started your own job.

Many students fear that they will be responsible to recall all the theoretical information and facts that they have just learned.

No one has immediate recall of all the information they have learned. It is important for you to know where and how to look up the information that you need. Focus on the information relevant to the setting that you are in and develop the skill of finding the additional information that you will need from time to time.

A fear that some students have is that they will be expected to meet a quota for the number of treatments provided or to complete tasks within a specific amount of time.

Reasonable expectations are good. You may perform better under a certain amount of stress. Too little or too much may be associated with a decrease in work quality. Doing a good job is more important than numbers or speed. You will gradually be able to increase in efficiency and time management skills.

A few students fear that they will be a burden to their clinical instructor.

Occupational therapy workplaces are often very fast paced and you may hesitate to ask questions. It is good to set up a specific time of day to meet with your clinical instructor and save questions for this time. However, the priority of the information needed may necessitate a more immediate answer. Use your best judgment in seeking information that you need.
Just as you need to understand the basis of your fears and how to deal with those, you need to look at your **hopes** and aspirations for your clinical experiences. The goals you develop with patients need to be realistic and attainable and so must the ones you set for yourself.

Most students want to be challenged during their fieldwork experience.

It is exciting to be able to use the new knowledge and techniques you have just learned. Be patient and let your clinical instructor guide your development of practical application to your new information. Every hour of every day cannot be focused on new experiences and it is through repetition that one hones their skills to new levels.

Students want to be allowed to make mistakes.

The freedom to make mistakes carries the responsibility to accept constructive criticism and to learn from mistakes. You will not be perfect, but you need to work closely with your clinical instructor to safeguard the patients during the learning process. Be honest about your abilities and be willing to explore new ideas under the guidance of your clinical instructor.

It is common for students to hope to be treated with respect and to be acknowledged for their experience and knowledge. (Clinical Instructors also want this honor).

Respect must be mutual and trust is essential for a successful student/clinical instructor relationship. Respect and trust require work by both parties and must be earned over time.

Many students feel excited and at least a little nervous at first and hope the clinical instructor will understand.

Most people naturally feel a little nervous and apprehensive approaching a new endeavor such as a new clinical experience. Many clinical instructors remember when they were student interns and will help you with these emotions. The important thing for you to do is to communicate these feelings to your clinical instructor and to be realistic about your expectations of the fieldwork experience.

LSU Health New Orleans Department of Occupational Therapy: 504-568-4302
Academic Fieldwork Coordinator (Alanna Glapion), Office: 504-568-4310

The following was adapted to LSU Health New Orleans from the Washington University School of Occupational Therapy.

WHAT HAPPENS IF …….
As students prepare for fieldwork, they often have a list a "what if" questions. The following list has been prepared as a quick reference for frequently asked questions.

What happens if…..

- **Everything is fine:**
  Call or email your Academic Fieldwork Coordinator (AFC) at the school and tell her!

- **I see unethical things going on:**
  Do not automatically assume that you have interpreted the observed situation accurately. Call a trusted mentor to discuss. This could be your AFC, an advisor at school, etc. Students should seek clarification on the issue from the fieldwork educator before drawing conclusions. Yes, this can be intimidating. If you determine that you need to take action, the questioning approach can be along the lines "I observed _____ yesterday and I am confused, I do not understand why that happened, could you please clarify for me?" If the answer to this query clears up your question, then no need to proceed further. If you are still not satisfied with the answer, there are several steps to take
    - Ask again, just to make sure that you are certain about what you have seen
    - Tell your fieldwork educator that you are feeling uncomfortable with the approach being used and would like to discuss the policy with the next up in the chain of command
    - Discuss the situation with your AFC
    - If all involved determine that the action is questionable or unethical, then your AFC will need to work with the site and you to determine what the next course of action should be. This could include but is not limited to changing of fieldwork educator, switching to another program at fieldwork site or removal from fieldwork site.

  Dealing with questionable ethics is very difficult for anyone – student or practicing therapists. The above-described approach is direct and can be intimidating to carry through. Students must remember that they are learning how to be professionals, and one of the most important characteristics of any effective professional is the ability to address a situation openly and honestly.

- **I get hurt or become sick:**
  - Should you get an injury or become ill while at work, first, follow the program/facility guidelines and obtain the appropriate medical services? If necessary and appropriate, contact family/friends etc.
  - If you are hurt or become ill outside of fieldwork hours, first seek appropriate medical attention. After you have been cared for and the physician has instructed you on activity restrictions (if any) contact both your fieldwork educator and your AFC. The fieldwork educator and AFC will determine the impact of this illness or injury on the fieldwork experience.
  - Contact the AFC the week of the illness or injury and let her know what happened, how you are and the impact this might have on your fieldwork experience.
  - Should your fieldwork experience need to be delayed for any reason due to injury or illness– you, your fieldwork educator and the AFC will need to discuss possible options to make up time. Any changes in the fieldwork experience should involve a discussion with all parties; ***students should not make decisions about their fieldwork timeline independent of the school.***

- **I have a family emergency:**
  - If you are contacted about an emergency at work, talk with your fieldwork educator about your needs and concerns. Together you will need to determine, for the immediate future, what the plan of action will be.
  - If you are contacted about an emergency after work hours and cannot make it to work the next day, contact your fieldwork educator either at home or first thing in the morning. If possible, it is best to talk directly with the fieldwork educator and not leave a message. If you need to leave a message, call back later to make sure that the message was received.
  - At some point contact school and inform them of the situation. If you are unable to call the school, ask your fieldwork educator to contact the school for you. Once the situation has stabilized, contact your AFC to discuss how long you need to be away from fieldwork and other pertinent information. ***The school and the fieldwork site will make decisions on what will happen with the fieldwork experience after discussion with the student.***

- **There is a natural disaster or emergency situation at my fieldwork site:**
- Seek shelter, following the policies and procedures of the fieldwork site.
- Seek medical attention as needed. Follow same steps as described above if you are injured.
- If/when possible get word to family and school to let them know what has happened and your condition.

- **I do not like my Fieldwork Educator:**
  In a working relationship, personal feelings about a co-worker or fieldwork educator need to be kept in check. You may have different views about politics, religion, life choices, etc., but these are personal opinions that should not enter into a working relationship. Is it easy to ignore? No. BUT, especially for a student, you are not there to debate the pros and cons of the latest Supreme Court decision. You are at the fieldwork site to learn. The first thing that you need to figure out is if you can learn from your fieldwork educator. If the answer is yes, then, you need to overcome your own personal feelings about subject matter that doesn't relate to the fieldwork experience and forge ahead with the learning opportunity you have been given.

As with most difficult situations, the best approach (and often times the most intimidating) is the direct approach. Talk with your fieldwork educator about your concerns of student/fieldwork educator compatibility. Give that fieldwork educator the opportunity to make some changes. Consider your role in the relationship, be prepared to get constructive feedback on your working style and be prepared to make changes in your approach to the fieldwork experience.

Keep in mind that this fieldwork experience is not forever and if you can make it work then do that. If you feel like you and your fieldwork educator really cannot get along, then explore other options. If another fieldwork educator is available, consider requesting a change. Remember, just as you want to know what you are doing right or wrong, your fieldwork educator needs to get that feedback as well. Do not show up one day requesting a change in fieldwork educators. Make sure that you have gone through the proper channels that your fieldwork educator is aware of your frustrations and agrees that this is the best idea in order for you to have a successful experience.

Contact the AFC if problems persist. Do not wait until the problem is insurmountable and you are at risk of failing the fieldwork experience.

- **There are other students at this site and I do not get along with one/some/all of them:**
  This is a working relationship. You should handle the situation just like you would if you were an employee. Try to find common areas or interests for you and the other student to explore. If you find there is nothing in common, or your work styles do not mesh and you are having difficulty getting your job done, discuss with your fieldwork educator. Again, you do not have to personally like someone to work effectively with them.

- **I am concerned about the competence of my Fieldwork Educator:**
  This is not an easy situation. The first thing you need to figure out is can you learn in that environment. If you can learn and contribute to the setting, then see if you can make it work for the remainder of your experience. If you do not think you can learn in the practice environment there are some options.
- First: Your fieldwork educator needs to know that you have concerns. Do not surprise him/her with the fact that you are not happy. You do not have to say, “I think you are incompetent”, but you do need to address the issue. You can ask questions such as “I’m not sure I understand the rationale behind that approach, could you explain” or “I have read about ____, which is different that what you are doing, can you help me understand the differences?” You may find that you have underestimated the fieldwork educator, or that you do not have a full grasp of the situation.
- Next, contact the AFC and explain your concerns and efforts to remediate the situation. If, after discussion with your fieldwork educator and AFC, you still feel that you cannot learn in the current environment, a change in fieldwork educators can be requested if one is available, or request a withdrawal all together from the experience. The AFC should be involved in any discussions to change the AFC. Withdrawal from an experience has many ramifications and is not something that a student on fieldwork can decide without discussion with the fieldwork educator and AFC.

- **My Fieldwork Educator quits while I am there:**
  Do not panic! Most places will develop a back up plan for situations like this. Either there is another therapist that you can work with or they have another location within their system that you can transfer

to. Your fieldwork educator should contact the AFC at your school to inform them of the situation and to review options for the continuation of your fieldwork experience.

- **My fieldwork site does not practice OT the way I was taught:**
  All practitioners are called on to follow the Standards Practice as outlined in The Guide to Occupational Therapy Practice (AOTA, 1998) and Occupational Therapy Practice Framework: Domain and Process, 3rd (AOTA 2014). Within this framework, there is a lot of leeway in how services are actually delivered. If the fieldwork site does not practice OT the way you were taught, there are typically two reasons why. First, OT schools work very hard to provide you with training in the latest advances in OT. These advances are perfected in the practice setting. If LSUHSC did not teach you a particular approach or technique, it may be that the approach is new or in the process of being developed – a great opportunity for you to take advantage of while on fieldwork. Second, the philosophy towards client care may be very different at your fieldwork site when compared to your school. The LSUHSC Program has taught you to be very client centered and to use an occupation-based approach when developing interventions. On the flip side your fieldwork site may practice through one frame of reference with all clients. For example, the therapists at your fieldwork site may have a biomechanical approach and use interventions such as exercising or cone placement. If you find yourself in this dilemma, discuss the differences in what you have been taught and what you are seeing in practice with both your fieldwork educator and your AFC. The information you get from the AFC and fieldwork educator should help you balance out the discrepancies you are seeing in practice.

  A word of caution, if you are told "well this is how it's done in the real world", be careful. A good fieldwork site combines many different educational and treatment approaches; there is no one way to do the right thing. A good therapist will stay open to new ideas and treatment approaches throughout his/her career.

  By the same token, you have to be ready to bend and mold yourself to the situation as appropriate. You may be very clear on how an activity or intervention should be performed and still be told that you need to modify your approach. If you find that you have difficulty modifying, consider that it may not be the fieldwork site that has a problem, it may be you.

  If you find yourself in a situation where you cannot seem to resolve the differences in what you were taught and what is in practice on fieldwork, discuss your issues with your AFC and your fieldwork educator what options are available for the remainder of your experience.

- **I am on a "non-traditional" fieldwork and the OT is not with me very often:**
  The Accreditation Council for Occupational Therapy Education (AOTA, 2011) states that for Level II experiences when an OT practitioner is not on site, a plan for the provision of occupational therapy services must be documented and provided to the student, school and fieldwork site. When on-site supervision is provided, it must be in accordance with the plan and meet state credentialing guidelines. In this type of setting, the OT student must receive a minimum of eight (8) hours of occupational therapy supervision per week. This includes direct observation of client interaction. During all working hours the occupational therapy fieldwork educator must be readily available for communication and/or consultation if needed. A "non-traditional" fieldwork should not last over twelve weeks.

If you are working in a setting with part-time OT supervision, make sure that you know who to go to when you have OT questions. On a Level II fieldwork, the supervision plan should outline whom to contact when you have a question about service delivery and occupational therapy in general. Contact the AFC immediately if you are not receiving adequate mentoring and supervision.

- **I am the primary caregiver for my (children, parents, grandparents, etc.). I have taken steps to make sure that they are taken care of while I'm on fieldwork, but sometimes they get sick and need me at home**:
  Situations like this warrant open and honest discussion with your fieldwork educator. Your fieldwork educator needs to know that you have outside obligations that may impact your attendance at fieldwork. Prior to talking with your fieldwork educator, prepare a list of options to cover your caregiver obligations should you not be able to leave work and prepare a list of options to get your work covered if you need to leave work. Such options can include but are not limited to, working on Saturdays, extended evening hours, and working beyond the planned 12 weeks. Share this information with your fieldwork educator, this type of planning shows them that you are committed to the fieldwork experience and want make sure that your participate as a full member of the team.

- **I do not agree with the marks that I've been given on my evaluation:**
  Evaluating a student on fieldwork is not easy. There is much time, thought and effort that goes into completing an evaluation. The fieldwork educator is the expert while on your fieldwork experience. His/her judgment needs to be respected. There is a reason why he/she has that opinion of you and your work, figure out why that is and move on from there.

  In the event of a personality clash between student and fieldwork educator and either the student or fieldwork educator feels that the poor personal relationship might interfere with the evaluation of performance, the AFC should be contacted as soon as possible. A discussion should occur with all parties and an action plan developed to address the personality issues.

Hints for a Successful Fieldwork Experience

- Communication is vital. Do not be afraid to share your strengths and growth areas on day one. I highly encourage you to identify your own personal goals for this experience, and to share concerns you might have from the very beginning. If your supervisor is aware of your goals and your concerns, he/she can help you address those areas immediately and throughout your experience.
- Remember that, as a student, Level II is not an 8-5 kind of job. You will be expected to put in extra hours, it will take you longer to get some tasks done and you will probably be asked to do more work than some of the other staff. It won't always be like this, but for now, this is your hands on learning time, take advantage of it!
- Take your books to your fieldwork site with you. You will still need to study throughout this experience.
- Relax, have fun, enjoy working with your clients!

The AOTA website Student section has many helpful resources developed by the Assembly of Student Delegates (ASD). Check it out!

Appendices

Appendix A: Student Requirements to Participate in Fieldwork

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

LSUHSC-N.O. Student Requirements to Participate in Fieldwork

Requirement	Activity	Documentation
Personal Health and Accident Insurance	Student obtains insurance through student health service or other insurance carrier. Student keeps department updated on any changes to insurance.	Upload copy of health insurance card to CORE. Provide the department with written notice of any changes to the insurance agency or policy number.
Immunization Record	Student obtains this prior to admission to the program. All records are recorded in Student Health, to include: MMR, TDP, HepB series, Varicella, COVID (when appropriate)	A copy of the updated immunization is uploaded to CORE by the student prior to fieldwork.
Tuberculosis Test	Student is responsible for having TB test performed every 12 months. This can be done at student health service or other medical site.	Copies of the record of TB test results and dates are provided by the student to the department on CORE.
CPR	Students must maintain current CPR certification through the American Heart Association (*healthcare provider required).	Copies of the record of CPR results and dates are provided by the student to the department on CORE.
Drug Testing	Student must obtain Drug Screen through Tulane Drug Analysis Laboratory. Cost $25.	Student will upload proof of having completed the drug screen to CORE.
OSHA Training & Bloodborne Pathogens Training	Student will complete OSHA and Bloodborne Pathogens Training.	Student will complete all compliance training required by the university.
Criminal Background Check	Students will obtain a criminal background check through Certiphi. A link will be provided to complete this. Cost $82.	Dean's list of completed and missing background checks is provided to the AFWC.
Liability Insurance	Each student is responsible for acquiring professional liability insurance prior to Level IIA FW experience ($1,000,000/$3,000,000).	Student is required to provide copy of professional liability coverage to the department on CORE.
HIPAA Training	Each student is required to have completed the on-line HIPAA training course provided through the Office of Compliance .	Student will complete all compliance training required by the university.
Signed *Student Responsibility Agreement*	Student will be provided with hard copy of form for signature.	Form must be signed and returned to AFWC prior to placement in first FW setting (Level I or II)

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Appendix B: Week 3 Level II Fieldwork Update

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Department of Occupational Therapy – Week Three Level II Fieldwork (FW) Update
Please complete on CORE, fax to 504-568-4306 or scan and email to aglap1@lsuhsc.edu

PART A

Student Name: _____

Facility Name: _____

FW Educator Name:_____ Department Phone#: _____

FW Educator Email Address & Phone #: _____

Date(s) Absent: _____ Makeup Dates: _____

PART B – To be completed by student (check only one answer per question)

QUESTION	YES	NO
1. Are you making progress towards your goals?		
2. Are you receiving adequate constructive formative and summative feedback?		
3. Are you receiving daily feedback and mentorship?		
4. Do you feel prepared for this experience?		
5. Are you seeing a good variety of clients, intervention approaches, and experiences?		
6. Do you need a phone call or email?		
Please comment on any negative responses:		

Student Signature_____Date_____

Part C – To be completed by the Fieldwork Educator

QUESTION	YES	NO
1. Is the student academically prepared to meet the demands of the clients?		
2. Is the student integrating classroom knowledge with clinical application?		
3. Is the student making progress on meeting his/her goals?		
4. Is the student receptive to your feedback and mentorship?		
5. Does the student demonstrate effective communication skills with clients, families, team members, and you? (verbal, nonverbal, written, listening)		
6. Is the student safe in clinical application, judgment, & professional conduct?		
7. Do you need a phone call or email?		
Comments:		

FWE Signature_____Date_____

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Appendix C: AOTA 2020 Fieldwork Performance Evaluation (FWPE)

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

AOTA 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

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

American Occupational Therapy Association

aota.org

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).

Fails to demonstrate competence in specific skills; performs in an inappropriate manner;

Unsatisfactory demonstrates inadequate understanding and/or application of fundamental knowledge and **performance** 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 following items will all be required to receive a Pass on the FWPE for OTS:
  - # 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

© 2020 by the American Occupational Therapy Association. This material may be copied and distributed for personal or educational uses without written consent. For all other uses, contact copyright@aota.org.

  - # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents)
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTS

© 2020 by the American Occupational Therapy Association. This material may be copied and distributed for personal or educational uses without written consent. For all other uses, contact copyright@aota.org.

Appendix D: Student Evaluation of the Fieldwork Experience (SEFWE)

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE PART I (SEFWE)

Purpose:

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

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the fieldwork educator[s] and fieldwork setting.
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs.
- Provide objective information to students who are selecting sites for future Level II fieldwork.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.

Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is important that you review the form with your supervisor. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site: _____

Address: _____

_____

Type of Fieldwork: _____

Placement Dates: from _____ to _____

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

Student work schedule:
Hours required: _____ per week
☐Weekends required ☐Evenings required
☐Flex/Alternate Schedules Describe: _____

Identify Access to Public Transportation: _____

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

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

ORIENTATION—WEEK 1
Indicate the adequacy of the orientation by checking *Satisfactory* or *Needs Improvement*.

TOPIC	Satisfactory	Needs Improvement
Site-specific fieldwork objectives		
Student supervision process		
Requirements/assignments for students		
Student schedule (daily/weekly/monthly)		
Agency/Department policies and procedures		
Documentation procedures		
Safety and Emergency Procedures		

CLIENT PROFILE - Ages
List approximate number of each age category in your caseload

Age	Number of Clients
0–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
65+ years old	

CLIENT PROFILE – Diagnoses
Describe the typical population that you treated: _____
_____
_____
_____
_____

CLIENT PROFILE – Occupational Performance
List most commonly seen occupational performance issues in this setting, i.e. impaired self-care independence, impaired return to work skills, impaired parenting skills, impaired peer socialization, etc.

Occupational Performance Issues

CLIENT EVALUATION

List assessment tools used and indicate whether you observed the tool used or performed it yourself.

List assessment tools used	Observed	Performed

CLIENT INTERVENTION

List major therapeutic interventions frequently used and indicate whether each was provided as individual, group, or co-treatment, or as a consultation.

Types of Intervention	Individual	Group	Co-Tx	Consultation
Occupations: client-directed life activities that match/support/address identified goals				
Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement				
Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement				
Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement				

Education: provides knowledge & enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines				
Training: develops concrete skills for specific goal attainment. Targets client performance				
Advocacy: promotes occupational justice and empowers clients				

Identify theories and/or frames of reference that guided intervention: _____
_____
_____
_____

ASPECTS OF THE ENVIRONMENT
Indicate whether each was seen consistently, frequently, occasionally, or rarely.

	Consistently	Frequently	Occasionally	Rarely
The current Practice Framework was integrated into practice				
Staff and administration demonstrated cultural competence and cultural humility				
Evidence-based practice was integrated into OT intervention				
There were opportunities for OT/OTA collaboration				

There were opportunities to collaborate with other professionals				
There were opportunities to assist in the supervision of others— specify:				
There were opportunities to interact with other students				
There were opportunities to expand knowledge of community resources				
Student work area/supplies/equipment were adequate				

DOCUMENTATION
Types of documentation used in this setting:

CASELOAD EXPECTATIONS
Ending student caseload expectation: # of clients per week or day _____

PRODUCTIVITY EXPECTATIONS
Ending student productivity expectation: % per day (direct care)_____

FIELDWORK SUPERVISION MODEL
What was the primary model of supervision used? Place an X by the most commonly used model.

One FW educator : one student	
One FW educator : two students	
One FW educator : group of students	
Two FW educators : one student	
Three or more FW educators : one student	
Distant supervision (primarily off-site)	

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

SUPERVISION MEETINGS
Frequency and types of meetings with fieldwork educator:

_____

_____

_____

FIELDWORK EXPECTATIONS
Rate your level of agreement with these statements using Strongly disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly agree (SA)

	SD	D	N	A	SA
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					

ACADEMIC PREPARATION- Courses
Which academic courses were important in preparing you for ***this*** fieldwork placement? List the most relevant courses, then choose how well each prepared you.

Course Name	Course Content Adequately Prepared Me	Course Content Needs Improvement

ACADEMIC PREPARATION – Recommended Changes
What changes would you recommend in your academic program relative to the needs of ***this*** Level II fieldwork experience?

STUDENT PREPARATION – Personal Qualities

What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

STUDENT PREPARATION – Advice

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

- Study the following evaluations:
- Study the following intervention methods:
- Read up on the following in advance:

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

Please add any further comments, descriptions, or information concerning your fieldwork at this site.

Would you recommend this fieldwork site to other students? Why or why not?

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Appendix E: AOTA Fieldwork Data Form

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

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.

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

AOTA The American Occupational Therapy Association, Inc.

AOTA FIELDWORK DATA FORM

Date:
Name of Facility:
Address: Street: City: State: Zip:

FW I		**FW II**	
Contact Person:	**Credentials:**	**Contact Person:**	**Credentials:**
Phone:	**Email:**	**Phone:**	**Email:**

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

OT Fieldwork Practice Settings:

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

Student Prerequisites (check all that apply) *ACOTE Standard C.1.2*

		Health requirements:	
☐ CPR	☐ First aid	☐ HepB	☐ Physical Check up
☐ Medicare/Medicaid fraud check	☐ Infection control training	☐ MMR	☐ Varicella
☐ Criminal background check	☐ HIPAA training	☐ Tetanus	☐ Influenza
☐ Child protection/abuse check	☐ Prof. liability ins.	☐ Chest x-ray	
☐ Adult abuse check	☐ Own transportation	☐ Drug screening	Please list any other requirements:
☐ Fingerprinting	☐ Interview	☐ 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 ☐yes ☐no	☐ High	☐ High
Do students work weekends? ☐yes ☐no	Meals ☐yes ☐no	☐ Moderate	☐ Moderate
Do students work evenings? ☐yes ☐no	Stipend amount:	☐ Low	☐ Low

Describe the FW environment/atmosphere for student learning:

Describe available public transportation:

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

AOTA The American Occupational Therapy Association, Inc.

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)
- ☐ Bathing/showering
- ☐ Toileting and toilet hygiene
- ☐ Dressing
- ☐ Swallowing/eating
- ☐ Feeding
- ☐ Functional mobility
- ☐ Personal device care
- ☐ Personal hygiene and grooming
- ☐ Sexual activity

Rest and Sleep
- ☐ Rest
- ☐ Sleep preparation
- ☐ Sleep participation

Play
- ☐ Play exploration
- ☐ Play participation

Instrumental Activities of Daily Living (IADL)
- ☐ Care of others/pets
- ☐ Care of pets
- ☐ Child rearing
- ☐ Communication management
- ☐ Driving and community mobility
- ☐ 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

Education
- ☐ Formal education participation
- ☐ Informal personal education needs or interests exploration
- ☐ Informal personal education participation

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

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:

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:

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)
- ☐ Home
- ☐ Another medical facility
- ☐ Home health

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

OT Intervention Approaches
- ☐ Create, promote health/habits
- ☐ Establish, restore, remediate
- ☐ Maintain
- ☐ Modify, facilitate compensation, adaptation
- ☐ Prevent disability

Theory/Frames of Reference/Models of Practice
- ☐ Acquisitional
- ☐ Biomechanical
- ☐ Cognitive/Behavioral
- ☐ Coping
- ☐ Developmental
- ☐ Ecology of Human Performance
- ☐ Model of Human Occupation (MOHO)
- ☐ Occupational Adaptation
- ☐ Occupational Performance
- ☐ Person-Environment-Occupation (PEO)
- ☐ Person-Environment-Occupational Performance (PEOP)
- ☐ Psychosocial
- ☐ Rehabilitation frames of reference
- ☐ Sensory Integration
- ☐ Other (please list):

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

Identify safety precautions important at your FW site
- ☐ Medications
- ☐ Postsurgical (list procedures)
- ☐ Contact guard for ambulation
- ☐ Fall risk
- ☐ Other (describe):
- ☐ Swallowing/choking risks
- ☐ Behavioral system/ privilege level (locked areas, grounds)
- ☐ Sharps count
- ☐ 1 to 1 safety/suicide precautions

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

AOTA The American Occupational Therapy Association, Inc.

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:
☐ Habits
☐ Routines
☐ Rituals
☐ Roles

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
☐Voice and speech functions; digestive, metabolic, and endocrine system functions;
☐ Skin and related-structure functions

Context(s):
☐ Cultural
☐ Personal
☐ Temporal
☐ Virtual
Environment:
☐ Physical
☐ Social

Most common services priorities (check all that apply):

☐ Direct service	☐ Meetings (team, department, family)	☐ Consultation	☐ Billing
☐ Discharge planning	☐ Client education	☐ In-service training	☐ Documentation
☐ Evaluation	☐ Intervention		

Target caseload/productivity for fieldwork students:

Productivity (%) per 40-hour work week:

Caseload expectation at end of FW:

Productivity (%) per 8-hour day:

Number groups per day expected at end of FW:

Documentation: Frequency/Format (briefly describe) :

☐ Handwritten documentation:
☐ Computerized medical records:

Time frame requirements to complete documentation:

Administrative/Management Duties or Responsibilities of the OT/OTA Student:

☐ Schedule own clients
☐ Supervision of others (Level I students, aides, OTA, volunteers)
☐ Budgeting
☐ Procuring supplies (shopping for cooking groups, client/intervention-related items)
☐ Participating in supply or environmental maintenance
☐ Other:

Student Assignments. Students will be expected to successfully complete:

☐ Research/EBP/Literature review
☐ In-service
☐ Case study
☐ In-service participation/grand rounds
☐ Fieldwork project (describe):
☐ Field visits/rotations to other areas of service
☐ Observation of other units/disciplines
☐ Other assignments (please list):

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, CARF, 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*

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

☐ 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:
☐ Print facility sheet:

Appendix F: Learning Contract Template & Sample Learning Contract

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Learning Contract Template

Learning Objectives (What do I need to learn?)	Strategies and Resources needed to meet the objectives (How will I learn?)	Evidence (How will I demonstrate that I have learned?)	Criteria for Evaluation (How will I be evaluated?)

Student Signature:_____ Date:_____

Fieldwork Educator Signature:_____

Section 3: Learning Contract
SAMPLE

Learning Objective(s) (i.e. What do I want to learn?)	Strategies & Resource(s) required to meet the objective(s) (i.e. How will I learn?)	Evidence (How will I demonstrate that I have learned?)	Criteria for Evaluation & Means of Validation (How do I want to be evaluated?)
To perform safe and independent transfers under minimal supervision.	Observe fieldwork educator at least 3 times. Observe other therapists at least 2 times. Practice on other students at least 2 times.. Review class notes. Perform at least 3 transfers under maximum supervision.	Perform at least one transfer in safe and competent manner by December 12, 2003.	Verbal feedback from fieldwork educator with regard to: 1. appropriate position and stabilization. 2. safety precautions (e.g. wheelchair brakes in correct position) 3. appropriate transfer method selected and demonstrated. Verbal feedback from client (felt safe etc.) Personal reflections after the transfer.
To develop rapport with adult Clients in the day hospital.	Observe fieldwork educator and other team members interaction and communication skills on at least 6 occasions. Talk to at least 2 other students about methods of developing rapport.	Demonstrate initial rapport by the end of the second week (i.e. November 28), by: Maintaining good eye contact Using appropriate tone of voice Demonstrating appropriate body language	Feedback from team members (i.e. physio, social worker, nurse). Feedback from fieldwork educator on the items listed under "Evidence". Feedback would be appreciated (at minimum) at midterm and

Appendix G: LSU Health New Orleans Policies and Standards

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Technical Standards for Occupational Therapy*

The Department, School and University are committed to assuring all students complete the course of study of the Master of Occupational Therapy program. These technical standards articulate the expectations and requisite abilities considered essential for occupational therapy students to become primary providers of occupational therapy services. All students admitted into this program should be able to provide or direct these abilities at the time of admission and at all times during matriculation.

The major function of an occupational therapist with registered certification (OTR) is to provide occupational therapy services, including evaluation, intervention planning, implementation, and review; discharge planning; outcomes assessment; and related documentation and communication.

The following technical standards describe the essential eligibility requirements for participation and progression in the occupational therapy curriculum. Standards cover observation skills, behavioral and social skills, communication, psychomotor skills, and cognitive skills. It is the expectation of the Department of Occupational Therapy that students engage at all times in client-centered, occupation-based services in a safe, professional, and compassionate manner. These skills are necessary for successful transition into the clinical world of the OTR.

Observation Skills

Overview: The ability to discern, interpret, and act on information from the environment is essential for safe and effective occupational therapy practice. An occupational therapy student must possess the ability to:

- Accurately discern human performance, discriminating between a safe and an unsafe environment and between therapeutic and non-therapeutic behavior and contexts.
- Perceive, assimilate, and integrate information.

Communication Skills

Overview: Effective communication is critical for students to build relationships with faculty, fellow graduate students, coworkers, clients, and their significant others in students' various roles of learner, colleague, consultant, and leader. An occupational therapy student must possess the ability to:

- Gather, comprehend, utilize, and disseminate information effectively, efficiently, and according to professional standards.
- Communicate in a manner comprehensible by patients, professionals, and laypersons.

- Communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport and communicate with others.
- Demonstrate the ability to recognize and understand non-verbal behavior.
- Participate in group and face-to-face discussions/presentations in a clear, organized, and professional manner.

Intellectual/Conceptual Skills

Overview: Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information presented in academic, clinical, and fieldwork settings. An occupational therapy student must possess the ability to:

- Measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts, and data.
- Develop and exhibit a sense of professional ethics and also recognize and apply pertinent legal and ethical standards.
- Combine separate pieces of information or specific answers to problems to come up with logical explanations for why seemingly unrelated events occur or are utilized together.
- Use ingenuity and imagination in solving novel, ill-defined problems in complex, real-world settings.

Psychomotor Skills

Overview: Students must provide or direct the motor functions needed to manipulate tools or handle clients in a variety of settings, under a variety of conditions. An occupational therapy student must possess the ability to:

- Provide or direct the safe handling and moving of clients, and completion of medical procedures according to the practice setting.
- Provide or direct accurate utilization of equipment found in the occupational therapy clinical setting.
- Provide or direct the motor skills needed to fabricate splints and other adaptive equipment and to accurately utilize tools.
- Provide or direct the accurate application of a variety of interventions, including preparatory interventions such as modalities and physical manipulation, and occupation-based interventions.

Behavioral and Social Skills

Overview: Students must demonstrate emotional stability, acceptable communication skills, and be capable of developing mature and effective interpersonal relationships with other students, faculty, healthcare workers, clients, and their significant others that

inspire trust and respect and exceptional therapeutic use of self. An occupational therapy student must possess the ability to:

- Tolerate the physical, mental, and emotional academic and clinical workloads and to function effectively under stress.
- Adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in the clinical and academic setting.
- Demonstrate the ability to self-reflect and understand why they respond/think/feel in the way that they do, and then self-correct, if necessary. Openness and responsivity to feedback is considered essential for success.
- Safely perceive and navigate varied environments and communities.
- Exhibit the ability and commitment to work collaboratively and professionally with individuals and groups in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups, and challenges without bias and in a harmonious manner.
- Support and promote the activities of peers and healthcare professionals by sharing knowledge, eleliciting input, and acting with empathy toward others.
- Demonstrate compassion; integrity, concern for others, and interpersonal skills; interest and motivation are all personal qualities that are critical.

Professional Responsibilities

Overview: Students must exhibit the ability to meet the challenges of any academic, medical, or clinical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems. An occupational therapy student must possess the ability to:

- Attend and arrive to classes on time and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames.
- Perform problem-solving tasks in a timely manner and prioritize and organize multiple workload needs, completing required work within the specified due dates.
- Take initiative to direct their own learning as evidenced by the ability to prepare in advance, utilize resources before asking for help, and independently explore additional information. Students must be able to take responsibility for their actions and outcomes.
- Work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of other students and their own abilities and reasoning skills via giving and receiving feedback, as well as looking for ways to improve.
- Adhere to policies of the university, OT program, and clinical sites. This includes matters ranging from professional dress and behavior, to attending to the program's academic schedule.

- Demonstrate knowledge of and commitment to the code of ethics of their profession and behavior that reflects a sense of right and wrong in the helping environment.

*The Department, School and University are committed to enabling students with disabilities to complete the course of study of the Master of Occupational Therapy program by means of reasonable accommodations consistent with the Americans with Disabilities Act (ADA). Applicants with disabilities are encouraged to contact the LSUHSC Office of Disability Services (ODS) during the application process and after being accepted into the program, for confidential and thoughtful conversations about what accommodations may be necessary to meet the technical standards. Contact ODS at: https://www.lsuhsc.edu/administration/academic/ods/

Please sign the attached Acknowledgement of Technical Standards (next page) and return with acceptance form to sahpsa@lsuhsc.edu.

Revised 9.10.2024 IF

Approved ODS 9.16.2024

Acknowledgement of Technical Standards

I understand that as a student in the Master of Occupational Therapy program at Louisiana State University Health Sciences Center – New Orleans, I will be expected to participate in activities that will require me to perform all of the technical standards listed in the LSUHSC-NO Technical Standards for Occupational Therapy.

Signature:

Date:

Student Conduct

During the academic and clinical portions of the program, all LSUHSC – New Orleans occupational therapy students are required to abide by LSUHSC – New Orleans School of Allied Health Professions "Policy and Procedures Related to Student Conduct". Students are provided this document at new student orientation.

Substance Abuse

All students at LSUHSC-N.O. are required to adhere to Chancellor's memorandum 23 (CM-23), LSUHSC-N.O. Drug Free Workplace and Workforce. Students are required to complete annual compliance training in the following areas:

- The Drug-Free Workplace Policy & Drug Testing Program
- Drug Free Schools and Communities

Students are also subject to the substance abuse policies set for by their Level II Fieldwork site.

Safety in the Clinic

All LSUHSC-N.O. students are required to complete training via the Office of Compliance in the following areas:

1. Safety responsibilities, general safety rules, fire safety, possible hazards (biological, chemical, and radiation), hazard communication, MSDS, reducing hazard exposure, emergency response, and hazardous waste procedures.
2. Incident/accident reporting and investigation training.
3. Personal protective equipment and job safety analyses.
4. Use of fire extinguishers.
5. Bloodborne pathogens safety.
6. Internet/Network Safety.

Students are taught Universal Precautions and clinic safety in OCCT 6530: Applications I, and in OCCT 6730: Applications II.

Student Health

See page 51 for list of Student Health Services locations and phone numbers.

As a condition of enrollment, all LSUHSC-N.O. students must have health insurance (purchased through the institution or the student must provide proof of coverage).

Office of Compliance

As part of enrollment at LSUHSC-N.O., students are required to complete training in accordance with federal and state laws and regulations in the following areas:

• Code of Conduct

• HIPAA Privacy

• HIPAA Security

• Quarterly Safety Meetings

• Security and Confidentiality

• FERPA

• The Breach Notification Rule

• Compliance Update

• Bloodborne Pathogens

• The Drug-Free Workplace Policy & Drug Testing Program

• Drug Free Schools and Communities

Emergency Disaster & COVID19 Plan

All students are required to abide by the policies and procedures of the Level II Fieldwork sites to which they are assigned. Emergency plans should be reviewed as part of a student's orientation to the facility. Students on Level II fieldwork experience do not follow the guidelines of the school in disaster situations. This includes the following specific examples:

- Hurricanes and Inclement Weather: Students should assume that they should report to their FW site even if LSUHSC-N.O. closes for a pending hurricane. If they are told to remain home by the FW site, the day/s will need to be made up.
- COVID19 Pandemic: If exposed to COVID19, the student should self-report on the LSUHSC-N.O. website. Thereafter, the student should follow the guidelines of the site for return to FW, not the school guidelines for return to campus. Any missed days will need to be made up.

At-Risk Incidences, Crisis Incidences, Illness and Injury

All students should report any of these instances to their assigned FW educator as soon as possible. Students are required to abide by the policies and procedures of the Level II Fieldwork sites to which they are assigned. These policies and procedures are reviewed as part of a student's orientation to the facility.

Student Injury

Should a student become injured while at the fieldwork site, the student should follow the policies and procedures of the site. This may include either obtaining medical evaluation, or

declining it. Whether medical intervention was sought/obtained, or not, the student must contact the AFWC by cell phone the same day as the injury.

If the student sustains an injury or illness that prevents safe participation in the FW experience, the student is no longer able to meet the *Technical Standards for Occupational Therapy*, and/or not

able to meet the site's job description requirements, the student may need to leave the FW until a full-duty medical release has been obtained.

Appendix H: LSU Health New Orleans Contracts and Affiliation Agreements

The program must have evidence of valid memoranda of understanding or affiliation agreement in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.

Policy and Procedure for New Affiliation Agreements

Should a student request a Fieldwork experience with a facility that does not have a current contract with LSUHSC-N.O., the student will complete the following steps:

1. Make the initial contact with the facility and secure the facility's willingness to accept the student for fieldwork. This must be the agreement of either the Site Coordinator, the Director of Rehab Services or a Manager of Occupational Therapy at the site.
2. Obtain the facility agreement in writing and forward to the AFWC.

Only after the facility has agreed to accept the student will the AFWC begin the *New Affiliation Agreement Process* as stated below.

New Affiliation Agreement Process

Should the AFWC identify a facility with which it would be desirable to have an affiliation agreement, the following steps will be taken:

1. The AFWC will make initial contact with the facility and determine willingness to affiliate with LSUHSC-N.O. Department of Occupational Therapy.
2. The AFWC will obtain legal name of the facility and contact information.
3. The LSUHSC-N.O. Department of Occupational Therapy's Department Coordinator (DC) will complete a search of the facility on the Office of the Inspector General's website and the Secretary of State in the relevant state. The DC will complete the LSUHSC-N.O. School of Allied Health Affiliation Agreement (AA) template.
4. The Department Coordinator will forward all of the above to the office of Contracts Management.
5. After approval of the template by Contracts Management, the DC will forward the document to the facility for review and signature, with instructions to return it to the Department of Occupational Therapy.
6. If there have been no revisions made by the facility, the partially executed AA will be forwarded to the Office of the Dean of Allied Health for signature, with a copy sent to Contracts Management.
7. If there were revisions made by the facility, the AA will be forwarded to Contracts Management for approval before being sent to the Office of the Dean.

8. Once the Dean has signed the Affiliation Agreement, the Dean will inform the DC. A copy of the AA will be stored by the Office of the Dean on the Contract Management Allied Health Data Base, and on the Department of Occupational Therapy's CORE software system.

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

ALLIED HEALTH AFFILIATION AGREEMENT

This Affiliation Agreement, effective as of the ____ of ___, _____ by and between

BOARD OF SUPERVISORS OF LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE ON BEHALF OF ITS LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER - NEW ORLEANS

(hereinafter referred to as " University"), appearing through its authorized representatives, Larry H. Hollier, M.D., Chancellor, Louisiana State University Health Sciences Center – New Orleans, and JM Cairo, PhD, Dean, Louisiana State University School of Allied Health Professions in New Orleans, whose mailing address is declared to be

1900 Gravier Street New Orleans, Louisiana 70112

and

Name of agency

(hereinafter referred to as "Affiliating Entity"), appearing through its authorized representative(s), whose mailing address is declared to be

Address of agency

WHEREAS, this Affiliation Agreement (hereinafter "Agreement") is desired in order to provide the Affiliating Entity and its Professional Staff with the intellectual stimulation that comes from the support of and the participation in a vigorous program of graduate and undergraduate clinical education, or community service, and the affiliation contemplated by this Agreement should improve and enhance the care of the sick; and

WHEREAS, in a like manner, University recognizes the unique opportunities for clinical education, or community service, in Affiliating Entity's facilities, which will permit opportunities for enhancement of the quality of the educational experience enjoyed by the University.

NOW THEREFORE, in consideration of the terms and conditions set forth herein, the parties agree as follows:

1. TERM

This Agreement shall be effective as of _date___ for an initial term ending _date__**,** and may be renewed thereafter with the prior written consent of both parties hereto.

PROVISION OF CLINICAL EDUCATION

The parties enter into this Agreement to establish a mechanism by which University Students shall participate in clinical education or community services at Affiliating Entity. Affiliating Entity shall accept Students assigned to Affiliating Entity by University, who shall be supervised by Affiliating Entity and if applicable, by University and, to observe and assist in various aspects of patient care. All participants in the educational or community service programs shall have a moral, ethical, and legal responsibility to the Affiliating Entity and the University for the responsible management of the care of patients.

2. AFFILIATING ENTITY OBLIGATIONS AND RESPONSIBILITIES

a. Affiliating Entity shall at all times retain ultimate control of the Affiliating Entity and responsibility for patient care.

b. Affiliating Entity shall designate, subject to the approval of University, a person to serve as a Liason between Affiliating Entity and University.

c. Upon request of University, Affiliating Entity shall assist University in the evaluation of each Student's performance in the clinical education program. However, University shall at all times remain solely responsible for the evaluation and grading of participating Students.

d. Affiliating Entity agrees, prior to the commencement of each rotation, to provide the Student assigned to Affiliating Entity with a general orientation to the Affiliating Entity. Each Student will be informed of appropriate Affiliating Entity rules, regulations, policies and procedures and of his or her obligation to abide by same.

e. Affiliating Entity may require the withdrawal of a Student if presence of the Student in

> Affiliating Entity's facilities is disruptive or detrimental to Affiliating Entity's operations or patients.

f. Affiliating Entity shall provide emergency care, at Student's expense, in case of illness or accident to any participating Student.

g. Affiliating Entity shall permit Students and members of the University faculty connected with the educational program to use, at their own expense, any cafeteria or other dining facilities available to Affiliating Entity personnel.

h. Affiliating Entity shall maintain administrative and professional supervision of Students insofar as their presence and program assignments affect the operations of Affiliating Entity and its direct and indirect care of patients.

i. Affiliating Entity shall keep University informed of policy changes, which may affect University Faculty and/or Students.

j. Affiliating Entity shall comply with all applicable federal, state, and local laws, ordinances, rules and regulation; comply with all applicable requirements of any accreditation authority; and certify such compliance upon request by University.

3. UNIVERSITY OBLIGATIONS AND RESPONSIBILITIES

a. University agrees to provide Affiliating Entity with Course objectives and goals for students assigned to Affiliating Entity.

b. University shall select and assign for clinical experiences only those students who meet University requirements and qualifications and who agree to follow Affiliating Entity rules and regulations.

c. University shall designate a faculty member of the University who will coordinate the educational experience of the Students participating in the Program with the Affiliating Entity Liason.

d. University shall provide a faculty member who will meet at least annually with the appropriate Affiliating Entity representative(s) to discuss and establish suitable clinical experience.

.

4. APPLICABLE LAW AND VENUE

This Agreement has been executed and delivered in and shall be interpreted, construed, and enforced pursuant to and in accordance with the laws of the State of Louisiana.

5. AUTHORIZED REPRESENTATIVE

Except as may be herein more specifically provided, University and Affiliating Entity shall act, with respect to all matters hereunder, through the Dean and _____.

6. USE OF NAMES

Affiliating Entity shall make no use of University's name(s) or logo(s) in print without prior written approval of authorized University representatives. Similarly, University shall make no use of Affiliating Entity's name(s) or logo(s) in print without prior written approval of Affiliating Entity, other than a joint public announcement of their affiliation. Notwithstanding the above, any Affiliating Entity professional may disclose to a patient that the patient will be seen by or treated by University who is providing Affiliating Entity services as an independent contractor and Affiliating Entity or University may at any time disclose affiliation with the other for informational purposes. When authority from University is necessary, it may be received from the Director of Information Services for University's Health Sciences Center – New Orleans. When authority from Affiliating Entity is necessary, it may be received from _____.

7. STUDENT HEALTH, CPR, OSHA

Prior to clinical education all students are required to have (and to show proof on site of):

a) Health insurance; (except that FACILITY shall provide emergency care at student's expense)
b) Hepatitis B vaccine (or signed waiver);
c) Negative TB/PPD skin test or Negative chest X-ray;
d) Current certification in CPR,
e) OSHA training in universal precautions.
f) Proof of MMR

8. INSURANCE

The University agrees to furnish the Affiliating Entity, upon request, a Certificate of Insurance providing evidence that University is covered for worker's compensation and general liability under the plan administered by the Louisiana State Office of Risk Management.

The Affiliating Entity agrees to furnish the University, upon request, a Certificate of Insurance providing evidence that the Affiliating Entity is covered by statutory worker's compensation coverage, employer's liability coverage and commercial general liability coverage with limits of liability of not less than $2,000,000.00 per occurrence.

Affiliating Entity warrants to the University that it and each of its employees, professional and nonprofessional, who is not, and is not acting as, a University Professional is, and shall remain during the term of this Agreement, either: (1) insured against all claims of professional liability under one or more policies of insurance with indemnity limits of not less than $500,000 per occurrence or claim; or (2) duly qualified and enrolled as a health care provider with the Louisiana Patient's Compensation Fund pursuant to the Louisiana Medical Malpractice Act, Louisiana Revised Statutes 40:1299.41, et seq.

University warrants that University and its Students providing services pursuant to this Agreement are provided professional liability coverage in accordance with the provisions of Louisiana Revised Statutes 40:1299.39, et seq., for the services to be provided pursuant to this Agreement. With respect to liability arising out of professional malpractice, the obligation of the University shall not exceed the amount payable by the State Health Care Provider Fund pursuant to the provisions of Louisiana Revised Statutes 40:1299.39, et seq.

University Students shall not be entitled to any employment benefits whatsoever from Affiliating Entity including, but not limited to, sick leave or the fringe benefits available to employees of the Affiliating Entity, and shall not be entitled to participate in any pension plan, life insurance, or any other compensation, welfare, or benefit plan maintained by Affiliating Entity.

9. STATUS OF UNIVERSITY PROFESSIONALS AND STUDENTS

University's services pursuant to this Agreement shall be as an independent contractor. University Students and other employees of University will be acting in the course and scope of their employment, appointment, or assignment for or on behalf of University, and shall not be entitled to receive or accept from Affiliating Entity any remuneration or other compensation whatsoever for services provided at the Affiliating Entity. It is expressly acknowledged and stipulated by University and Affiliating Entity that each University Student or employee assigned in any capacity to the Affiliating Entity pursuant to this Agreement is and shall be an employee or Student solely of University and shall not, for any purpose whatsoever, be or be considered an employee, representative, or agent of Affiliating Entity.

10. INDEMNIFICATION

University hereby agrees to hold harmless and indemnify Affiliating Entity from any claim, suit, or loss, other than expenses of litigation, sustained by Affiliating Entity, its officers, directors, or employees for any asserted injury to or death of any person to the extent that it results from or is caused by the asserted negligence, error, or omission of any University Student, employee, or agent. However, "agent" as used in this paragraph shall exclude any Affiliating Entity employee, or agent.

Likewise, Affiliating Entity hereby agrees to hold harmless and indemnify University from any claim, suit, or loss, other than expenses of litigation, sustained by University for any asserted injury to or death of any person to the extent that it results from or is caused by the asserted negligence, error, or omission of Affiliating Entity, or of its officers, directors, employees, or agents, or any other member of Affiliating Entity's Professional Staff. However "agent" as used in this paragraph shall exclude any University student, employee, or agent.

11. ACCESS TO RECORDS AND RECORD RETENTION

University and Affiliating Entity agree to retain this Agreement (including all amendments and Supplements hereto) and any of their books, documents, and records which may serve to verify the costs of this Agreement for the longer of six (6) years after the fiscal year in which the services contemplated herein have been performed or six (6) years after all reference value, audit, and/or litigation related to this Agreement is concluded or as otherwise required by law. All parties agree to allow the Secretary of the Department of Health and Human Services and the Comptroller General access to the Agreement, books, documents, and records in the event that such access is requested in writing and is made in accordance with applicable federal regulations. Furthermore, University's auditors and the Louisiana Legislative Auditor's office shall have the right upon reasonable written notice to inspect and audit, during Affiliating Entity's regular business hours and at no expense to Affiliating Entity, the books and records of Affiliating Entity, but only to the extent necessary to verify compliance with this Agreement.

12. CONFIDENTIALITY

To the extent allowed by law, University and its agents, students, or representatives agree to keep strictly confidential all confidential information of Affiliating Entity and/or Affiliating Entity’s patients. All parties hereby agree that they shall comply with all applicable Federal and State laws, rules, and regulations which pertain to patient/client confidentiality, including the regulations implementing the Health Insurance Portability and Accountability Act of 1996, ("HIPAA"), 45 C.F.R. Parts 160 and 164 ("the Privacy Rule").

13. CIVIL RIGHTS

University and Affiliating Entity shall abide by the requirements of the following as applicable: Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972, Federal Executive Order 11246, the Federal Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Act of 1975, and the requirements of the Americans with Disabilities Act of 1990.

University and Affiliating Entity agree not to discriminate in their employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, national origin, veteran status, political affiliation, or disabilities.

Any act of discrimination committed by University or Affiliating Entity, or failure to comply with these statutory obligations when applicable, shall be grounds for termination of this contract.

14. USE OF PREMISES

University covenants not to use, or permit any University Student or other personnel of University acting within the Affiliating Entity to use, any part of the premises of Affiliating Entity for any purpose other than those purposes related to the performance of clinical services hereunder, unless otherwise mutually agreed to by the parties in writing.

15. ASSIGNMENT

This Agreement may be assigned only by the written consent of all parties; provided, however, that claims for money due or to become due to the University from Affiliating Entity under this Agreement may be assigned to a bank, trust company, or other financial institution without such approval. Notice of any such assignment or transfer by one party shall be furnished promptly to the other party.

16. AMENDMENT

This Agreement and amendments hereto shall be in writing and may be executed in multiple copies on behalf of Affiliating Entity by its authorized representative and on behalf of University by the Chancellor and the Dean. Each multiple executed copy shall be deemed an original, but all multiple copies together shall constitute one and the same instrument. Any understanding between the parties, whether oral or written, not formally denominated and executed as an amendment to this Agreement, which authorizes or approves any course of performance deviating from the terms hereof, shall be presumed to be a temporary waiver revocable at the will of any party and not an amendment of the provisions of this Agreement.

17. ENFORCEMENT

In the event either party resorts to legal action to enforce the terms and provisions of this Agreement, the party prevailing in such action shall be entitled to recover the cost of such action so incurred, including, without limitation, reasonable attorney's fees.

18. FORCE MAJEURE

Neither party shall be liable nor deemed to be in default for any delay or failure in performance under this Agreement or other interruption of service or employment resulting, directly or indirectly, from Acts of God, civil or military authority, acts of public enemy, war, accidents, fires, explosions, earthquakes, floods, failure of transportation, nonappropriation, strikes or other work interruptions by either party's employees, or any similar or dissimilar cause beyond the reasonable control of either party.

19. GENDER AND NUMBER

Whenever the context here requires, the gender of all words shall include the masculine, feminine, and neuter and the number of all words the singular and plural.

20. ADDITIONAL ASSURANCES

The provisions of this Agreement shall be self-operative and shall not require further Agreement by the parties except as may be herein specifically provided to the contrary.

21. SEVERABILITY

The invalidity or unenforceability of any terms or provisions hereof shall in no way affect the validity or enforcement of any other term provision.

22. ARTICLES AND OTHER HEADINGS

The paragraph and other headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement.

23. TIME OF ESSENCE

Time shall be of the essence with respect to this Agreement.

24. WAIVER OF BREACH

Neither payment nor lapse of time, nor any other act on the part of either party or its agents, shall constitute a waiver of any breach by said party of the conditions and covenants of this Agreement.

25. NOTICE

Whenever any notice or demand is required or permitted under this Agreement, such notice or demand shall be given in writing and delivered in person or by certified mail to the following addresses:

To University:
Chancellor Dean Louisiana State University Louisiana State University Health Sciences Center – New Orleans School of Allied Health Professions 433 Bolivar Street 1900 Gravier Street New Orleans, Louisiana 70112 New Orleans, Louisiana 70112

To Affiliating Entity:
Name of agency

26. ENTIRE AGREEMENT

This Agreement supersedes all previous contracts and constitutes the entire Agreement between the parties. Neither party shall be entitled to any benefits other than those specified herein. No oral statements or written material not specifically incorporated herein shall be of any force and effect and no changes in or additions to this Agreement shall be recognized unless incorporated herein by amendment as provided herein, such amendment(s) to become effective on the date stipulated in such amendments. Provided however, that any other language in this Agreement to the contrary notwithstanding, if there is an Exceptions Addendum, duly executed by all required authorities of the University and of the Affiliating Entity, appended to this Agreement, to the extent that the terms and conditions of said Exceptions Addendum vary from the terms or conditions of this Agreement, then the terms and/or conditions of the Exceptions Addendum shall prevail. There **IS __ IS NOT _X_** an Exceptions Addendum to this Agreement.

IN WITNESS WHEREOF, The parties execute this Agreement as of the date first above written.

UNIVERSITY: AFFILIATING ENTITY:

LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Occupational Therapy

Appendix I: Fieldwork Educator and AFWC Policies & Procedures

Academic Fieldwork Coordinator (AFWC) Responsibilities

As dictated by the 2023 ACOTE Standards, the AFWC will:

- Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.
- Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.
- Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.
- Ensure that fieldwork objectives for all experiences include a psychosocial objective.
- Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
- Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.7.
- The program must have evidence of valid memoranda of understanding in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience if it involves an entity outside of e academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.
- Ensure that at least one fieldwork experience (either Level I or Level II) addresses practice in behavioral health, or psychological and social factors that influence engagement in occupation.

LSUHSC –N.O. Occupational Therapy Program Responsibilities

According to the 2023 ACOTE Standards, the program will:

- Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.
- Provide Level II fieldwork in traditional and/or emerging settings, consistent with the

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

- Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.
- Ensure that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience prior to the onset of the Level II fieldwork, and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.
- Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).
- Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.
- Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.
- Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent).
- Ensure that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice prior to the onset of Level II Fieldwork.

Fieldwork Site Responsibilities

- All FW sites will complete the AOTA Fieldwork Data Form on an annual basis.
- Fieldwork sites will allow pre-planned site visits by appropriate faculty.
- Fieldwork sites will self-evaluate their clinical education program using the FW Essentials form if asked to do so by the AFWC or Department Head.
- FW Sites will fulfill responsibilities as documented in the Affiliation Agreement or Memorandum of Understanding created in partnership with LSUHSC-N.O.

Fieldwork Educator Clinical Education

1. Each Fieldwork Educator (FWE) will upload either verification from their state OT licensing body, or a copy of their state OT license to practice, on to LSUHSC-N.O.'s CORE system. Expiration date will be checked by the AFWC prior to student placement (ACOTE C.1.11).
2. LSUHSC-N.O. will utilize the AOTA Fieldwork Data Form, and the LSUHSC-N.O. Credentialing Form on the CORE system, to ensure that each FWE has at least one years' professional experience for traditional fieldwork site and at least three years' experience in a setting where no OT services exist (ACOTE C.1.11; C.1.14).
3. LSUHSC-N.O. will ensure each FWE is 'adequately prepared' with the following order of preference for compliance: (ACOTE C.1.11)
   a. The FW Educator (FWE) has completed the AOTA Fieldwork Educator Certification program.
   b. The FWE has attended documented continuing education related to fieldwork supervision.
   c. The FWE has completed a self-assessment of skills using the AOTA *Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM).*
   d. The FWE is at a facility that has a designated, experienced, Fieldwork Coordinator for FWE supervision and guidance.
   e. The FWE has read the LSUHSC-N.O. Fieldwork Educator Manual and has viewed the LSUHSC-N.O. power point presentation, *Fieldwork 101: A Guide for Fieldwork Educators* on the OT department website.
   f. The fieldwork site has indicated readiness of its FWEs on the AOTA Fieldwork Data Form (see Appendix F) and on the LSUHSC-N.O. Credentialing Form on the CORE system.
4. To ensure a quality fieldwork experience with adequate supervision, the AFWC will utilize the AOTA *Fieldwork Data Form* (see Appendix F), the *Student Evaluation of the Fieldwork Experience* (SEFWE, Appendix C), the LSUHSC-N.O. Department of OT's *Fieldwork Essentials* form (see Appendix G), student feedback, verbal and e-mail communication with Fieldwork Site Coordinators and individual Fieldwork Educators, and site visits (ACOTE C.1.4; C.1.8; C.1.11; C.1.12; C.1.13; C.1.15).

Appendix J: AOTA 2020 Occupational Therapy Code of Ethics

Double click on the icon below to access the AOTA 2020 Code of Ethics



AOTACodeofEthics.
2020.pdf

Appendix K: LSU Health New Orleans Chancellor Memoranda and LSU Health New Orleans Links

Bylaws and Regulations of the Board of Supervisors for Louisiana State University and Agricultural and Mechanical College http://www.lsuhsc.edu/administration/subscriptions/

LSU System Permanent Memoranda http://www.lsuhsc.edu/administration/pm/

LSUHSC-New Orleans Chancellor Memoranda http://www.lsuhsc.edu/administration/cm/

Office of Compliance Programs http://www.lsuhsc.edu/no/administration/ocp/

LSUHSC Calendar – PM 5: http://www.lsuhsc.edu/administration/pm/

SAHP Academic Calendar: http://alliedhealth.lsuhsc.edu/Admin/academicaffairs.aspx