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

Level I Fieldwork Student Manual

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LSU Health NEW ORLEANS
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LSUHSC-N.O. Department of Occupational Therapy Fieldwork II Student Manual

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Purpose of FW I Education

The AOTA *Standards* describe the goal of Level I Fieldwork is, "…introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients" (ACOTE, 2023, p. 38).

Level I Fieldwork is not intended to develop independent performance, but to provide experiences that support the OT curriculum and allow for student participation in the occupational therapy process (ACOTE, 2023).

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

Accreditation Council for Occupational Therapy Education. (2023). 2023 Accreditation Council for Occupational Therapy Education Standards. 2023-ACOTE-Standards_FINAL-6.pdf

Fieldwork I Dates, Focus, and Affiliated Classes

FW Date	Focus	Associated Courses
October (Fall semester, first year)	Mental Health; any setting (pediatric or adult)	OCCT 6526: OT for Mental Health Conditions
March (Spring semester- 2nd year)	Documentation & Assistive Technology; any setting (pediatric or adult)	OCCT 6640: Documentation & OCCT 6432: Assistive Technology
October (Fall semester, second year)	Pediatrics; pediatric setting	OCCT: 6720 Principles of Practice: Early Life

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LEVEL I FIELDWORK OBJECTIVES

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

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

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2023 ACOTE Standards Related to Fieldwork Level I

	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).***

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PROCEDURES FOR SELECTING FIELDWORK LEVEL I PLACEMENTS

1. Investigate your areas of professional interest.
2. Determine your financial needs. Keep in mind the cost of tuition, travel, and living expenses during fieldwork.
3. Decide on a focus that will meet your professional needs and interests. Level I FW is a good time to investigate new areas of practice where you have minimal to no experience. Choices include mental health, inpatient and outpatient rehabilitation, community-based practice, school systems, etc.
4. 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 could choose a different Ochsner hospital/location for FW. You may not repeat fieldwork at the same setting/location unless extenuating circumstances are present. Extenuating circumstances must be presented and approved by OT faculty.
5. Review the list of fieldwork sites and the dates that are available on the CORE. Only sites that have indicated availability will be visible to you on CORE. The materials on CORE include the *AOTA Fieldwork Data Form*, student requirements, prerequisites, and other facility-specific information. See the 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 IA] under 'rotation type.'*
    - Click on 'Run Search'
    - When you see a facility you are interested in, click on 'View.' Then, click on the headings 'Specifics' and 'Availability' to get more information.
    - 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.
6. Please review the yellow hard files in the department coordinator's office. These files contain the SEFWEs (Student Evaluation of the Fieldwork Experience) that previous students have completed. Recent SEFWEs will be visible in CORE. 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. Your faculty advisor will sign off on your Request for Fieldwork form after a discussion with you. Turn the signed form into the Academic Fieldwork Coordinator's mailbox by the due date. See *FW Level I Placement Request and Approval Form.* After receiving approval from your Faculty Advisor, make your selections on CORE by the due date and put them in the order you want them. If your selections are not in by the due date, you will not be a part of the lottery and will automatically be last. **If the AFWC does not have a signed *Student Responsibility Agreement* on file, you will not be included in the lottery and will not be placed with a site until this form has been received.**

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Fieldwork I Choice Form Example

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

FW Experiences to Date:

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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: _____

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FW I To-Do List

	1. Read and sign the *Student Responsibility Agreement*
	2. Complete paper FW Choice form and get signature of advisor.
	3. Place advisor-approved choices on CORE.
	4. Upload the American Heart Association Basic Life Support CPR card to CORE.
	5. Upload background check to CORE. Use the link provided in Certiphi email to obtain this. Cost is ~$82.
	6. Upload a copy of the Immunization Record (including COVID, Hepatitis B vaccine, and/or titer showing immunity) to CORE. Immunization records can be obtained through PeopleSoft.
	7. Upload PPD (TB skin test) to CORE. TB skin tests must be completed annually.
	8. Upload your personal health insurance card to CORE.
	9. Upload proof of completing the Drug Screen. Please follow instructions in Certiphi email for completion. Cost ~$35.
	10. Upload your yearly flu shot documentation (or declination) to CORE (You can get it on your own or through Student Health; you will receive an email from Student Health when it is available; they will bill it to your health insurance.).
	11. Upload your COVID vaccination (or approved exemption letter from LSU Health New Orleans)
	12. Send an email 'Letter of Intent to Affiliate' to your site at least 10 days ahead of the first day of FW I.
	13. Before the first day, make sure you have directions to the facility, parking instructions, and a contact phone number for your FW Educator.
	14. Purchase appropriate clothing/footwear to comply with LSUHSC dress code if you do not already own it.
	15. Wear LSUHSC ID badge to FW.
	16. Bring copies of all assignments from the affiliated class to FW.
	17. Bring a copy of the *Level I Fieldwork Competency Evaluation* to FW (this will be placed in your student mailbox before fieldwork).
	18. Bring a copy of the *Student Evaluation of Fieldwork Experience: Level I* to FW.

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STUDENT RESPONSIBILITY AGREEMENT EXAMPLE

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 determined will be made by the Academic/Clinical Fieldwork Coordinator.
2. The LSUHSC-New Orleans Occupational Therapy Program requires the successful completion of 24 weeks of full-time Level II Fieldwork prior to graduation.
3. Students may not participate in clinical, fieldwork, or preceptorship courses until all prerequisite coursework has been completed successfully. See Provisions for Academic Progression in the general section of the 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. Students should plan for out-of-town and out-of-state fieldwork upon beginning the program.
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, per ACOTE Standards (2023), fieldwork experience must provide a variety of diagnoses and age ranges.
    C. Submit selections on time; if late, the Academic Fieldwork Coordinator may assign the placement.
    D. Meet the prerequisites of each facility.
    E. Submit a Letter of Intent to Affiliate and any other required information to the fieldwork educator 4 weeks prior to the 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 the 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

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Suggested Format for Email Letter of Intent to FW Educator

Your Name, MOTS
LSU Health Sciences Center
Date

Name of Clinical Fieldwork Educator
Fieldwork Facility

Dear *Mr/Ms/Mx Last name of FW Educator* , LOTR

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

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

My cell phone number is _____. I would appreciate it if you would share your best contact number with me for any emergencies 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.

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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 a minimum, students should wear LSUHSC-N.O. OT polo shirts, full-length pants, socks, and appropriate footwear, including flat shoes with closed heels and toes. Students may be asked to wear scrubs according to the site's dress code guidelines.
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	Comments
Overall neat & clean grooming			
No strong perfume or cologne			
Hair is pulled back away from face			
Hair is a 'natural' shade (or student has a way to cover hair if asked)			
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 remains 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 a 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 they have completed all training modules.

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 – 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
- Certificate and/or license 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 onset of illness

Students, as well as therapists, often keep "working files" on their desks. 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. Posts 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., its community partners, and their services.
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 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 to the end of the fieldwork rotation.
- The only exception to the above is pre-approved 'professional days.' Professional days will not have to be made up. Professional days include any involvement in LEND, campus activities, or capstone-related activities 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 on the first day of fieldwork 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 the CORE ELMS site within one hour of the usual start of work day.
- 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

Student Injury

Should a student become injured while at the fieldwork site, the student should follow the site's policies and procedures. This may include either obtaining a medical evaluation or declining it. Whether medical intervention was sought/obtained or not, the student must contact the AFWC by cell phone on 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.

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

During coursework, students are taught Standard Universal Precautions and clinic safety. They are also required to adhere to all safety policies and procedures set forth by the Fieldwork site.

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Evaluation and Grading for Level I Fieldwork

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

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

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

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

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

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

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Student Evaluation of Fieldwork Experience: Level I Example

Student name:_____

Facility:_____

Fieldwork Educator:_____ E-mail: _____

1. Describe the population served at this facility (i.e. pediatrics, mental health, acute care, hands/ortho, etc)

2. Describe the common treatment approaches demonstrated in this program.

3. Describe the level of interaction with your Fieldwork Educator. Was this adequate to meet your learning needs?

4. Summarize how mental health is addressed at your fieldwork setting.

5. Describe a client that you met whose mental health was impacting goal attainment or progress in therapy. This could be positive or negative.

6. Describe a client that you met whose social support system was impacting the client's adjustment to his/her injury or impairment.

7. Briefly describe any difficulties that you encountered during the FW experience.

8. Was this experience what you had expected? If not, how were things different, and how did you adjust?

9. Would you recommend this site to another student? Why or why not?

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Department of Occupational Therapy

Level I Fieldwork Competency Evaluation

Student Name_____**Date**_____

Fieldwork Educator (FWE) Name_____**Email**_____

Site Name_____**FW Experience Area**_____

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

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

I. FUNDAMENTALS OF PRACTICE

The Student:

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

II. FOUNDATIONS OF OCCUPATIONAL THERAPY

The Student:

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

the course of the FW, the student will provide a piece of EBP relevant to the setting by the last day. COMMENTS:	

III. PROFESSIONAL BEHAVIOR

The Student:

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

9. Verbal communication and interpersonal skills with patient/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence. COMMENTS:	
10. Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:	
11. Use of professional terminology. Consider student's ability to appropriately apply professional terminology (e.g., *Occupational Therapy Practice Framework* terms and OT acronyms/abbreviations) in oral communication. COMMENTS:	
Criteria: **38 points or above = pass** **37 points or below = no pass** **Total Score**	

Student Signature_____

FWE Signature_____

Date_____

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

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