



College of Nursing
and Health Sciences

UVM DOCTOR OF
OCCUPATIONAL THERAPY PROGRAM
STUDENT FIELDWORK MANUAL
UNIVERSITY OF VERMONT

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Glossary of Terms

Academic Fieldwork Coordinator (AFWC) is the faculty member at the educational institution responsible for securing Fieldwork sites, supporting the Fieldwork educator in providing a quality fieldwork experience, placing students in fieldwork rotations, and overseeing the fieldwork experience.

Accreditation Council for Occupational Therapy Education (ACOTE) Standards are a set of criteria an Occupational Therapy Program must meet in order to confer an occupational therapy (OT) practitioner degree and produce graduates who are eligible to take the Board Certification Exam. You may access the full ACOTE Standards and Interpretive Guide (2018) at: <https://doi.org/10.5014/ajot.2018.72S217>

Fieldwork Educator (FWE) is the individual responsible for student education in the fieldwork education center or facility. They may also be known as clinical educator or instructor, fieldwork supervisor or student supervisor.

Fieldwork Experience is an integral part of the education process and professional preparation, it is intended to complement academic preparation by offering opportunities to apply knowledge and to develop and test clinical skills.

Level I Fieldwork Experience includes experiences designed as an integral part of didactic courses for the purpose of directed observation and participation in selected field settings.

Level II Fieldwork Experience is intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth experience in performing delivery of OT services to individuals, groups or populations.

Memorandum of Understanding (MOU) A document outlining the terms and details of an agreement between parties, including each party's requirements and responsibilities. A fieldwork memorandum of understanding may be signed by any individual who is authorized by the institution to do so on its behalf.

Occupational Therapy (OT) The art and science of applying occupation as a means to effect positive, measurable change in the health status and functional outcomes of a client by a qualified occupational therapist and/or occupational therapy assistant (as appropriate).

Psychosocial Factors "Pertaining to the influence of social factors on an individual's mind or behavior, and to the interrelation of behavioral and social factors" (Martikainen et al., 2002).

Supervision Direct/Continuous: Two-way communication that occurs in real time and offers both audio and visual capabilities to ensure opportunities for timely feedback.

Supervisor One who ensures that tasks assigned to others are performed correctly and efficiently.

Telehealth The application of evaluative, consultative, preventative, and therapeutic services delivered through telecommunication and information technologies.

Virtual Environments An environment in which communication occurs by means of airwaves or computers in the absence of physical contact. The virtual context includes simulated, real-time, or near-time environments such as chat rooms, email, video conferencing, or radio transmissions; remote monitoring via wireless sensors; or computer-based data collection.

Introduction to Fieldwork

According to the standards set forth by the Accreditation Council for Occupational Therapy Education (ACOTE) (AOTA, 2023), 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 standard C1.0

The fieldwork goals for the Entry-Level Doctorate in Occupational Therapy (OTD) program at the University of Vermont (UVM) are to provide practice-based learning experiences that allow for:

- Application of knowledge in meaningful occupations across the lifespan
- Development of an understanding of the needs of clients and family members in providing evidence-based care
- Opportunities to develop competencies required for a generalist occupational therapist
- Exposure of the student to a variety of practice settings, documentation and reimbursement systems, and application of the profession's theoretical tenets and frames of reference
- Growth in personal leadership, advocacy, and cultural competence including awareness of issues related to diversity and inclusion
- Development of a strong personal code of ethics and professional development responsibilities

ACOTE specifies fieldwork requirements for all students. The requirements are divided into two major classifications: **Level I and Level II fieldwork experiences**. Each fieldwork experience is designed to progressively build on previous skills and knowledge. Specific nature and structure of the fieldwork education is determined by the academic faculty in collaboration with the fieldwork educator (FWE). *Fieldwork objectives for all experiences include a psychosocial objective (C.1.3).*

ACOTE standard C1.3

The OTD program at UVM offers a curriculum design that provides both fieldwork experiences and fieldwork laboratory experiences across the curriculum. Further details regarding the curriculum design can be found in the Fieldwork Education and Curriculum Design section of this document.

Occupational Therapy Program Overview

The UVM OTD program's mission and vision align with the College of Nursing and Health Sciences (CNHS) mission and vision and with the American Occupational Therapy Association's 2025 Vision statement: *As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.*

The mission of the UVM OTD program is to *"blend the art and science of the occupational therapy profession and produce evidence-based occupational therapists and leaders rooted in science, who are creative, innovative, scholarly thinkers, able to deliver and advocate for services that will improve the health, wellbeing, and quality of life for those served."*

The vision of the UVM OTD program is to *"become leaders in the field of occupational therapy through research, scholarly activity, innovation, and exemplary teaching, and promote health and wellness by ensuring people are able to engage in life at their desired capacity."*

The UVM OTD program teaching philosophy is to create an educational setting that:

- Is rigorous and steeped in science and evidence
- Is supportive, forward-thinking, and flexible to accommodate for individual learning styles and allow all students to flourish
- Uses a developmental approach to learning with core concepts emphasized before deeper levels of critical thinking and analysis are introduced
- Encourages learning through experience and reflection
- Challenges students through constructive feedback to promote individual growth

Fieldwork Education and Curriculum Design

The fieldwork experience for the OTD program at UVM supports the curriculum goals of developing innovative and effective, occupation-based, and evidence-based practitioners; creating leaders and advocates in the profession; and nurturing compassionate, inclusive, and collaborative practitioners. As a critical element of the experiential learning component of the curriculum, Level I and Level II fieldwork will link with didactic content taught in class. The program contains 6 Level I fieldwork experiences woven into the curriculum. Faculty members will be informed of fieldwork standards embedded in course content to ensure *that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education (C.1.1)*. Students can anticipate performing at progressively higher levels of competency and responsibility with each Level I and Level II experience to ultimately demonstrate competence at the entry-level as generalists. Specific fieldwork learning objectives will be developed collaboratively between the academic institution and the fieldwork education site to ensure understanding with expected educational outcomes.

ACOTE standard C1.1

OT7140 Psychosocial and Mental Health Influences on Occupation will directly address ACOTE standard C.1.6 requiring at least one fieldwork experience in behavioral health, or psychological and social factors influencing engagement in occupation. In addition, students will be asked to examine the social determinants of health and psychosocial factors influencing participation in the therapeutic process during other Level I and Level II fieldwork coursework.

ACOTE standard C1.6

For both Level I and Level II fieldwork experiences, the AFWC will ensure learning objectives adequately reflect both the OT curriculum and the services provided by the fieldwork sites. This includes opportunities for formal and informal reflection by the student on the OT process with the client population. The AFWC will complete site visits, establish Memorandum of Understanding (MOU), and maintain NEOTEC Fieldwork Site Profiles. In so doing, the AFWC *ensures the fieldwork program reflects the sequence and scope of content in the curriculum design (C.1.1)*. See *Fieldwork Policies and Procedures* for more detailed information.

ACOTE standard C1.1

ACOTE standard C1.5

Figure 1: Illustration of UVM OTD FWI embedded in curriculum design

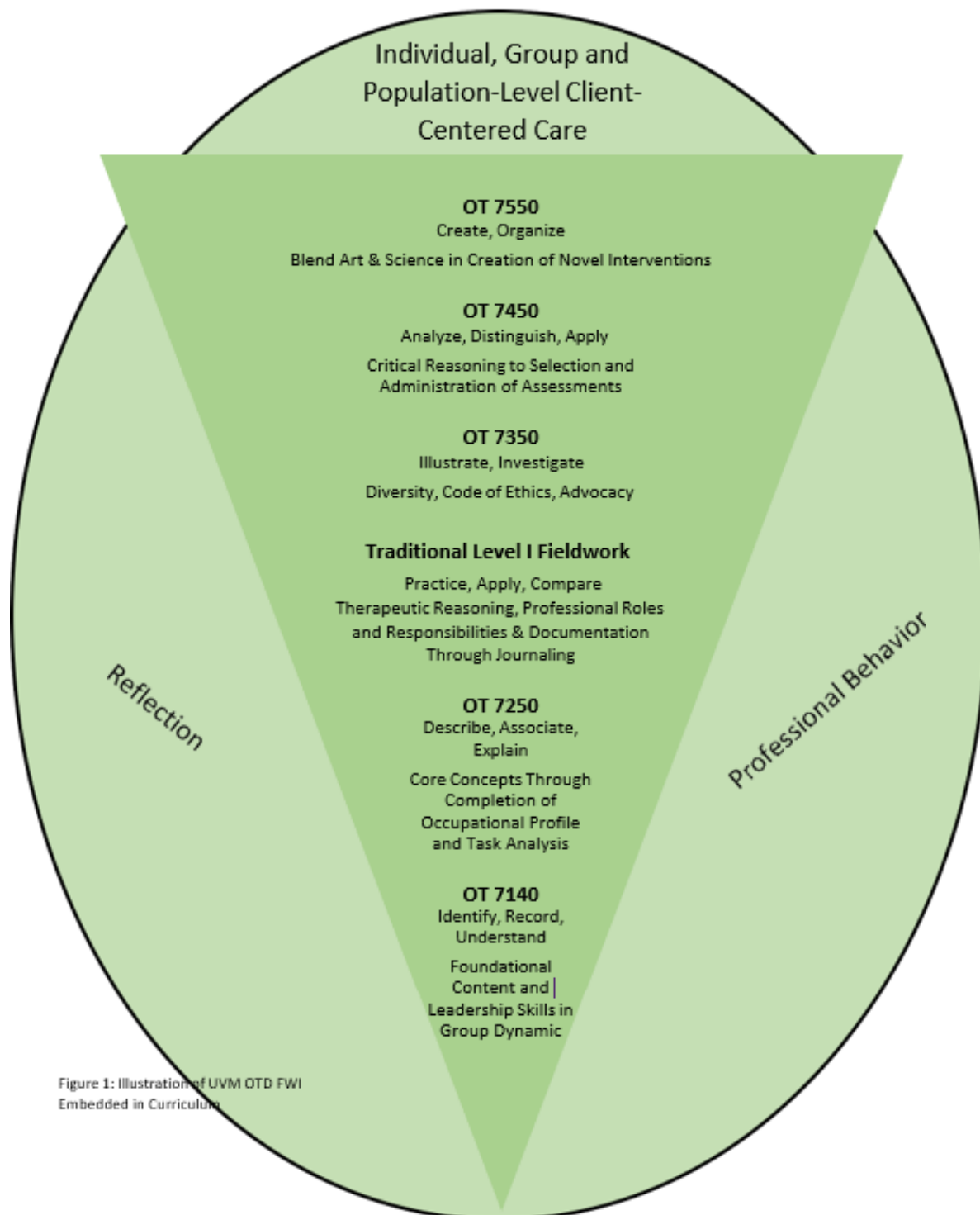


Figure 1: Illustration of UVM OTD FWI Embedded in Curriculum

Level I Fieldwork

In the UVM OTD program, Level I fieldwork has two components. See Table 1.

1. Experiential learning embedded within coursework throughout the entire program.
2. A 2-week, 30-40 hours/week observation experience with an approved Level I supervisor.

Table 1: Level I FW experiential learning embedded within coursework

Experiential learning embedded within coursework			
Course Number	Course Title	Semester/Year	Credits
OT7140	Psychosocial and Mental Health Influences on Occupation	Fall/Year 1	3
OT7250	Older Adults as Occupational Beings	Spring/Year 1	6
OT7350	Cultural Immersion	Summer/Year 1	2
OT7450	Young Adults as Occupational Beings	Fall/Year 2	6
OT7550	Children as Occupational Beings	Spring/Year 2	6
2-week, 30-40 hours/week observation experience			
Course Number	Course Title	Semester/Year	Credits
OT7700	Level I FW Class (ACOTE C Standards-only apply)	Summer/Year 1	1
OT7701	Level I FW Clinical Placement	Summer/Year 1	1

The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. Level I fieldwork is intended to complement academic coursework through meaningful observation and participation in select aspects of the occupational therapy process. Fieldwork learning objectives are documented in syllabi as academic course objectives, and assessed through course assignments, on-going observation of student progress, and formal evaluation at the completion of each Level I fieldwork experience.

The UVM OTD program offers students real life exposure to the concepts learned in class and laboratory sessions beginning the first semester of their enrollment. These experiences will take the form of observation and guided participation in various aspects of the occupational therapy process under the supervision of faculty and/or site supervisors. As students progress through the Level I FW experiences there will be an increase in rigor from least to greatest with 1A representing the least rigorous and 1D representing the most rigorous. **No Level I experience can be substituted as a Level II experience.**

One or more of the following instructional methods may be utilized to meet Level I FW requirements:

- Simulated environments
- Standardized patients
- Faculty practice
- Faculty-led site visits
- Supervision by a fieldwork educator in a practice environment

The AFWC and faculty members assigned to courses with fieldwork experience are responsible for:

- Developing appropriate Level I FW sites using AOTA's guidelines, student learning considerations, the ability of the facility to meet Program and course objectives and data from the Student Site Evaluations
- Establishing initial contact with those site personnel who demonstrate a willingness to provide students with an observational and interactive learning experience
- Conveying the program's philosophy and curriculum design to site personnel
- Assessing the learning environment, and collaborating with site personnel regarding Level I FW objectives
- Scheduling the FW experiences
- Notifying the students of the FW site locations, designated FW times, and course assignments
- Monitoring and evaluating student professional behavior and performance during the clinical experience

Refer to the Commission on Education Guidelines for Occupational Therapy Fieldwork-Level I Retrieved from <https://www.aota.org/Education-Careers/Fieldwork/LevelI.aspx> June 29, 2021 for more details.

Integrating Level I fieldwork objectives throughout the curriculum

Faculty members will be informed of and collaborate as necessary on FW objectives **prior to** the start of the course to ensure *that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education (C.1.1)*. Students can anticipate performing at progressively higher levels of competency and responsibility with each experience (represented below as ranging from Level 1A - Level 1D) to ultimately demonstrate competence at the entry-level as generalists. Specific fieldwork learning objectives will be developed collaboratively between the academic institution and the fieldwork education site to ensure understanding with expected educational outcomes. Fieldwork learning objectives are documented in syllabi with academic course objectives, and assessed through course assignments, on-going observation of student progress, and formal evaluation at the completion of each Level I Fieldwork experience.

ACOTE standard C1.1

Fall Semester – First Year

Level 1A FW in conjunction with OT7140

Days and hours of FW vary TBD

Students will be introduced to practice in behavioral health, or psychological and social factors that influence engagement in occupation (C.1.6). Fieldwork objectives and assignments will reinforce the development of therapeutic rapport, group process skills and understanding of foundational content learned in the classroom. Students will work in small groups to plan and implement an in-person or remote group treatment session in a mental health setting. Formal evaluation of student performance is linked to course assignments and experiential learning opportunities and aligns with student learning objectives expected of Level I fieldwork.

ACOTE standard C1.6

Spring Semester – First Year

Level 1B in conjunction with OT7250

Days and hours of FW vary TBD

Student fieldwork objectives and assignments in this course will call on students to describe, associate and explain foundational knowledge through completion of an occupational profile and task analysis of a routine daily activity. Also, students will perform a total of two practicums. These exams will be in the UVM Simulation lab with standardized patients. Students will be expected to demonstrate a professional and thorough examination based on the clinical scenario. Student and patient safety will be evaluated, along with professionalism. Formal evaluation of student performance is linked to course assignments and experiential learning opportunities and aligns with student learning objectives expected of Level I fieldwork. **Summer Semester -First Year**

OT7700, OT7701 -Level 1C

This is a two (2) week course (minimum of 30 hours x2 weeks) fieldwork experience in a practice setting and is more rigorously designed to give students a fully immersive opportunity to observe the occupational therapy process in a manner that supports didactic content covered in the first two semesters' coursework and provide context for subsequent coursework. Students will practice documentation skills, apply therapeutic reasoning to observed interventions and compare professional roles and responsibilities of OTs and OTAs in that unique setting. Fieldwork related coursework will represent 100% of the course grade. Students are expected to log approximately 40 hours a week of time across observation and completion of assignments.

Level 1C in conjunction with OT7350

Days and hours of FW vary TBD

A second immersive experience is provided summer of year one in OT 7350 during which Level I FW objectives and assignments will challenge students to investigate and illustrate their understanding of the impact of community and culture on health and wellness. Students will be asked to research policies and regulations impacting the access and delivery of OT services to a marginalized population and reflect on how best to apply OT professional code of ethics. Social factors influencing engagement in occupation through a cultural lens will be explored. Formal evaluation of student performance is linked to course assignments and experiential learning opportunities and aligns with student learning objectives expected of Level I fieldwork.

ACOTE standard C1.6

Fall Semester-Second Year

Level 1D in conjunction with OT7450

Days and hours of FW vary TBD

Even more rigorous objectives and assignments will ask students to analyze and apply critical reasoning to the observed selection and administration of OT assessments on young adults. Students will also

perform a total of two practicums. These exams will be in the UVM Simulation lab with standardized patients. For each practicum, students will simulate an OT evaluation and treatment plan with standardized patients, simulating different clinical scenarios. In addition to the demonstration portion of the practicum, students will provide a written evaluation, treatment plan, and goals, thoughts on moving into adulthood and occupational performance as it relates to the case scenario, and a reflection of the practicum experience. Formal evaluation of student performance is linked to course assignments and experiential learning opportunities and aligns with student learning objectives expected of Level I fieldwork. **Spring Semester-Second Year**

Level 1D in conjunction with OT7550

Days and hours of FW vary TBD

Students will be tasked to blend the art and science of OT to create novel interventions for children via virtual, simulated, or in-person experiences. Formal evaluation of student performance is linked to course assignments and experiential learning opportunities and aligns with student learning objectives expected of Level I fieldwork. For every Level I FW experience students will have the opportunity to reflect on personal and professional strengths and weaknesses and grow in their demonstration of professional behaviors while observing and participating in client-centered care to individuals, groups, and populations.

See the table below for a summary comparison of the Level I Fieldwork Experiences and related coursework:

Table 2: Comparison of Level I FW and coursework

Level I Fieldwork Rotation	Minimum Experiential Clock Hours	Semester Sequence	Corresponding Practice Course	Course Credit Hours
Psychosocial	6	1	OT7140	3
Older Adult	10	2	OT7250	6
Traditional	30	3	OT7700, OT7701	2
Cultural Immersion	15	3	OT7350	2
Young Adult	10	4	OT7450	6
Pediatrics	10	5	OT7550	6

Level II Fieldwork

The goal of Level II fieldwork according to ACOTE's 2023 Standards *"is to develop competent, entry-level, generalist occupational therapists. The experiences must be 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. The fieldwork experience shall include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation, evidence-informed practice, and the organization and management of occupational therapy services."* (ACOTE, 2023)

During the Level II experience, students are exposed to a variety of clients across the lifespan and across a variety of settings. Students fulfill the requirements for Level II FW with placement in two, 12-week,

full-time practice areas. 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, but may not be less than 50% of a full time employee at that site (ACOTE C.1.12). In some circumstances, a student may complete their Level II fieldwork in a minimum of one setting if the site offers distinct experiences in more than one practice area, or in a maximum of four different settings.

ACOTE standard C1.12

All UVM OTD students must complete at least one Level II FW in a physical disabilities setting. Exceptions may be made on a case-by-case basis, but fieldwork placements will still reflect two distinct areas of practice. If students request to waive the physical disabilities requirement, an exception request form (Appendix A) must be completed in which students acknowledge deviation from the UVM curricular recommendations and take responsibility for NBCOT board exam preparation. Additional fieldwork-related content or assignments may be assigned to provide beneficial learning experiences related to physical disabilities practice.

Integrated with the UVM OTD program's curriculum design, FW assignments in two major practice areas provide the opportunity for students to demonstrate entry-level skills as a generalist OT. Students engage in an in-depth experience delivering OT services, focusing on the application of purposeful and meaningful occupation and research, administration, and management as is prescribed by ACOTE. Students are exposed to a variety of clients across the lifespan and across a variety of settings.

At the completion of fieldwork, students are expected to demonstrate entry-level clinical reasoning and reflective practice that embodies the values and beliefs of the profession in a professional and competent manner. The UVM Level II occupational therapy fieldwork design will follow AOTA Commission on Education (COE) Guidelines for an Occupational Therapy Fieldwork Experience-Level II.

OT 7710 Fieldwork Level IIA

Level IIA Fieldwork is twelve-weeks of full-time fieldwork placement in a clinical or community setting under the direct supervision of a licensed occupational therapist. The course may include fieldwork seminars or web board discussions. Possible topics of discussion posts include: Challenging events, New techniques observed, Emerging areas of practice / diagnoses encountered, or Ethical situations encountered. Refer to the current course syllabus for the most up-to-date information. Evaluation of student performance section contains documents and links related to performance.

OT7720 Fieldwork Level IIB

Level IIB Fieldwork is twelve-weeks, full-time fieldwork placement in a setting different in service delivery context or population from Level IIA; under the direct supervision of a licensed occupational therapist. The course may include fieldwork seminars or web board discussions. Possible topics of discussion posts include: Challenging events, New techniques observed, Emerging areas of practice / diagnoses encountered, or Ethical situations encountered. Refer to the current course syllabus for the most up-to-date information. Evaluation of student performance section contains documents and links related to performance.

The schedule for Level II fieldwork experiences is reflected in Table 2.

Table 3: Level II FW experiences

Course Number	Course Title	Semester/Year	Credits
OT 7710	Level IIA FW	Summer/Year 2	6
OT 7720	Level IIB FW	Fall/Year 3	6

Role and Responsibilities

Academic Fieldwork Coordinator (AFWC)

The Academic Fieldwork Coordinator (AFWC) is a full-time faculty member holding a doctoral degree and is a licensed occupational therapist with a minimum of two years of clinical practice experience as an occupational therapist (A.2.3).

ACOTE standard A.2.3

Responsibilities of the AFWC include but are not limited to:

- Collaborating with faculty and on-site fieldwork coordinators to develop Level I and II fieldwork sites.
- Maintaining up to date *NEOTEC Fieldwork Site Profile Forms* (Appendix B) including information relevant for demonstrating compliance with the Accreditation Council for Occupational Therapy Education (ACOTE) Standards documentation for fieldwork.
- Ensuring compliance with fieldwork requirements per ACOTE C standards including documented completion of FW site visits (Appendix C)
- Negotiating the logistics of recruiting and monitoring/maintaining Level I and Level II fieldwork (FW) site agreements/Memoranda of Understanding (MOUs)
- Coordinating assigning, reassigning and confirming of student fieldwork placement
- Collaborating with the Fieldwork Educator (FWE) to develop appropriate student fieldwork objectives including behavioral objectives, included in NEOTEC Fieldwork Site Profile (Appendix A)
- Serving as a resource for students, fieldwork educators, and faculty, as needed, with regards to planning and processing outcomes of fieldwork experiences in a manner that meets the UVM OT program's sequence and scope of content in the curriculum design
- Instructing and supervising as indicated FW related coursework and provides orientation to students about the fieldwork process at key intervals throughout their academic program
- Ensuring the FWEs are qualified
- Providing assistance to students and FWEs when concerns arise
- Developing and initiating a Learning Contract should a student receive an unsatisfactory score at any point during the Level II fieldwork rotation.
- Assigning a Satisfactory or Unsatisfactory grade for FW based on the final evaluation score, completed assignments, and information provided by the FWE

Close communication with students and fieldwork sites is vital to the process of fieldwork coordination. Email is used extensively, along with phone and U.S. mail. Consultation with the Academic Fieldwork Coordinator is available before, during, or after a student fieldwork experience as part of the collaborative process of providing fieldwork education. Respecting student confidentiality is extremely important.

Fieldwork Educator (FWE)

Level I Fieldwork Educators (FWEs) include but are not limited to *currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologist, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists* (C.1.10). They are expected to provide opportunities for directed observations and guided participation of their client population and typical daily job responsibilities. They are also expected to evaluate the student's level of active engagement and professional behavior during the fieldwork.

ACOTE standard C1.10

Level II Fieldwork Educators are *currently licensed or otherwise regulated occupational therapists who have a minimum of one year full-time (or equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork* (C.1.13). In settings where no occupational therapy services exist, 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 must be provided* (C1.16). The Level II FWE is encouraged to provide supervision using approaches that vary from direct to less direct depending upon client needs and student abilities. Fieldwork II Educators, in both traditional and emerging practice areas, are responsible for assuring that the rights and safety of consumers are safeguarded at all times. Fieldwork educators are asked to inform the Academic Fieldwork Coordinator as soon as possible if they need to cancel a student placement or place a student in more than one setting during the rotation.

ACOTE standard C1.13

ACOTE standard C1.16

Fieldwork Student

The fieldwork student is one that is actively enrolled in the OTD program at UVM to proceed through the curriculum and progress toward graduation. Students are required to comply with all fieldwork policies. Refer to [Fieldwork Policies and Procedures](#).

Faculty Assistants

The Faculty Assistants will support the OTD program by:

- Maintaining up to date *NEOTEC Fieldwork Site Profile Forms* including information relevant for demonstrating compliance with the Accreditation Council for Occupational Therapy Education (ACOTE) Standards documentation for fieldwork.

- Confirming students meet Level I and Level II site requirements (immunizations, site training, etc.)
- Ensuring MOUs are current and up to date prior to FW start date
- Managing fieldwork files including paper and electronic files
- Sending fieldwork sites and their respective contacts Level I and Level II student packets/information prior to the start of the assignment
- Sending certificates to FWEs along with a note of thanks after Level I and Level II fieldwork experiences
- Performing other duties as assigned with or for the AFWC

Fieldwork Site Development and Selection of Fieldwork Sites

ACOTE standard C1.2

The College of Nursing and Health Sciences (CNHS) currently has contracts with over 300 clinical facilities. Many of these facilities include sites serving pediatrics, adults, geriatrics, and people with mental health diagnoses. Services are offered through community based, educationally based, outpatient, inpatient hospitalization, and nursing home settings. Fieldwork Level I and II sites are selected *to ensure the occupational therapy student experiences the opportunity to carry out progressively rigorous professional responsibilities under supervision of a qualified occupational therapy practitioner as a role model (C.1.0)*. The AFWC works with the individual FW sites to ensure *the ratio of FWE 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 (C.1.14)*.

ACOTE standard C1.0

ACOTE standard C1.14

In addition to obtaining agreements for occupational therapy fieldwork with clinically appropriate facilities already partnering with CNHS, the development of new clinical affiliations is ongoing to appropriately reflect the themes of the UVM OTD curriculum and meet the realities of the evolving healthcare environment. It is a process that involves exploration, marketing, community collaboration and education. AOTA's *Purpose and Value of Occupational Therapy Fieldwork Education (2016)* serves as a professional guideline for fieldwork site development. A complete list of active fieldwork site affiliations is available in the AFWC office and on the Exxat platform. Students will have access to Exxat beginning the first semester of their first year in the program. The AFWC ensures there is sufficient availability of active site affiliations to support each student's ability to matriculate through the program in a timely manner. **Students are not responsible for or permitted to initiate contact with potential fieldwork sites.**

ACOTE standard C1.4

Lastly, students may request specific sites for UVM to consider pursuing a clinical site contract for clinical education. The AFWC will assess the site's value and determine if appropriate to pursue.

Site Management

Memorandum of Understanding (Level I and Level II FW MOUs)

The Memorandum of Understanding (MOU) serves to document the responsibilities of UVM and the fieldwork site. The Entry-Level OTD program at UVM will have *evidence of valid MOUs in effect and signed by both parties from the onset to conclusion of the Level I and Level II fieldwork if it involves an entity outside of the academic program (C.1.5). Electronic memoranda of understanding and signatures are acceptable (C.1.5). If a field trip, observation, or service-learning activity is used to count toward part of a Level I fieldwork, then an MOU is required (C.1.5). When an MOU is established with a multisite provider (e.g., contract agency, corporate entity), the ACOTE standards do not require a separate memorandum of understanding with each practice site (C.1.5).*

ACOTE standard C1.5

Signed letters of intent and/or contractual agreements sufficient in scope and number (C.1.4) to allow for completion of graduation requirements in a timely manner and in accordance with the policy adopted by the program as required by Standard A.3.3 will be maintained.

ACOTE standard C1.4

Periodic review of agreements is conducted. Responsibilities of the University and individual sites are included in agreements. Information related to conditions for termination of an agreement are also specified in each individual signed agreement. These contracts will be handled through the appropriate administrative protocol. Legal counsel is sought as necessary. A copy of the University of Vermont's MOU template is included in Appendix D.

A current database of MOUs is maintained by the Clinical Education Team Lead/Administrative Coordinator, University of Vermont, College of Nursing and Health Sciences, Office of the Dean and is located in the Clinical Education folder of the share drive within the College of Nursing and Health Sciences. Additional copies are located in Exxat.

Regardless of whether facilities are using the UVM agreement or UVM is required to use a facility agreement, responsibilities of the sponsoring institution(s) and each fieldwork site are clearly documented in the MOU.

Ratio of Fieldwork Educators to Students

The AFWC will work with the fieldwork site coordinator and/or educator to ensure that ratio of fieldwork educators to students allows for proper supervision relative to the level of fieldwork, site-specific requirements, development of student competencies, and client factors. Supervision must be sufficient to ensure protection to consumers, opportunities for appropriate role modeling of occupational therapy practice, and the provision of frequent assessment of student progress.

In some settings, the ratio of supervisor to student or student to supervisor is greater than 1:1 depending upon the population served, the FWE experience, and the student's capabilities. These fieldwork experiences are negotiated on an individual basis and must be mutually acceptable. The AFWC

closely monitors the amount of supervision received, the opportunities for students to receive feedback, and the overall effectiveness of the experience. The AFWC contacts each site during the student's fieldwork experience, regarding the student's progress and performance. The AFWC also communicates with the student during the Fieldwork experience. Students are highly encouraged to contact the AFWC at the first sign of any concern with the fieldwork placement and/or supervision. Changes in ratios are implemented as needed.

ACOTE standard C1.7

Student Responsibilities

Students are responsible for meeting all the specific requirements of their fieldwork site. A fieldwork placement will not be provided to the student until all compliance requirements are met and corresponding documentation is uploaded to the Castlebranch and Exxat platforms. Current compliance requirements include:

- Immunizations and titers: Measles, mumps, rubella (MMR); Tetanus, Diphtheria, Pertussis (Tdap); Hepatitis B, Varicella; two step TB skin test or TB blood test
- American Heart Association CPR certification for health care providers including AEDs
- HIPAA/OSHA Training: Annual online via Evolve e-learning solutions website
- COVID-19 vaccine
- Flu vaccine, required annually in October
- Proof of active health insurance
- AOTA membership
- Valid driver's license or valid photo identification

Readiness

It is the student's responsibility to ensure that mandatory requirements for the program remain up to date and readily available for assigned sites to review. Additionally, many fieldwork sites will have their own requirements of which the student is responsible for knowing and addressing. Resources to assist students with preparing for their fieldwork experience will be available through the Course Information Resources tab in Exxat.

Behavioral expectations while on fieldwork

All students must abide by the policies and procedures of the fieldwork site regarding dress code, student participation hours, assigned workdays, holidays, patient care guidelines, documentation, and attendance. Students are expected to abide by professional behaviors commensurate with the OTD program and AOTA professional association at all times while on fieldwork. This includes but is not limited to AOTA Core Values, Code of Ethics and Standards of Conduct, and other behaviors consistent with clinical site expectations. See Level I and Level II Student Fieldwork Agreement forms for more detail.

Health Insurance

Proof of health insurance is required for all students. Please refer to the UVM Policy for Mandatory Health Insurance: <http://www.uvm.edu/~chwb/insurance/?Page=mandatory.html>. Students must either purchase the health insurance plan we offer (UVM SHIP) or provide verification of comparable other coverage. This must be done online, using the Insurance Decision/Waiver Form. Students must complete this form every year, even if they decide not to enroll in UVM SHIP.

Health Requirements

As OTD students in a clinical doctoral program, there are a number of mandatory requirements that students must complete. Details of OTD mandatory requirements can be found on the CNHS mandatory website. <https://www.uvm.edu/cnhs/clinical-mandatories>

- Immunizations and titers: Measles, mumps, rubella (MMR); Tetanus, Diphtheria, Pertussis (Tdap); Polio; Hepatitis B, Varicella; two step TB skin test
- American Heart Association CPR certification for health care providers including AEDs
- HIPAA/OSHA Training: Annual online via Evolve e-learning solutions website
- COVID-19 vaccine

Fieldwork sites may have additional requirements. Site-specific requirements will be posted to the Exxat platform for students to explore. Refusal to comply with mandatory requirements of the University or a fieldwork placement site may impact student ability to obtain and/or continue to secure their FW placement.

Students are required to contact the FW site several months prior to their start dates to verify the list of site requirements. Students are referred to the Doctor of Occupational Therapy Handbook and review the sections on Cell Phone Use, Criminal Background Checks, Drug Testing, Fieldwork Expenses, Incident Report, Professional Attire, Student Liability Insurance, and Transportation Requirement as it related to Level I and Level II fieldwork experiences/placements.

Special Notice Regarding COVID-19 Vaccinations: By signing the fieldwork manual acknowledgement form (Appendix E), students acknowledge that the completion of the UVM OTD program requires a clinical component that takes place off the premises of the University of Vermont campus. The University will take reasonable measures to attempt to place students with religious or medical reasons for not being vaccinated at clinical locations that recognize medical and/or religious exemptions to vaccination. However, students acknowledge UVM may be unable to place unvaccinated students in a clinical location, and waive any and all claims against the University, its trustees, officers, employees and agents and hold them harmless from any damages or losses with respect to being unable to complete the program should the University be unable to place an unvaccinated student in a suitable clinical site due to lack of vaccination.

Additional expenses

Students are responsible for all costs of transportation, housing, meals, uniforms, additional medical/criminal background clearance, drug tests and other expenses associated with each fieldwork experience. It is advisable to plan for these expenses early in the program. In the unfortunate situation should a fieldwork site cancel, any incurred expenses started in preparation for this site experience will

also be the responsibility of students. Students are also responsible for the costs of any medical care accessed while participating in fieldwork. Students may be required to supply their own PPE.

Professional Attire

Professional attire is to be worn for all Level I and Level II fieldwork rotations. Professional attire is site specific and students should adhere to each site's guidelines. This will likely include: shirt; pants or knee-length skirt; non-skid, flat, soled footwear with closed toes. Items that students will likely not be able to wear include: sandals or flip flops; tank tops; strapless tops; bare midriffs; exposed undergarments; facial jewelry and exposed tattoos. Good personal hygiene is expected.

Sites reserve the right to request that students comply with company policy regarding dress code. Infection control policies at some locations do not permit artificial nails or dangly jewelry. Sites also have the right to request that a student be removed from the site for violation of dress code.

Name Tag

UVM Name Badge is to be clearly visible when at a Level I or Level II site, unless otherwise specified by the fieldwork site or AFWC.

Incident report

Students must report personal injury or personal property damage sustained while participating in UVM OTD activities by completing the UVM incident report form. Students must immediately notify the UVM OTD faculty if injured in class or laboratory and the Academic Fieldwork Coordinator if injured while on a clinical experience. Students must e-mail a copy of this fully completed report within 72 hours of the incident to the UVM Risk Management and Safety services, their OTD faculty advisor and the OTD Program Director. If students are on a clinical rotation, they must notify the UVM OTD Academic Fieldwork Coordinator, OTD Program, and their clinical supervisor. If the clinical site has an incident report form, this must also be completed, along with the UVM incidence report. Information related to UVM incident reports can be found on the [UVM Risk Management & Safety page](#).

HIPAA Guidelines for Fieldwork

All students are required to complete Health Information Portability and Accountability Act (HIPAA) certification training. A copy of the HIPAA compliance certificate will be placed in the student's records and shared with fieldwork sites. Students must adhere to any additional facility specific policies and procedures related to client confidentiality.

The following information was retrieved from <https://www.aota.org/education/fieldwork/-/media/54a6b578dd8d4b99b3d23602899e9680.ashx> ([aota.org](https://www.aota.org))

Per HIPAA guidelines, students **cannot** report this information in fieldwork assignments such as case studies 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
- 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
- Codes (a random code may be used to link cases, as long as the code does not contain, or be a derivative of, the person's social security number, date of birth, phone/fax numbers, etc.)

Fieldwork policies and procedures

ACOTE standard C1.8

Program evaluation

The AFWC and program staff perform annual program evaluation to ensure fieldwork experiences are implemented and effective. The Level I - OT Student Evaluation of Fieldwork Site (Level I) and Student Evaluation of Fieldwork Experience (SEFWE) (Level II) forms along with student completion of FW assignments will be reviewed, site visits will be performed where possible, and communication will be maintained via email or phone calls with students and FWEs before, during and after the fieldwork experience. This evaluation is not part of a student's grade.

Progression to and through fieldwork

Timely completion of the program and graduation requirements of the program can be found in the UVM OTD Program Manual.

Student acknowledgement of policies and procedures form

Students are required to submit a signed copy of the Acknowledgement of Policies and Procedures Form annually to their profile page on the Exxat platform. See Appendix E for this form. In addition, prior to FW I and FWII students will agree to reviewing the facility site specific information and completing all necessary prerequisites. Agreement forms can be found in appendices F and G.

Fieldwork Eligibility

If the student is experiencing personal or health issues that interfere with ability to participate, the student will be removed from the fieldwork site until such time that it is clear the student is able to participate safely. Clearance to resume the FW experience requires the permission of the director of the OTD program and the AFWC. The student may be required to present notice from a physician attesting to their ability to return to FW and/or the curriculum.

If a student is deemed not in good standing to attend a Level II FW placement, the student may not be able to attend FW at the designated time and will be required to remediate professional sessions with faculty and their advisor. A consultation including the student's advisor, program director, and academic fieldwork coordinator will occur to discuss individual situations. If needed, further consultation will occur with the Chair of the Department and Dean of the College. Once remediation has occurred, the student may attend FW possibly noting an off-track status or missed FW experience. Fieldwork will be completed as available.

Level I

Students must

- Demonstrate professional behaviors based on faculty observation in embedded fieldwork and classes. The Professional Behavior Checklist form is an Appendix in the UVM Doctor of Occupational Therapy Program Handbook.
- Be in Good Academic Standing
- Complete Level I Student Fieldwork Agreement Form (Appendix F)

Level II

Students must

- Be in Good Academic Standing including having no incomplete grades
- Demonstrate professional behaviors on all FWI experiences
- Begin FW Level II 1A within 9 months of completing didactic coursework
- Complete Level II Student Fieldwork Agreement Form (Appendix G)

Learning Outcomes and Behavioral Objectives

Level I

Level I FW student objectives are documented in syllabi as fieldwork course objectives and assessed through course assignments and formal evaluation of student performance by the FWE (who may be the course instructor). Student learning objectives will be agreed upon between the academic and fieldwork educators **prior to** the start of the experience. Students will be made aware of learning objectives prior to the start of the FW experience and can be found in the corresponding course syllabus. The AFWC will communicate with the FEW via the Level I Fieldwork Educator Affirmation form (Appendix H) and students about progress and performance during the FW experience. The learning objectives apply to all OTD students.

ACOTE standard C1.3

Level II

Academic and fieldwork educators agree on established fieldwork objectives **prior to** the start of the Level II fieldwork experience. This is done via email:

- Fieldwork educators receive and review the course syllabus
- Fieldwork educators complete the NEOTEC form (Appendix A)
- Fieldwork educators complete the Level II Fieldwork Educator Affirmation form (Appendix I) where they attest to receiving and reviewing the course syllabus with learning objectives. emails the Level II syllabus to the fieldwork educator. This syllabus highlights the Level II fieldwork learning objectives.

Students will be made aware of learning objectives prior to the start of the FW experience via the syllabus in the Learning Management System. The AFWC will communicate with the FWE and student about progress and performance during the FW experience.

The AFWC is to be contacted immediately when a student is not meeting the site-specific fieldwork objectives or the site's expectations. Instances will be handled on a case-by-case basis. Possible scenarios for a resolution include but are not limited to the development of a new learning contract, extension of fieldwork dates, and removal of the student from the site. Students will be given **one** opportunity to repeat a Level II fieldwork. Failure to successfully complete the second opportunity will be recommended for dismissal. Students removed due to issues with demonstrating professional behaviors will be assigned a grade of Unsatisfactory or Incomplete and referred to the program director for consideration of probation, suspension, or dismissal from the program.

ACOTE standard C1.9

Assignments

All Level I fieldwork experiences are linked to a curriculum theme in the OT program. Students will have assignments to complete during these experiences. It is the student's responsibility to communicate to the fieldwork supervisor, should it be someone other than the student's primary course instructor, any specific assignment needs. The primary course instructor must be notified by the student of any obstacles to completion of assignments. Assignments for Level II will be pass/fail and may include web board discussions. Refer to the current course syllabus for the most up-to-date information on assignments.

Evaluation of Student Performance

Level I

Grading rubrics for assignments will be included in related course syllabi and distributed prior to the Level I experience. Additionally, fieldwork supervisors, which may include faculty, will be asked to complete a performance evaluation related to the students' performance during the fieldwork experience.

At a minimum, students need to 'meet standards' in all areas on the Fieldwork Level I Competency Evaluation to pass Level I fieldwork. If a student does not pass Level I fieldwork, one additional chance will be given to pass Level I fieldwork in the subsequent semester. OT 7700 must be completed with a passing grade by the end of fall semester of year 2 in the OTD program.

Students will be asked to complete an evaluation of each of their Level I fieldwork experiences. Evaluation forms are located on the Exxat platform. See Appendix J for a copy of this form.

Exxat and Brightspace will be used to track performance and completion of course work related to Level I FW experiences. Communication between the college, the student, and the site will occur within Exxat and via email. Exxat also will house all fieldwork site information, fieldwork education information, and student information. Students will be responsible for providing information to the AFWC as requested by each site. Training in the use of Exxat will be provided prior to the first fieldwork rotation.

ACOTE standard C1.11

Level II

Students must achieve a "passing" score on the UVM OTD Level II Fieldwork Evaluation in addition to completing graded academic coursework.

The UVM OTD Level II Fieldwork Evaluation (Appendix K) was created by the program as an equivalent to the AOTA Fieldwork Performance Evaluation. Students should review the evaluation prior to the start

of the FW experience to familiarize themselves with the scoring instrument. A minimum score of 87 or higher on the final evaluation is required to pass. A copy of the evaluation can be viewed on Exxat.

To achieve a satisfactory grade, students must complete and submit all required assignments by the due dates. Any failing or incomplete score on an assignment may result in an unsatisfactory score for the entire course regardless of performance on the Level II Fieldwork Evaluation.

Students will be asked to complete the Student Evaluation of the Fieldwork Experience (SEFWE) for Level II experiences. Evaluation forms are located on the Exxat platform. See Appendix L for a copy of this form.

Students will be encouraged to complete the NBCOT Entry-level OTR Self-Assessment Tool at some point while on Level II fieldwork, though this will not be factored into the student's grade.

The Occupational Therapy Department Fieldwork Weekly Planning Form can be utilized by students to prepare for weekly supervisory meetings with their fieldwork educator(s). See Appendix M for a copy of this form.

ACOTE standard C1.15

Qualified Fieldwork Supervisors

Resources for fieldwork educators will be provided through the Exxat platform and the Fieldwork Educator Manual by the AFWC. Additionally, course instructors along with the AFWC will ensure all FW sites are aware of FW objectives and assignments prior to student arrival to a site.

Level I

Supervising OT students provides fieldwork educators the opportunity for exposure to current trends in evidence-based practice and research. The OTD program at UVM will ensure that students are supervised by qualified personnel during each Level I experience. Level I supervisors may include, but are not limited to, currently licensed OT and OTAs, psychologists, physicians, physician assistants, nurse practitioners, speech and language pathologists, physical therapists, teachers, social workers, nurses, and other appropriate health care professionals.

Prior to the onset of the Level I fieldwork experience, supervisors must be informed of the curriculum and fieldwork design and affirm their ability to support the student by signing off on the FW course objectives. Students should contact the AFWC immediately if they have any questions or concerns about the abilities of their assigned supervisor to provide FW education.

Level II

For the Level II fieldwork experience, students will be supervised by a currently licensed or credentialed OT with a minimum of 1 year of full-time practice. Supervising OTs must provide the necessary documentation verifying experience and credentials **prior to** the onset of the Level II FW experience. Further evidence of preparation to serve as a fieldwork educator may be required to ensure that the student is properly supervised. The supervising OT may be employed by the fieldwork site or by the University of Vermont.

ACOTE standard C1.13

ACOTE standard C1.10

Fieldwork educators are to ensure that as the student gains greater competency the supervision transitions from direct to less direct as appropriate for the setting, the severity of the client's condition, and the ability of the student to support that progression toward entry-level competence. Additionally, FWEs are responsible for:

- Orienting students to the clinical facility
- Communicating with students clinical expectations including learning objectives
- Serve as a positive role model for clinical practice
- Guide students in the provision of client-centered OT services
- Regularly assess student competence
- Clearly communicate any problems with student performance immediately to the student and the AFWC
- Document student performance in a timely manner on the AOTA FWPE

ACOTE standard C1.14

Level II FW experiences are negotiated on an individual basis and must be mutually acceptable. The AFWC closely monitors the amount of supervision received, the opportunities for students to receive feedback, and the overall effectiveness of the experience. The AFWC contacts each site during the student's fieldwork experience, regarding the student's progress and performance. The AFWC also communicates with the student during the Fieldwork experience. Students are highly encouraged to contact the AFWC at the first sign of any concern with the fieldwork placement and/or supervision.

The progression of supervision from more direct to less direct over the course of the fieldwork experience will be monitored using 3-4 data points:

1. Approximately 2-4 weeks into the Level II fieldwork rotation, the AFWC will send a check-in email inquiring about students' performance and current supervision needs.
2. Approximately 4-6 weeks into the Level II fieldwork rotation, the AFWC will conduct a site visit (either in-person or virtual) and the FWE will submit the midterm FWPE. Both measures will allow for discussions related to progression of supervision and student performance.
3. The final FWPE will be submitted by week 12. The student will also submit the SEFWE at the conclusion of fieldwork. Both forms evaluate how supervision decreased over time and comment on the effectiveness of supervision.

ACOTE standard C1.14

Student educational experience and the effectiveness of supervision is formally measured using the American Occupational Therapy Association's SEFWE (Student Evaluation of Fieldwork Experience). The AFWC uses the SEFWE to ensure 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.1.8). The student's FWE completes

the UVM OTD Level II Fieldwork Evaluation mid-way through the fieldwork experience. This assists the FWE in determining the amount of supervision the student needs. The AFWC contacts each site and confirms a mid-term is completed. If the student is not meeting the mid-term requirements, a site visit is scheduled and an action plan is developed between the student, the FWE, and the AFWC.

To enhance student supervision, the AOTA FEAT form [FIELDWORK EXPERIENCE ASSESSMENT TOOL \(FEAT\) \(aota.org\)](#) and a copy of the NBCOT OTR Self-Assessment Resource Tool [Self-Assessments \(nbcot.org\)](#) are available on the [UVM OT Exxat platform](#). As a member of New England Occupational Therapy Education Consortium (NEOTEC), FWEds are encouraged to access this website for additional student supervision resources [NEOTEC - New England Occupational Therapy Education Council \(neotecouncil.org\)](#)

ACOTE standard C1.8

Level II Fieldwork Supervision Where No OT Services Exist

In fieldwork settings where no occupational therapy services exist, the UVM OTD program will work with the facility/setting to create a documented plan for provision of OT services (Appendix N). The documented fieldwork experience must reflect the curriculum design and program themes. **Prior to the Level II FW commencing** documented proof that students will receive a MINIMUM of eight hours of direct occupational therapy supervision per week by a currently licensed or otherwise regulated OT with three year's full-time experience will be provided. (C.1.16). Additionally, the OT supervisor will be available, via a variety of contact measures, to the student during all working hours. An onsite supervisor designee of another profession will be assigned while the occupational therapy supervisor is off site.

ACOTE standard C1.16

Fieldwork Supervision Outside the United States (C.1.13)

The AFWC will document and verify that students attending Level II FW outside of US are supervised by an OT who graduated from [WFOT approved program](#) and has at least 1 year practice experience prior to onset of the Level II FW. The AFWC will also confirm the international fieldwork site is equipped to meet the curriculum goals, provide educational experiences applicable to the occupational therapy program at UVM, or have fieldwork educators who are able to effectively meet the learning needs of the students and promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities.

The UVM OTD program is not currently placing students at sites outside the United States. See Policy for Provision of Fieldwork Experience Outside of the United States for additional details regarding international fieldwork placement, should the UVM OTD program offer this opportunity in the future.

Student Placement Process

Level I

When Level I FW is embedded within courses (OT 7140, OT 7250, OT 7350, OT 7450, OT 7550), the site placement is chosen by the AFWC and the course instructor/faculty member.

When the Level I FW is a traditional fieldwork experience (OT 7701), meaning that the student is not with a faculty member and the student is supervised by someone on-site, the following placement system is used:

The placement process for Level I OT7701 is similar to that of Levels II OT7710 and OT7720 and is described below.

Level II

Legal contracts between fieldwork sites and the school are required for students to participate in clinical education. Contracts take time to establish, for example months and sometimes years. Detailed instructions on how to research clinical sites within EXXAT will be provided to students in advance of when the site selection process is initiated.

Level II fieldwork placements are scheduled ahead of time by the department, up to 18 months in advance due to high demand for fieldwork slots. These dates are not flexible to keep students on track to graduate in a timely manner. For this reason, personal events will need to work around the placement dates. Any special consideration requests need to be made in writing to the AFWC not less than 2 weeks prior to the date of students to begin making their site selection requests. NO LATE REQUESTS WILL BE REVIEWED. Adjustments to fieldwork dates will not be made after confirmation has been secured.

Students will complete the Initial Fieldwork Questionnaire (Appendix O) within one month of beginning the OTD program. See Appendix P for the Out-of-State Fieldwork Request form, which must be submitted as early as possible to formally request an out-of-state fieldwork placement.

Fieldwork site option lists for OT7701 FWI, OT7710 FWIIA and OT7720 FWIIB courses are available on Exxat for students' consideration/requests on the following schedule:

Table 4: FW site selection timeframe

Fieldwork I Dates	Final dates for selection of FW sites	Student FW assignment notification date
OT7701/Summer Year 1	December Year 1	March Year 1

Fieldwork II Dates	Final dates for selection of FW sites	Student FW assignment notification date
OT7710/Summer Year 2	Spring Year 1	Spring Year 2
OT7720 /Fall Year 3	Summer Year 1	Summer Year 2

When the lists are released through Exxat, students are encouraged to review the details/requirements of each possible site using the review forms (when available) and/or previous student evaluations of the

site. Students must submit 3 to 5 choices by the stated due date to be considered. Otherwise, the AFWC will assign students. These lists are updated regularly.

Due to the limited number of healthcare sites within the state of Vermont, students may have to be placed up to 2 hours away. While student interest is considered for location preference, a site outside of a student's interest area may have to be assigned to facilitate timely progression through the OTD program. Students will have an opportunity to mark 'Interested' for up to 5 sites once secured slots are released on Exxat. A standardized placement system will be utilized, factoring in student performance in the program thus far, grades on relevant assignments/coursework, timeliness of fieldwork-related communications and mandatories, and professionalism. Sites marked as "Must be Filled" on Exxat may require a student to be placed there, even if outside of their desired location and practice interest area. Additional expenses for travel and housing are the responsibility of the student.

Site-specific forms are made available to the student in an electronic format on Exxat prior to the start of the fieldwork experiences. Students are made aware of these files including NEOTEC's Fieldwork Site Profile during FW placement process. Clinical site option updates are posted on the UVM OTD Exxat platform according to the posted timeline. Students will request these slots using the Exxat platform. Once the slot is confirmed for UVM, the students are assigned to the location and this becomes the student's final assignment. The AFWC and/or Faculty Assistant will notify students of the deadline to submit slot requests using the Exxat Wishlist. Selections made after the deadline will be considered after the site selection process has been completed. A student must be in full compliance with all health and program requirements to be assigned a fieldwork placement.

Lastly, students may request specific sites for UVM to consider pursuing a clinical site contract for clinical education. The AFWC will assess the site's value and determine if it is appropriate to pursue. The AFWC will request a copy of the Fieldwork Data Form and site-specific behavioral objectives. If these do not exist, the AFWC will be required to develop these forms together with faculty and the FWE. Students are required to complete and sign a Student Fieldwork Agreement prior to the start of each fieldwork experience. This will help to ensure the student is clearly aware of the program's criteria and process for selecting fieldwork sites prior to the start of the fieldwork experience (C.1.2). All clinical site offers will become available to all students. This may or may not result in a secure slot for the individual student based on the contract execution process and site availability. Finally, a small portion of clinical sites cancel after either initial offers and/or student confirmations. If this occurs, the AFWC will work closely with the affected students to find alternative placement sites. See Cancellation Policy for additional details. All clinical experiences/internship assignments made by the AFWC are final.

The Fieldwork I OT7700 and FWII A and B site selection process is a collaborative effort between students, the clinical education team made up of AFWC, faculty and staff assistants, and the clinical sites. Numerous factors determine clinical site assignments including but not limited to academic performance, faculty, and clinical advisor input, a carefully thought through and communicated clinical education plan, and collective needs and clinical availability. All factors are taken into consideration, in these decisions. Timelines are defined within the process to enable ample time for review of fieldwork site offers across FW experiences, time for AFWC advising with students to discuss FW plans and time to gain site confirmation after offer to UVM are made. **The final decision regarding all student clinical assignments rests with the Academic Fieldwork Coordinator, and we reserve the right to place based on didactic performance, professional behaviors, availability, and location.**

Facilities and their respective FWEs will be contacted approximately 6 weeks prior to the start of a fieldwork assignment and provided with access to student information and forms to complete.

Level II Out-of-State Placements

Students who would like to travel out of state for a Level II placement must complete the Level II Out-of-State Request Form (Appendix P). To allow ample time for the AFWC to search for sites, establish a contract, and secure a fieldwork slot, it is recommended that requests are submitted by January of the first year in the program. Requests will be addressed in the order they are received. Once a placement is secured, it is considered final. An out-of-state location request cannot be altered once a fieldwork placement is secured. If a placement has not yet been secured and the student would like to alter the location request, a new Level II Out-of-State Request Form must be submitted.

Students are responsible for submitting at least 3 potential fieldwork sites in the requested geographic area, including associated contact information (phone number and/or email address). The student is not permitted to contact the fieldwork site to request a placement directly. Potential site information will be added to a shared spreadsheet that is distributed by the AFWC. The AFWC will then review the site to ensure it meets all qualifications, and if so, will reach out to initiate the MOU and slot request process. Students may be placed up to 75 minutes away from their desired location.

Students are responsible for all costs associated with out-of-state fieldwork, such as housing, airfare, and transportation. It is advised that students prioritize location preference *or* practice setting preference. Despite a request for an out-of-state location, placement is not guaranteed. Many factors out of the university's or AFWC's control impact fieldwork placement opportunities, including staffing availability, scheduling, number of OT schools/students in each area, and a site's capacity for additional university partnerships.

Conflict of Interest in Clinical Placement Assignments

Students may not select sites where they have existing personal relationships, have volunteered, have work agreements, or have previously worked without prior approval of the AFWC. Students may not select sites where a family member is employed. Students who select these sites without prior disclosure in writing to the AFWC will have the FW cancelled.

Once confirmation of student placement is made, there is no change of FW sites unless a special request letter has been submitted and approved. Acceptable reasons for requesting a change include family illness or dependent care needs. Unacceptable reasons include students changing their mind, deciding they no longer want to travel to a site, etc.

Attendance Policy

Level I

Level I Fieldwork at UVM is completed during the academic semester assigned to the related course number. Time requirements must be pre-approved by the AFWC. Students are expected to work the hours of their supervisor (including holidays should the supervisor work the holiday). If the required number of hours are not met, the student will receive a failing grade. Any time missed during Level I FW must be made up before a final grade will be assigned.

Level II

Level II Fieldwork at UVM is usually completed during the summer semester of year 2 and fall semester Year 3 in the program. The Level II experience includes a minimum of two, 12-week, full-time experiences. Some sites may have different time requirements and must be pre-approved by the AFWC. Students are expected to work the hours of their supervisor (including weekends and holidays should the supervisor work). For both Level I and Level II FW placements students are required to contact their fieldwork coordinator and/or fieldwork educator/supervisor in the event of any unforeseen absence from the site. Absences for personal illness, and extenuating circumstances will be reviewed on a case-by-case basis.

The attendance policy for Level II fieldwork states that a student can be absent for up to two days for a **valid** reason, if agreed upon by the fieldwork site. Making up these planned absences is at the discretion of the fieldwork educator. Any absences over two days must be made up.

In anticipation of a planned absence, a student must notify both the FWE and AFWC with as much notice as possible. Students are required to request all planned absences from fieldwork prior to making any plans not to be in the placement. After an initial conversation with the FWE, the student must submit a Time Off request to the AFWC. The AFWC will comment on and approve or deny the request. Following the AFWC decision, the student must then confirm time off with the FWE.

Leave of Absence and Medical Withdrawal

Students can request a [leave of absence for an upcoming semester or withdrawal from a current semester](#) for medical, family or personal reasons if in Good Academic Standing. A leave of absence may be awarded for a period of up to one year. Any leave of absence must be approved by the Program Director and the Dean of the Graduate College, and a leave of absence does not take effect until after approval has been received from both. Students who are out of sequence with their original class cohort due to leave of absence may need to take additional courses that were not required when the leave of absence was granted. The student will work with the Program Director to identify the best re-entry point into the program.

Cancellation of Clinical Site Policy

Fieldwork sites are solicited a year or more in advance at the voluntary agreement of a facility that has an executed fieldwork agreement. Fieldwork sites may, on occasion, cancel a site at the last minute due to unanticipated circumstances.

Fieldwork sites may cancel or change placement for any reason including staffing issues, patient census issues, etc. These cancellations can occur any time prior to the start of a fieldwork experience and are not within the control of UVM. Should students have a cancellation of an assigned fieldwork placement, the Fieldwork Coordinator communicates this to them as soon as possible and works with students and fieldwork sites to determine an alternative placement. The availability and timing of this placement is not guaranteed. Students are responsible for all costs associated with fieldwork placements including cancellations.

Challenges with Fieldwork Site and/or Fieldwork Educator

Students have a process for seeking support or assistance with fieldwork sites and fieldwork educators while on their placements.

Students who perceive problems with fieldwork educators or sites should first try to resolve the conflict with the individuals involved. For problems that are unrelated to patient care, the student should speak directly with the person(s) involved in the conflict. If unsuccessful in resolving the problem, students should seek guidance from the fieldwork educator. If further assistance is needed, students should consult with their fieldwork coordinator. Consultation is available via phone, email or in some circumstances on site visits.

Weekly planning forms are used to structure clinical experiences. Student incident forms are available to document isolated student incidents or deficits. An action plan is developed for global and substantial student resolution issues. Dependent on the extent of the confirmed problems/inability to resolve situations, students may be removed from the fieldwork experience. Students must also understand that clinical sites may also request that students be removed, should their actions warrant such a decision. Grades/progression consequences may occur as a result. The fieldwork coordinator and fieldwork educator shall participate in all decisions that lead to student removal from a fieldwork placement.

Fieldwork Accommodation Policy

The UVM OTD program faculty are committed to assisting learners with disabilities to have equitable access in our academic courses and fieldwork experiences while protecting the privacy of all learners as well. Early acknowledgement and communication with the Program director are essential to a successful partnership in arranging accommodations.

The Student Accessibility Services (SAS) provides services and accommodations to all UVM students who have current documentation of a disability. It includes but is not limited to assistance with walking, talking, learning, hearing, or seeing. The SAS Office is located at A170 Living Learning Center. Their web address is: https://www.uvm.edu/academicsuccess/student_accessibility_services

Classroom accommodations are determined separately from those in the fieldwork setting and SAS may require additional documentation to determine eligibility for fieldwork accommodation.

ACOTE standard C1.15

Remediation Process for Students Struggling /in Danger of Failing/ OT Program Corrective Action Plan

Level I

With the exception of OT7701, Level I fieldwork is embedded within established courses and therefore progression of Level I aligns with progression of the course.

If students do not receive a passing grade for the clinical placement associated with OT7701 Level I fieldwork, an Incomplete grade will be assigned for the course. In this case, a learning contract will be developed with the student, AFWC, and program director. Students will have one opportunity to repeat Level I fieldwork during the subsequent fall semester of year 2 in the program.

Level II

When students are on their Level II fieldwork placement, a Level II Midterm evaluation will occur approximately half-way through the rotation. Students who are not achieving a score of 63 or higher at this midterm will need to have a learning contract developed between the student, the site, and the AFWC as part of a remediation plan. If a student is not meeting the site-specific fieldwork objectives or the site's expectations, possible scenarios for a resolution include but are not limited to the development of a new learning contract, extension of fieldwork dates, and removal of the student from the site.

Students who fail a Level II fieldwork will have the opportunity to repeat **one** Level II fieldwork. **Students are only able to repeat one Level II fieldwork.** If students fail more than one Level II fieldwork, students are dismissed from the program.

Students are financially responsible for costs related to repeating fieldwork.

Student Resources

Additional fieldwork resources can be found in Appendix Q.

Appendices

Appendix A: Physical Disabilities Fieldwork Exception Request

As stated in the UVM Entry-level OTD Student Fieldwork Manual, all students are required to complete at least one Level II fieldwork rotation in a physical disabilities setting (i.e., hospital, skilled nursing facility). Students engage in an in-depth experience delivering OT services, focusing on the application of purposeful and meaningful occupation and research, administration, and management as is prescribed by ACOTE. Students are exposed to a variety of clients across the lifespan and across a variety of settings. This recommendation was devised for the following reasons:

1. ACOTE accreditation standard C.1.10 states that Level II fieldwork must be reflective of more than one practice area.
2. The OTD program and fieldwork experiences are designed to prepare students as entry-level generalists. Specialization in a practice area may occur post-graduation through work experience and continuing education opportunities.
3. The NBCOT board certification exam for occupational therapy heavily focuses on physical disability content. Experiencing hands-on fieldwork in this area is anticipated to improve board exam preparation and performance. The examination content outline can be found here: nbcot.org/-/media/PDFs/2022_OTR_Content_Outline.pdf

Exceptions to this requirement may be considered and approved at the discretion of the Academic Fieldwork Coordinator and Program Director. Should students choose to waive the requirement to complete a Level II fieldwork rotation in a physical disabilities setting, the following is noted:

1. It is the responsibility of the student to adequately prepare for the NBCOT board examination beyond the UVM OTD curriculum, fieldwork experiences, and on-campus review courses offered to all students. The UVM OTD program will not be held accountable for a student's exam failure. Additional exam preparation or multiple exam trials may incur additional time and expenses, which are the responsibility of the student.
2. Additional fieldwork-related content and assignments may be assigned to the student to provide beneficial learning experiences related to physical disabilities practice. Examples may include simulated case scenarios or observation hours to approach hands-on experience in this practice area. These assignments will take place outside of the Level II fieldwork hours and will be required on top of the tasks associated with the assigned Level II fieldwork.
3. If a student chooses to not complete an adult physical disabilities rotation, every effort should be made to select a pediatric fieldwork that serves a wide range of diagnoses to provide the student with opportunities to perform comprehensive evaluation and treatment for physical disabilities.
4. Fieldwork placements may not be readily available in a student's desired geographical location in alternative practice settings. Students may have to travel, especially during summer months, to complete fieldwork outside of the physical disabilities practice area. Travel may incur additional costs related to transportation and housing, which are the responsibility of the student.

By signing this form, I [Click or tap here to enter text.](#), acknowledge all of the information stated above. I note that I am deviating from the curricular recommendations of the UVM OTD faculty, which are intended to prepare me for board exam success and general OT practice. I accept that additional expenses, in terms of financial cost and time, may result from this decision. Finally, I acknowledge that this form indicates my preference to waive the fieldwork physical disabilities requirement; however, the ultimate decision for fieldwork placement rests with the AFWC and PD.

[Click or tap here to enter text.](#)

Student's Signature

[Click or tap here to enter text.](#)

Date

Appendix B: NEOTEC Fieldwork Site Profile

The NEOTEC Fieldwork Site Profile can be found as fillable PDF through this link:

https://neotecouncil.org/wp-content/uploads/2024/04/OT_Fieldwork_Site_Profile_202452.pdf

This form combines the Fieldwork Data Form and Site-Specific Objectives.

Appendix C: UVM OT Program Site Visit Form

University of Vermont Occupational Therapy Program Site Visit Form

Year		
Term		
Date		
Student Name		
Supervisor		
Academic Fieldwork Coordinator		

Primary supervisor's years of experience _____

Site Demographics

Site;
Type of Setting:
Type/Diagnosis frequently seen:
Staff: OT's _____ OTA's _____
Other discipline collaboration:
Learning Assignments:
Optional Learning Opportunities:

Supervisor/Student Feedback

Type of supervision (group. 1:1):	Frequency:
✧ Number of supervisors to whom student is assigned: _____	
✧ Ratio of supervisors to students (if group/collab. Supv.) _____	
✧ Supervision sessions are regularly scheduled ☐ Yes ☐ No	

✧ Sufficient time is scheduled for supervision?	☐ Yes ☐ No
✧ Individual supervision is available	☐ Yes ☐ No
✧ Student thinks supervision, support, and feedback are adequate:	☐ Yes ☐ No
✧ Style of supervision meets students needs:	☐ Yes ☐ No
✧ Objectives/Expectations are communicated at beginning of fieldwork:	☐ Yes ☐ No
✧ Student receives at least 6 hours per week of Direct OT Supervision:	☐ Yes ☐ No
✧ Student provided with opportunity to engage clients/observe	
Client Centered/Occupation Based Treatment:	☐ Yes ☐ No
✧ Site/Supervisor familiar with Academic Curriculum Design:	☐ Yes ☐ No

Student Performance Feedback

Identification of student strengths and needs:

✧ Student Perspective:

✧ Supervisor Perspective:

Progress of Clinical Skills and Professionalism:

Interventions or learning strategies implemented to address problems (if any) and results:

If applicable, Recommendations for further action (site/school/student)

Appendix D: Sample CNHS MOU



The University of Vermont

COLLEGE OF NURSING AND HEALTH SCIENCES CLINICAL AFFILIATION AGREEMENT

THIS AGREEMENT is entered into this ____ day of June by and between the **UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE**, on behalf of its College of Nursing and Health Sciences (the "UNIVERSITY") and _____ (the "CLINICAL EDUCATION SITE").

WITNESSETH:

WHEREAS, the parties agree that, for the mutual benefit of each, formal affiliations should be entered into and carried out in accordance with certain procedures and standards for establishing a practicum education program and,

WHEREAS, certain legal rights and obligations will attach to such affiliations when established,

NOW, THEREFORE, it is hereby agreed by and between the parties hereto as follows:

1. The clinical education program to be encompassed by this Agreement shall include the learning objectives and experiences of clinical experiences developed by the faculty of the UNIVERSITY'S College of Nursing and Health Sciences, which shall be communicated to the CLINICAL EDUCATION SITE. The program shall be affected by means of the execution of the responsibilities herein described and assumed by the parties.

2. The term of agreement shall be for a period of five years from _____ to _____. Upon expiration, this Agreement may be renewed by written mutual agreement of the parties.

3. The UNIVERSITY shall assign students to participate in the clinical education program. The students shall be of a number, and the time of the commencement of their program shall be, as agreed upon by and between the parties. In some situations, and upon mutual agreement of the parties, students may participate in the clinical education program remotely. In the event that a student participates in the clinical education program remotely, certain provisions in this Agreement may not apply. In the event that the CLINICAL EDUCATION SITE deems it necessary to cancel a reserved space due to circumstances beyond its reasonable control, it agrees to notify the UNIVERSITY at least one month in advance of the commencement date of the student affiliation.

4. The UNIVERSITY agrees that the academic preparation of the students it assigns shall be in keeping with the objectives and requirements of the program.

5. The UNIVERSITY further agrees as follows:

- A. The UNIVERSITY shall designate one person who shall be responsible for coordination of all aspects of this affiliation and its associated academic program.
- B. The students it assigns shall adhere to all reasonable policies and procedures of the CLINICAL EDUCATION SITE. It is the obligation of the CLINICAL EDUCATION SITE to provide students copies of such policies and procedures in advance or during their affiliation. CLINICAL EDUCATION SITE shall provide notice of any changes to UNIVERSITY, and UNIVERSITY shall require Students to comply with all such updated requirements.

- C. The UNIVERSITY shall provide participating students with Occupational Exposure to Blood borne Pathogens Education, and at the CLINICAL EDUCATION SITE'S request will provide documentation of each assigned student's participation in such education in advance of the affiliation. The CLINICAL EDUCATION SITE may supplement such Occupational Exposure Education on site as necessary or appropriate.
- D. The University shall maintain professional liability coverage that extends to students engaged in practicums in the amounts of \$2,000,000 per occurrence and \$2,000,000 million aggregate. The University shall also maintain commercial general liability insurance or funded self-insurance in an amount not less than \$1,000,000 per occurrence, covering any and all claims arising out of bodily injury or property damage liability where the University's negligence has caused the injury or damage. A certificate of insurance evidencing the coverage required by this paragraph is attached in Appendix B.
- E. The UNIVERSITY shall also require students to maintain health insurance coverage during the term of the affiliation.
- F. The UNIVERSITY shall require students to have a health clearance prior to the commencement of assignment to the CLINICAL EDUCATION SITE, as requested by the CLINICAL EDUCATION SITE in Appendix A. Evidence of compliance with Appendix A shall be provided to the CLINICAL EDUCATION SITE by the STUDENT prior to commencement of the student's assignment.
- G. The UNIVERSITY shall also require students to maintain CPR certification during the affiliation, if requested by the CLINICAL EDUCATION SITE.
- H. The students shall respect the confidential nature of all information that they have access to, including but not limited to participants' personal health information provided to them orally or contained in program records maintained on the CLINICAL EDUCATION SITE'S electronic information system. The students shall be required to comply with CLINICAL EDUCATION SITE'S policies, rules and procedures related to confidential information.

The UNIVERSITY shall advise all students of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable. In addition, the UNIVERSITY agrees to provide the students with training in the requirements of the privacy and security provisions of HIPAA, to the extent that those requirements are applicable at CLINICAL EDUCATION SITE, and to advise them of the importance of complying with the CLINICAL EDUCATION SITE'S policies and procedures relative to HIPAA.
- I. If applicable, the UNIVERSITY shall require that participating students comply with the CLINICAL EDUCATION SITE'S policies and procedures for the conduct of criminal background checks. Students will be advised that the student is responsible for any costs associated with the criminal background check conducted pursuant to this paragraph.
- J. If applicable, Students shall provide evidence of [REDACTED] licensure/certification at the request of the CLINICAL EDUCATION SITE.

6. The CLINICAL EDUCATION SITE further agrees as follows:

- A. The CLINICAL EDUCATION SITE shall provide a planned, supervised program of educational instruction consonant with the objectives of this Agreement, and further shall provide the facilities and personnel necessary to carry out such objectives.
- B. The CLINICAL EDUCATION SITE will designate one person to directly supervise the clinical experiences ("Clinical Education Supervisor") of University students. The Clinical Education Supervisor will hold a current license for the state in which services are being performed and shall otherwise have met the academic and other standards established by the parties. The School's academic fieldwork coordinator, program director, and department faculty will plan the educational objectives and assignments in collaboration with the designated Clinical Education Supervisor. The Clinical Education Site will notify the School in writing of any change or proposed change of the Clinical Education Supervisor or the person who is directly supervising the student's clinical experiences.
- C. The CLINICAL EDUCATION SITE will supply personal protective equipment (PPE), as needed, for students to participate in the clinical placement, recognizing that clinical education may include learning to care for patients with contagious infectious diseases, including COVID-19. Additionally, the parties mutually agree that CLINICAL EDUCATION SITE may restrict Student activities, in its sole discretion, to prevent the spread and transmission of COVID-19 or other infectious disease.
- D. The CLINICAL EDUCATION SITE shall provide students with an orientation to its facilities and operations that expressly covers health and safety protocols specific to the CLINICAL EDUCATION SITE.
- E. The CLINICAL EDUCATION SITE shall retain full responsibility and ultimate decision making authority for the care of patients while students are involved or participate in the care and programming for patients. Furthermore, the CLINICAL EDUCATION SITE represents that the involvement of students in the care of patients is legally permissible and consistent with: a) all applicable federal and state laws, including state facility licensure laws; b) applicable facility and program accreditation standards; c) the CLINICAL EDUCATION SITE's applicable governance documents and policies and procedures; and d) its relevant contracts with third parties, including liability insurers.
- F. The CLINICAL EDUCATION SITE shall facilitate access to treatment and follow-up when a student is exposed to an infectious or environmental hazard or other occupational injury, as well as any other necessary emergency medical services, either on site or as reasonably available.
 - a. The CLINICAL EDUCATION SITE shall be responsible for compliance with applicable contact tracing and/or infectious disease exposure protocols, and shall share information with the UNIVERSITY should a student be identified.
 - b. Costs for any medical service shall be covered by the student's health insurance or shall be the responsibility of the student, subject to institutional policy. Nothing in this provision is intended to waive the rights of any student

for claims arising out of injuries sustained by a student at the CLINICAL EDUCATION SITE and due in whole or in part to the negligence of CLINICAL EDUCATION SITE, its officers, agents, or employees.

- G. The CLINICAL EDUCATION SITE may terminate, upon reasonable cause, the practicum placement of any student whose work performance is unsatisfactory or whose physical and/or mental health renders him/her unable to perform the essential requirements of the program with or without reasonable accommodation. Prior to termination, the CLINICAL EDUCATION SITE will provide the student and the UNIVERSITY written notice of the proposed termination and reasons therefore, and shall furnish the student and the UNIVERSITY a reasonable opportunity to respond to such notice; provided, where the student's health or performance poses imminent danger to self or others, suspension may be effected upon verbal notice and verbal opportunity to respond thereto, and the procedures for termination herein described may be implemented subsequent to the suspension.
- H. The CLINICAL EDUCATION SITE shall ensure that all student records provided to it to effectuate clinical education, or created at UNIVERSITY's request relating to a student and their performance while with the CLINICAL EDUCATION SITE, shall be made available only in conformance with the Family Education Rights and Privacy Act of 1974 ("FERPA"), 20 U.S.C. 1232g, as it may be amended from time to time, and other governing laws.
- I. The CLINICAL EDUCATION SITE agrees to provide students with information regarding the CLINICAL EDUCATION SITE'S policies and procedures relative to HIPAA and pertinent state laws.
The UNIVERSITY and CLINICAL EDUCATION SITE acknowledge that students may use participant's personal health information, or other confidential information, for educational purposes at the CLINICAL EDUCATION SITE and at the UNIVERSITY. To the extent practicable, all information used for such purposes shall be appropriately de-identified so as to remove all data that may be used to connect such information back to the participant to whom it relates.
- J. The CLINICAL EDUCATION SITE shall maintain professional liability (malpractice) insurance or funded self-insurance in an amount not less than \$1,000,000 each claim and annual aggregate, for claims arising out of the rendering or failure to render professional service. The CLINICAL EDUCATION SITE shall also maintain commercial general liability insurance or funded self-insurance in an amount not less than \$1,000,000 per occurrence, covering any and all claims arising out of bodily injury or property damage liability. The CLINICAL EDUCATION SITE shall attach, in Appendix B, a certificate of insurance evidencing the coverage required by this paragraph prior to execution of this Agreement.
- K. The CLINICAL EDUCATION SITE shall, on reasonable request, permit the inspection of its facilities, services available for educational experiences, and such other items pertaining to the learning experiences, by representatives of the UNIVERSITY charged with responsibility for approval of the facilities and/or accreditation of the curriculum.

7. The parties mutually agree that the UNIVERSITY coordinator and the CLINICAL EDUCATION SITE counterpart shall cooperate in working out the details for the implementation of the affiliation.

8. The parties mutually agree that the UNIVERSITY shall provide to the CLINICAL EDUCATION SITE information regarding courses, associated clinical experiences, and student evaluation forms to assist the parties in effecting this Agreement.

9. The CLINICAL EDUCATION SITE will comply with all applicable laws and generally accepted professional guidelines and standards pertinent to the subject matter of this Agreement, including but not necessarily limited to those relating to occupational health and safety and quality of participant care.

10. The parties agree to keep each other informed of any changes in program administration, including personnel responsible for carrying out requirements of this Agreement.

11. It is mutually agreed that at no time shall the matter of race, religion, color, national origin, sex, age, disability, veteran status, sexual orientation, or any other impermissible criterion be considered when making any decision under this Agreement.

12. The parties mutually agree that each is an independent contractor and that neither shall be compensated by the other as a result of the affiliations provided for herein. The parties further mutually agree that no student or employee of the UNIVERSITY shall be considered an employee of the CLINICAL EDUCATION SITE for the purposes of this Agreement, nor shall any student of the UNIVERSITY be considered an employee of the UNIVERSITY. The UNIVERSITY and the CLINICAL EDUCATION SITE agree to maintain statutorily mandated workers' compensation for their respective employees.

13. The relationship between the parties established by this Agreement is not exclusive. Each party reserves the right to enter into similar agreements for the provision of clinical educational experiences with other parties or entities.

14. This Agreement is intended for the exclusive benefit of the parties hereto and does not create any right or benefit to third parties. Furthermore, this Agreement may not be assigned.

15. UNIVERSITY shall not use the name of CLINICAL EDUCATION SITE in any advertising campaign or in the solicitation of prospective students or faculty without the prior written approval of CLINICAL EDUCATION SITE. CLINICAL EDUCATION SITE may identify itself as a clinical teaching site of UNIVERSITY during the term of this Agreement. Otherwise, CLINICAL EDUCATION SITE shall not use the name, insignia or logo of UNIVERSITY or of the University of Vermont without the prior written consent of the Dean of the UNIVERSITY.

16. The UNIVERSITY agrees to indemnify and hold the CLINICAL EDUCATION SITE and its directors, trustees, officers and/or employees harmless from and against any and all claims and liabilities, including reasonable attorney's fees, relating to personal injury or property damage to the extent caused by the negligent acts or omissions of such UNIVERSITY, its trustees, officers, employees, agents and/or students in connection with their duties and responsibilities arising under this Agreement. The CLINICAL EDUCATION SITE agrees to indemnify and hold the UNIVERSITY and its trustees, officers, employees, and/or students harmless from and against any and all claims and liabilities, including reasonable attorney's fees, relating to personal injury or property damage to the extent caused by the negligent acts or omissions of itself, its directors, trustees, officers, employees and/or agents in connection with their duties and responsibilities under this Agreement. Each party agrees that it shall give prompt notice to the other of any claims threatened or made or suit instituted against it which could result in a claim for or right to indemnification as herein provided.

17. This Agreement shall be construed and interpreted in accordance with the laws of the State of Vermont, without regard to conflict of laws provisions. Venue for all disputes arising in connection with this Agreement will be in the state or federal courts of Vermont.

18. The parties agree to maintain records relevant to the performance of the terms and conditions of this Agreement for a period of 10 (ten) years, unless a timely request is made for a longer period of retention by either party.

19. The parties hereto agree that this Agreement may be terminated by either party upon 180 days written notice to the other; provided except in the case of unavoidable extenuating circumstances, or material breach of this Agreement, any such notice of termination shall not take effect until the end of the practicum experience of any students currently assigned and participating in the program. Nothing in this paragraph is intended to waive the rights of either party to pursue remedies available under law for breach of the terms of this Agreement.

20. The failure to enforce any term of this Agreement does not constitute a waiver of a party's right to enforce such term or otherwise compromise the right of the non-breaching party to seek legal or equitable remedy for such breach, nor shall it constitute a waiver of the right to issue a notice of termination for any subsequent breaches.

21. This Agreement supersedes all prior Agreements relative to this subject matter between the parties. This Agreement may be modified only upon written agreement signed by both parties hereto.

22. **Notices:** Except as otherwise provided herein, any notice required by this Agreement shall be provided as follows:

To the UNIVERSITY:

UVM College of Nursing and Health Sciences
Office of the Dean
105 Rowell Building
Burlington, Vermont 05405

To the CLINICAL EDUCATION SITE:

23. This Agreement may be executed in two or more counterparts, each of which together shall be deemed an original, but all of which together shall constitute one and the same instrument. In the event that any signature is delivered by facsimile transmission or by e-mail delivery of a ".pdf" format data file, such signature shall create a valid and binding obligation of the party executing (or on whose behalf such signature is executed) with the same force and effect as if such facsimile or ".pdf" signature page were an original thereof.

IN WITNESS WHEREOF the parties have caused this Agreement to be executed and effective as of the date of the last signature hereto:

UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE

(By) _____

Noma B. Anderson, Dean
College of Nursing & Health Sciences

DATE: _____

(By) _____

Patricia A. Prelock, Provost &
Senior Vice President

DATE: _____

CLINICAL EDUCATION SITE

(By) _____
Site Coordinator

DATE: _____

(By) _____
Duly Authorized Agent

DATE: _____

Appendix E: Student Fieldwork Manual Acknowledgement Form

By signing this form below, I verify that:

- I have read the student fieldwork manual in its entirety, paying particular attention to departmental and university policies for progression through the graduate program in occupational therapy
- I understand and agree to uphold the policies and expectations of the Department of Occupational Therapy, University of Vermont, and the American Occupational therapy Association Code of Ethics in regards to academic integrity, professional behavior, and fieldwork.
- I understand that courses in the occupational therapy program include activities and learning experiences that are designed to promote growth of my interpersonal skills, ethical conduct, and professional behavior, all of which are critical to my success as an occupational therapist.
- I understand that along with academic and clinical faculty, I am responsible for regularly reflecting on and evaluating my ethical and professional behavior to help me meet the standards of the profession.

Name:

x

Signature

x

Date:

x

A signed copy of this form must be submitted to your advisor or other faculty member as designated by your advisor by the second week of Fall semester.

Please keep a copy for your records.

Appendix F: Level I Student Fieldwork Agreement Form

I, [Click or tap here to enter text.](#) agree to honor my commitment to professionally participate in a FW program as a University of Vermont occupational therapy student at (facility name) [Click or tap here to enter text.](#) beginning on (start date of FW [Click or tap here to enter text.](#)) and ending on (end date of FW) [Click or tap here to enter text.](#). Prior to FW, I will review the facility site specific information and complete all necessary prerequisites.

I agree to be responsible for:

- Respecting confidentiality of information regarding clients and the client records in accordance to HIPAA and with the fieldwork site's policies and procedures.
- Complying with the professional standards set up by the clinical program, the University of Vermont and the AOTA Code of Ethics. If I do not know or understand these standards, it will be my responsibility to learn them and to raise any items in question for discussion.
- Attending the fieldwork each day and on time for the duration of the fieldwork experience. Time off is not allowed. If an extenuating circumstance does occur, the FWE and AFWC must be notified immediately. Missed time must be rescheduled and made up.
- Adherence to the policies and procedures of the facility.
- Arrange for my own transportation and/or housing when not provided by the facility; and arrange for my own meals when not provided by the facility.
- Provide the fieldwork site with evidence of an annual physical examination, 2 step PPD, immunizations, titers, and other medical tests prior to or during FW.
- The Occupational Therapy Program has permission to release health records & criminal background clearances to the student's fieldwork site.
- Wear the fieldwork site's uniform (i.e., lab coat, scrubs); if no dress code is required, will adhere to the University of Vermont dress code. I will wear my name tag/identification at all times, unless told otherwise.
- Obtain prior written approval from the facility and the University of Vermont before publishing any written material relating to the fieldwork experience.
- Drug screening, it is my responsibility to review the NEOTEC FW Site Profile to identify whether or not drug screening is required. If so, I will obtain the proper panel of screening and have it done during the requested time.

[Click or tap here to enter text.](#)

Student's Signature

[Click or tap here to enter text.](#)

Date

Adapted from the Occupational Therapy Student Manual at Florida Gulf Coast University

Appendix G: Level II Student Fieldwork Agreement Form

I, [Click or tap here to enter text.](#) Agree to honor my commitment to professionally participate in a fieldwork program as an occupational therapy student at The University of Vermont (UVM) at (facility name) [Click or tap here to enter text.](#) Beginning on (start date of FW) [Click or tap here to enter text.](#) And ending on (end date of FW) [Click or tap here to enter text.](#) Prior to my fieldwork, I will review the facility site-specific information and complete all necessary prerequisites. At least one month prior to my Level II fieldwork or after placed, I will contact my fieldwork site and make final arrangements.

I agree to be responsible for:

- Respecting the confidentiality of information regarding clients in accordance to HIPAA and with the fieldwork site's policies and procedures;
- Complying with the professional standards set up by the fieldwork program, UVM, and the AOTA Code of Ethics. If I do not know or understand these standards, it will be my responsibility to learn them and to raise any items in question for discussion;
- Attending fieldwork every day. If an absence does occur, the student must notify the FWE and the UVM AFWC immediately. If a student misses greater than three days, an intervention plan will be devised. The FWE, student, and AFWC will develop an action plan to address how the missed assignments and time will be made up.
- Adherence to the policies and procedures of the facility;
- Arranging for my own transportation, meals, and housing when not provided by the facility;
- Providing the fieldwork site with evidence of an annual physical examination and 2 step PPD, immunizations, titers, and other medical tests as requested.
- Wearing the fieldwork site's uniform (i.e., lab coat, scrubs); if no dress code is required, will adhere to the UVM dress code. I will wear my name tag/identification, unless told otherwise.
- Obtaining prior written approval from the facility and UVM before publishing any written material relating to the fieldwork experience.
- Completing assignments while on each Level II fieldwork.

I also recognize the following:

- The OT Program has permission to release an affirmation of health records, results from criminal background checks to the fieldwork site.
- It is my responsibility to review the fieldwork site data form to identify whether or not drug screening is required. If so, I will obtain the proper panel of screening and have it done during the requested time.

[Click or tap here to enter text.](#)

[Click or tap here to enter text.](#)

Student's Signature

Date

Adapted from the Occupational Therapy Student Manual at Florida Gulf Coast University

Fieldwork Educator Affirmation Form – Level One

Fieldwork Site	
Address	

In preparation for assuming the role of fieldwork educator for the UVM OTD program, I attest to the following (please initial all items):

Initial	
	I have been adequately prepared to supervise an occupational therapy student based on my exposure to the following information (check all that apply): ☐ Communication with UVM OTD faculty via emails, phone calls, site visits, videos, etc..) ☐ Previous experience as a fieldwork educator ☐ Individual research and self-study (journals, self-assessments, etc..) ☐ Facility-based fieldwork supervision training ☐ UVM OTD offered conferences, workshops or trainings ☐ NEOTEC offered conferences, workshops or trainings ☐ Other: _____
	I have received and reviewed the course syllabus <i>before</i> the accompanied fieldwork course which includes information on learning objectives, the UVM OTD curriculum design and fieldwork program design.

Name	
Signature	
Date	

Fieldwork Educator Affirmation Form – Level Two

Fieldwork Site	
Address	

In preparation for assuming the role of fieldwork educator for the UVM OTD program, I attest to the following (please initial all items):

Initial			
	I am licensed to practice occupational therapy in the State of _____		
	License #	Issue date	Expiration Date
	I have been adequately prepared to supervise an occupational therapy student based on my exposure to the following information (check all that apply): ☐ Communication with UVM OTD faculty via emails, phone calls, site visits, videos, etc. ☐ Review of the UVM OTD Fieldwork Educator Manual ☐ Previous experience as a fieldwork educator ☐ Individual research and self-study (journals, self-assessments, etc..) ☐ Facility-based fieldwork supervision training ☐ UVM OTD offered conferences, workshops or trainings ☐ NEOTEC offered conferences, workshops or trainings ☐ Completed Self Assessment of Fieldwork Educator Competency (SAFECOM) ☐ Other: _____		
	I have received and reviewed the course syllabus for the accompanied fieldwork course which includes information on learning objectives, the UVM OTD curriculum design and fieldwork program design.		
	I understand that the OTD student that is under my supervision for Level Two fieldwork must complete a full-time equivalent 12 weeks of fieldwork.		
	I have been working full time as an occupational therapist for a minimum of one year.		

Name	
Signature	
Date	

Appendix J: Level I - OT Student Evaluation of Fieldwork Site

Facility Name:

Location:

Setting:

FWE Name and Credentials:

FWE's email address:

FWE's telephone number:

1. Did the site require any prerequisites prior to this fieldwork; if so, what were the requirements?
2. What were some of the site expectations & student responsibilities?
3. What aspects of the experience did you find most meaningful?
4. What aspects of the experience did you find least meaningful?
5. Did you feel prepared for this experience? If not, what could have been done to prepare you to the fullest for this experience?
6. Do you feel you received effective supervision? Explain Why or Why not:
7. Would you recommend this fieldwork site to another student? Why?
8. Outline, at least three areas you like to share with other OT students or some things you would have like knowing prior to this FW.
9. Should UVM continue to place students at this facility for Level I FW, why or why not?
10. What else would you like to share about this Fieldwork experience?

Appendix K: UVM OTD Level II Fieldwork Evaluation

Instructions

- This form should be completed by the fieldwork educator ahead of the midterm and final evaluation meetings. In addition, students should complete the evaluation form as a self-assessment. Results from the fieldwork educator and student self-assessment should be discussed in person prior to sending the form to the Academic Fieldwork Coordinator.
- Following the feedback meeting, submit results on Exxat by the midterm and final evaluation dates.
- For any items that you are not able to directly observe, please be sure to verbally review details with your fieldwork student in order to determine competence and assign a score
- Please comment on any items that receive a score of 2 or lower. Comments are appreciated on any other items, as well.

Scoring Procedure

- Must receive a score of at least 3 on all Ethics & Safety items
- Must receive a score of at least 2 on all other items
- Pass at midterm = 63 points
- Pass at final = 87 points

Student Name:

Supervisor Name:

Midterm _____ Final _____

Date of Evaluation:

Site Name:

Item	1 – Needs Improvement (<65% of the time)	2 – Emerging (65-74% of the time)	3 – Adequate (75-90% of the time)	4 – Outstanding (>90% of the time)	Comments
Ethical Practice & Safety					
1. Understanding and adherence to ethical principles and professional standards.					
2. Maintaining client confidentiality and privacy.					
3. Ensuring client safety during all care encounters and written recommendations.					
4. Ensuring safety of self through use of proper body mechanics, emergency procedures, and clinical reasoning.					
5. Following site requirements for safety, as set forth by OSHA, fire and emergency procedures, and bloodborne pathogen precautions.					
Clinical Assessment and Evaluation					
6. Ability to conduct thorough assessments of clients' occupational performance.					
7. Proficiency in using standardized and non-standardized assessment tools.					
8. Skill in analyzing and interpreting assessment data to inform intervention planning.					
Intervention Planning and Implementation					
9. Developing client-centered intervention plans based on assessment findings.					
10. Implementation of evidence-based interventions to address clients' needs.					
11. Flexibility to modify interventions based on client progress and changing circumstances.					
12. Knowledge of various therapeutic approaches, including physical, psychosocial, and environmental interventions.					
Client and Family Collaboration					
13. Effective communication and collaboration with clients, families, and caregivers.					
14. Involving clients and their support systems in the intervention planning and decision-making process.					
15. Providing education to clients, families, and communities about occupational therapy principles and strategies.					
Documentation					
16. Accurate and comprehensive documentation of assessments, interventions, and client progress.					
17. Adherence to legal and ethical standards, including accurate billing procedures, related to health record management.					

Cultural Humility					
18. Demonstrating respect for cultural, socioeconomic, belief, and identity differences.					
19. Adaptability in delivering client-centered care that respects cultural and individual differences.					
Professional Collaboration					
20. Collaborating effectively with other healthcare professionals, support staff, and community resources.					
21. Participation in interdisciplinary team meetings and communication.					
22. Understanding division of responsibilities between OTR and COTA colleagues					
23. Communicating effectively with various stakeholders.					
Critical Thinking and Problem Solving					
24. Analytical skills to critically evaluate situations, make sound judgments, and solve problems.					
25. Capacity to adapt interventions based on ongoing assessment and client feedback.					
Professionalism					
26. Efficiently managing time to meet the demands of caseloads and administrative responsibilities.					
27. Organizing and prioritizing tasks to ensure effective service delivery.					
28. Collaborating with fieldwork educators and seeking feedback for professional growth.					
29. Responding constructively to feedback and demonstrating consistent and acceptable work behaviors.					
Additional Comments:					
Was this evaluation reviewed with the student? ☐ Yes ☐ No					
Student Signature:				Date Signed:	
Student Name:			Date of Evaluation:		
Supervisor Name:			Site Name:		

Midterm _____ Final _____

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (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. Programs may adapt this form to suit their needs.

Instructions to the Student:

Complete the SEFWE before your final meeting with your fieldwork educator(s). Make a copy of the form for yourself. This form gets submitted to your fieldwork educator during or after you review your final fieldwork performance evaluation (FWPE). The SEFWE is signed by you and the fieldwork educator(s).

Instructions to the Fieldwork Educator(s):

Review the SEFWE with the student after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed.

The SEFWE is signed by both the fieldwork educator(s) and the student.

Return both the FWPE and SEFWE promptly upon completion of the fieldwork to the academic fieldwork coordinator.

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: _____

We have mutually shared and clarified this Student Evaluation of the Fieldwork

Experience report on _____.
(date)

Student's Signature

FW Educator's Signature

Student's Name (Please Print)

FW Educator's Name and credentials (Please Print)

FW Educator's years of experience

ORIENTATION—WEEK 1

Indicate the adequacy of the orientation by checking “Yes” (Y) or “Needs Improvement” (I).

TOPIC	Adequate		Comment
	Y	I	
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

Check age groups worked with
performance

List most commonly seen occupational
issues in this setting

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

Occupational Performance Issues

Describe the typical population: _____

OCCUPATIONAL THERAPY PROCESS

I. EVALUATION

List assessment tools used	Observed	Performed

II. INTERVENTION

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

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 theory(ies) that guided intervention: _____

III. OUTCOMES

Identify the types of outcomes measured as a result of OT intervention provided:

Type of outcome	yes	no	Provide example
Occupational Performance			
Prevention			
Health & Wellness			
Quality of Life			
Participation			
Role competence			
Well-being			
Occupational Justice			

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

No

Yes

The current Practice Framework was integrated into practice		
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		

Additional educational opportunities provided with comments (specify): _____

DOCUMENTATION AND CASE LOAD

Documentation Format:

☐ Narrative ☐ SOAP ☐ Checklist ☐ Other: _____
☐ Hand-written documentation ☐ Electronic

If electronic, name format & program: _____

Time frame & frequency of documentation: _____

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

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

SUPERVISION

What was the primary model of supervision used? (check one)

- ☐ one fieldwork educator : one student
☐ one fieldwork educator : group of students
☐ two fieldwork educators : one student

- ☐ one fieldwork educator : two students
- ☐ distant supervision (primarily off-site)
- ☐ three or more fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

Frequency of meetings/types of meetings with fieldwork educator (value/frequency):

General comments on supervision:

SUMMARY of FIELDWORK EXPERIENCE

1 = Strongly disagree
 2 = Disagree
 3 = Neutral
 4 = Agree
 5 = Strongly agree

	Circle one				
Expectations of fieldwork experience were clearly defined	1	2	3	4	5
Expectations were challenging but not overwhelming	1	2	3	4	5
Experiences supported student's professional development	1	2	3	4	5

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

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 feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

Would you recommend this fieldwork site to other students? Yes or No ____

Why or why not? ____

INSTRUCTIONS

One form must be completed for each fieldwork educator who provided supervision. You can detach this page and make more copies as needed.

Check the box that best describes your opinion of the fieldwork educator's efforts in each area

FIELDWORK EDUCATOR NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly agree

	1	2	3	4	5
Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					

Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					
Modeled and encouraged interprofessional collaboration					
Modeled and encouraged intra-professional collaboration					

Comments: _____

Appendix M: Occupational Therapy Department Fieldwork Weekly Planning Form

Student:

Facility:

Fieldwork Educator:

Date:

Week #:

Directions: This form is to be completed by the student and is to be brought to the weekly meeting between the student and the Fieldwork Educator.

1. What I think that I did well with this week:
2. What I think that I did not do well with this week:
3. Questions and Concerns:
4. Supervision Needs:
5. Goals for next week:

Appendix N: Fieldwork Supervision Where No OT Services Exist

This is a unique fieldwork setting that represents a role-emerging area for OT. To keep lines of communication open and to protect all students, staff, and clients, the following plan has been devised:

Site					
Site Coordinator Name		Phone #		Email:	
On-site Supervisor Name		Phone #		Email:	
On-site supervisor profession and license (if applicable):					
OT Supervisor Name		Phone #		Email:	
Additional contact measures:					
UVM Dates of Rotation: _____					
Student Name		Phone #		Email:	
AFWC Name		Phone #		Email:	
Emergency Contact	Victoria Priganc (program director)				

Working hours include:

Day of Week: _____ Hours: _____

Direct supervision will occur on the following schedule: (must include minimum 8 hours/week)

Day of Week: _____ Hours: _____

By signing this form, all parties hereby agree to be available, via the contact measures indicated above, during all working hours. Further, this acknowledges a plan to provide a minimum of 8 hours of direct supervision each week of the fieldwork experience and complete any other required responsibilities as the Fieldwork Educator (including, but not limited to: student evaluation, site visit participation, contact with AFWC as needed)

OT Fieldwork Educator Signature

Date

OTD Student

Date

UVM Academic Fieldwork Coordinator

Date

Appendix O: Initial Fieldwork Questionnaire

Welcome to the UVM OTD program! Although you just started your grad school journey, fieldwork will come up much quicker than you think. It is important to start the conversation early, so I am aware of your preferences and any potential constraints.

As stated in the UVM Entry-Level OTD Student Fieldwork Manual, the student placement process is a mutual process. This means that your input will help guide placements, in addition to various other factors, such as: grades in relevant courses and assignments; timeliness of mandatories completion; professionalism competency scores; faculty ratings of safety, ethics, responsibility, and ability to represent the program well; leadership roles.

It is expected that your preferences may change over time. Please keep me updated with any thoughts regarding your fieldwork placements. I am frequently available by appointment, which can be set up via email:

Student Name: Click or tap here to enter text.

1. Do you have a driver's license? ☐ Yes ☐ No
2. Do you have access to a reliable car? ☐ Yes ☐ No
3. Please indicate your primary address: Click or tap here to enter text.
4. Please indicate 2 additional addresses where you have housing available for a 3-month period (i.e., relatives' house, friend's house):
 - a. Click or tap here to enter text.
 - b. Click or tap here to enter text.
5. Select your top choices of OT practice areas:
 - a. #1 choice: Choose an item.
 - b. #2 choice: Choose an item.
6. Indicate any known scheduling conflicts during the upcoming summer.
Click or tap here to enter text.
7. As stated in the UVM Entry-Level OTD Student Fieldwork Manual, 1 Level II fieldwork placement must be in a physical disabilities setting (e.g., hospital, skilled nursing facility). Do you have any concerns related to physical disabilities settings I should be aware of?
Click or tap here to enter text.
8. Any other information you would like me to know in preparation for fieldwork assignments?
Click or tap here to enter text.

Appendix P: Level II Out-of-State Request Form

Student Name:

Desired Location(s):

Location Ranking:	Summer Semester	Fall Semester
1.		
2.		
3.		

Excerpt from the UVM Fieldwork Student Handbook:

Level II Out-of-State Placements

Students who would like to travel out of state for a Level II placement must complete the Level II Out-of-State Request Form (Appendix L). To allow ample time for the AFWC to search for sites, establish a contract, and secure a fieldwork slot, it is recommended that requests are submitted by January of the first year in the program. Requests will be addressed in the order they are received. Once a placement is secured, it is considered final. An out-of-state location request cannot be altered once a fieldwork placement is secured. If a placement has not yet been secured and the student would like to alter the location request, a new Level II Out-of-State Request Form must be submitted.

Students are responsible for submitting at least 3 potential fieldwork sites in the requested geographic area, including associated contact information (phone number and/or email address). The student is not permitted to contact the fieldwork site to request a placement directly. Potential site information will be added to a shared spreadsheet that is distributed by the AFWC. The AFWC will then review the site to ensure it meets all qualifications, and if so, will reach out to initiate the MOU and slot request process. Students may be placed up to 75 minutes away from their desired location.

It is advised that students prioritize location preference *or* practice setting preference. Despite a request for an out-of-state location, a placement is not guaranteed. Many factors out of the university's or AFWC's control impact fieldwork placement opportunities, including staffing availability, scheduling, number of OT schools/students in a given area, and a site's capacity for additional university partnerships.

I have reviewed the handbook excerpt included above and agree to the stated conditions. I acknowledge that I will accept a slot that is secured in the locations I have indicated on this form. If I would like to alter my location preferences, I must submit a new version of this form before a slot is secured.

Click or tap here to enter text.

Student's Signature

Click or tap here to enter text.

Date

Appendix Q: Additional Student Fieldwork Resources

The following resources will help the OT student to prepare for a successful fieldwork experience:

American Occupational Therapy Association. (2014) Guidelines for supervision, roles and responsibilities during the delivery of occupational therapy services. *American Journal of Occupational Therapy*, 68(Suppl. 3), S16-S22. <https://doi.org/10.5014/ajot.2014.686S03>

OT Student Pulse Fieldwork Articles <https://www.aota.org/publications/student-articles/fieldwork>

Standards for Continuing Competence (AOTA, 2021) <https://www.aota.org/-/media/corporate/files/educationcareers/aota-fellowship-program/standards-for-continuing-competence-2021.pdf>

The following resource provides housing opportunities for OT fieldwork students traveling out-of-state:
<https://shareyournest2021.wordpress.com/>

References:

American Occupational Therapy Association. (2016). Occupational therapy fieldwork education: Value and purpose. *American Journal of Occupational Therapy*, 70(Suppl. 2), 7012410060. <http://dx.doi.org/10.5014/ajot.2016.706S06>

American Occupational Therapy Association. (2018). 2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide. *American Journal of Occupational Therapy*, 72 (Suppl. 2), <https://doi.org/10.5014/ajot.2018.72S217>

American Occupational Therapy Association, (2020). 2020 Occupational Therapy Code of Ethics. [PDF]. <https://www.aota.org/-/media/Corporate/Files/Secure/Governance/RA/2020-fall-meeting/Code-of-Ethics/Code-of-Ethics-2020-20200930.pdf>

American Occupational Therapy Association, (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>

American Occupational Therapy Association. (2018). Guidelines for documentation of occupational therapy. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410010. <https://doi.org/10.5014/ajot.2018.72S203>

American Occupational Therapy Association. (2020). Tufts University; Policies and procedures. [PDF]. <https://www.aota.org/-/media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Samples/Tufts-Policies-Procedures.pdf>

Martikainen, P., Bartley, M., & Lahelma, E. (2002). Psychosocial determinants of health in social epidemiology. *International Journal of Epidemiology*, 31(6), 1091-1093.