



University of Vermont

College of Nursing and Health Sciences

Occupational Therapy

DOCTOR OF OCCUPATIONAL THERAPY
STUDENT FIELDWORK MANUAL

Contents

Glossary of Terms.....	4
Introduction to Fieldwork	5
Occupational Therapy Program Overview	6
Fieldwork Education and Curriculum Design.....	7
Level I Fieldwork	9
Integrating Level I fieldwork objectives throughout the curriculum	10
Level II Fieldwork	15
Role and Responsibilities	17
Academic Fieldwork Coordinator (AFWC)	17
Fieldwork Educator (FWE)	18
Fieldwork Student.....	19
Faculty Assistants.....	19
Fieldwork Site Development and Selection of Fieldwork Sites	20
Site Management.....	21
Memorandum of Understanding (Level I and Level II FW MOUs).....	21
Ratio of Fieldwork Educators to Students	21
Student Responsibilities.....	22
Readiness	22
Behavioral expectations while on fieldwork.....	23
Health Insurance	24
Health Requirements	24
Additional Expenses	25
Professional Attire	25
Name Tag	26
Incident report	26
HIPAA Guidelines for Fieldwork.....	26
Fieldwork policies and procedures	27
Program evaluation.....	27
Progression to and through fieldwork	27
Student acknowledgement of policies and procedures form	28
Fieldwork Eligibility	28

Level I	29
Level II	29
Learning Outcomes and Behavioral Objectives	29
Level I	29
Level II	29
Assignments	30
Level I	30
Level II	30
Evaluation of Student Performance	31
Level I	31
Level II	31
Qualified Fieldwork Supervisors	32
Level I	32
Level II	32
Level II Fieldwork Supervision Where No OT Services Exist	34
Fieldwork Supervision Outside the United States (C.1.13)	34
Student Placement Process	34
Level I	34
Level II	34
Conflict of Interest in Clinical Placement Assignments	37
Attendance Policy	37
Level I	37
Level II	38
Leave of Absence and Medical Withdrawal	38
Cancellation of Clinical Site Policy	39
Challenges with Fieldwork Site and/or Fieldwork Educator	39
Fieldwork Accommodation Policy	39
Remediation Process	40
Level I	40
Level II	40
Student Resources	40
Appendices	41
Appendix A: Physical Disabilities Fieldwork Exception Request	41

Appendix B: NEOTEC Fieldwork Site Profile.....	42
Appendix C: UVM OT Program Site Visit Form	43
Appendix D: Sample CNHS MOU	45
Appendix E: Student Fieldwork Manual Acknowledgement Form	52
Appendix F: Level I Student Fieldwork Agreement Form	53
Appendix G: Level II Student Fieldwork Agreement Form.....	54
Appendix H: Fieldwork Educator Affirmation Form – Level One	55
Appendix I: Fieldwork Educator Affirmation Form – Level Two	56
Appendix J: Level I - OT Student Evaluation of Fieldwork Site.....	57
Appendix K: UVM OTD Level II Fieldwork Evaluation	58
Appendix L: Student Evaluation of Fieldwork Experience (SEFWE).....	62
Appendix M: Occupational Therapy Department Fieldwork Weekly Planning Form.....	71
Appendix N: Fieldwork Supervision Where No OT Services Exist.....	72
Appendix O: Initial Fieldwork Questionnaire.....	73
Appendix P: Level II Out-of-State Request Form	74
Appendix Q: Additional Student Fieldwork Resources	75
References:	76

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

Fieldwork education is an essential component of professional preparation within the University of Vermont Entry Level Doctorate in Occupational Therapy (OTD) program. The UVM fieldwork program is designed and implemented in accordance with the 2023 Accreditation Council for Occupational Therapy Education (ACOTE) Standards for a Doctoral Degree Level Educational Program for the Occupational Therapist.

ACOTE identifies fieldwork education as a crucial component of professional preparation that is integrated within the curriculum design. Fieldwork experiences are designed to promote professional reasoning and reflective practice, support the development of ethical practice, and build professionalism and competence in the responsibilities of an occupational therapist. Students complete fieldwork experiences under the supervision of qualified personnel who support learning and serve as professional role models. The UVM OTD program is responsible for implementing and evaluating the effectiveness of its fieldwork education program, with oversight provided by the Academic Fieldwork Coordinator (AFWC). (*ACOTE C.1.0*)

Fieldwork experiences within the UVM OTD program are intentionally connected to the sequence and scope of the academic curriculum. This integration allows students to apply knowledge and skills from didactic coursework in practice based learning experiences and progressively develop the competencies required for entry level occupational therapy practice. (*ACOTE C.1.1*)

The goals of fieldwork education within the UVM OTD program are to provide students with opportunities to:

- Apply occupational therapy knowledge and skills through meaningful occupation across the lifespan.
- Develop professional reasoning, reflective practice, and increasingly independent clinical decision making.
- Understand and respond to the needs, priorities, and perspectives of clients and families.
- Develop the competencies required for entry level generalist occupational therapy practice.
- Gain experience with different practice settings, populations, documentation systems, reimbursement structures, theoretical approaches, and models of practice.
- Strengthen ethical reasoning, professional behaviors, and responsibility for continued professional development.

Fieldwork education includes **Level I and Level II fieldwork experiences**. These experiences are intentionally sequenced to build upon knowledge and skills developed throughout the curriculum. Level I fieldwork introduces students to fieldwork experiences and supports the application of knowledge to practice. Level I experiences are not substituted for any portion of Level II fieldwork. Level II fieldwork provides an in depth experience through which students develop competence as entry level, generalist occupational therapists. (*ACOTE C.1.11, C.1.12*)

Prior to each fieldwork experience, the UVM OTD program and fieldwork educators establish objectives appropriate to the experience. **Every fieldwork experience includes an objective addressing the**

psychosocial aspects of the client's engagement in occupation, regardless of the setting or population. The curriculum also includes at least one fieldwork experience with a primary focus on occupational therapy's role in addressing mental health, behavioral health, or psychosocial aspects of client performance and occupational engagement. (ACOTE C.1.3, C.1.6)

Students are provided access to information about their assigned fieldwork site, including site requirements, objectives, and performance expectations, prior to beginning the experience. Students are responsible for reviewing this information and completing required preparation and onboarding activities before the fieldwork start date. (ACOTE C.1.2)

Occupational Therapy Program Overview

The University of Vermont Entry Level Doctorate in Occupational Therapy (OTD) program is housed within the College of Nursing and Health Sciences (CNHS). The program's mission and vision align with those of CNHS and with the American Occupational Therapy Association's Vision 2025: *"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

This teaching philosophy extends directly into fieldwork education. Fieldwork experiences are intentionally connected to the sequence and scope of the academic curriculum, allowing students to apply and integrate knowledge and skills within practice settings. As students progress through the program, fieldwork experiences support increasingly complex professional reasoning, application of occupational therapy knowledge, and development of professional competence and responsibility. This intentional integration strengthens the connection between didactic education and fieldwork and supports students' progression toward entry level occupational therapy practice. (ACOTE Standard C.1.1)

Fieldwork Education and Curriculum Design

Fieldwork education is intentionally integrated throughout the UVM OTD curriculum and supports the program's goals of developing innovative, effective, occupation based, and evidence-based practitioners; preparing leaders and advocates within the profession; and fostering compassionate, inclusive, and collaborative practice. Fieldwork experiences are designed to connect academic learning with practice and reflect the sequence and scope of content in the curriculum. (*ACOTE Standard C.1.1*)

The UVM OTD program includes six Level I fieldwork experiences integrated throughout the curriculum. These experiences provide opportunities for students to apply knowledge and skills introduced in academic coursework across traditional, nontraditional, and emerging practice settings. As students progress through Level I and Level II fieldwork, expectations for professional reasoning, application of knowledge, competence, and responsibility progressively increase. Level II fieldwork provides the in-depth experiences necessary for students to develop competence as entry level, generalist occupational therapists. (*ACOTE Standards C.1.1, C.1.11, C.1.12*)

Fieldwork objectives are established prior to each experience through collaboration between the UVM OTD program and fieldwork educators. Objectives are designed to reflect the curriculum, the learning needs of the student, and the services and opportunities available at the fieldwork site. All fieldwork experiences include an objective addressing the psychosocial aspects of the client's engagement in occupation. (*ACOTE Standard C.1.3*)

OT7140 Psychosocial and Mental Health Influences on Occupation includes a fieldwork experience with a primary focus on occupational therapy's role in addressing mental health, behavioral health, and psychosocial factors that influence client performance and engagement in occupation. Throughout other Level I and Level II experiences, students also consider psychosocial factors, social determinants of health, and other contextual factors that may influence occupational participation and the therapeutic process. (*ACOTE Standard C.1.6*)

The Academic Fieldwork Coordinator (AFWC) provides oversight of the fieldwork education program and works with faculty, fieldwork sites, and fieldwork educators to support alignment between academic preparation and fieldwork experiences. The AFWC maintains communication with fieldwork sites, coordinates required agreements and site information, and supports the development and review of fieldwork objectives and learning opportunities. These processes help ensure that fieldwork experiences remain consistent with the sequence and scope of the UVM OTD curriculum. (*ACOTE Standards C.1.1, C.1.5*)

Students are expected to actively engage in the connection between academic learning and fieldwork practice through preparation, application of knowledge and skills, reflection, feedback, and increasing responsibility across experiences. Additional expectations and procedures related to Level I and Level II fieldwork are described in the Fieldwork Policies and Procedures section of this manual.

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

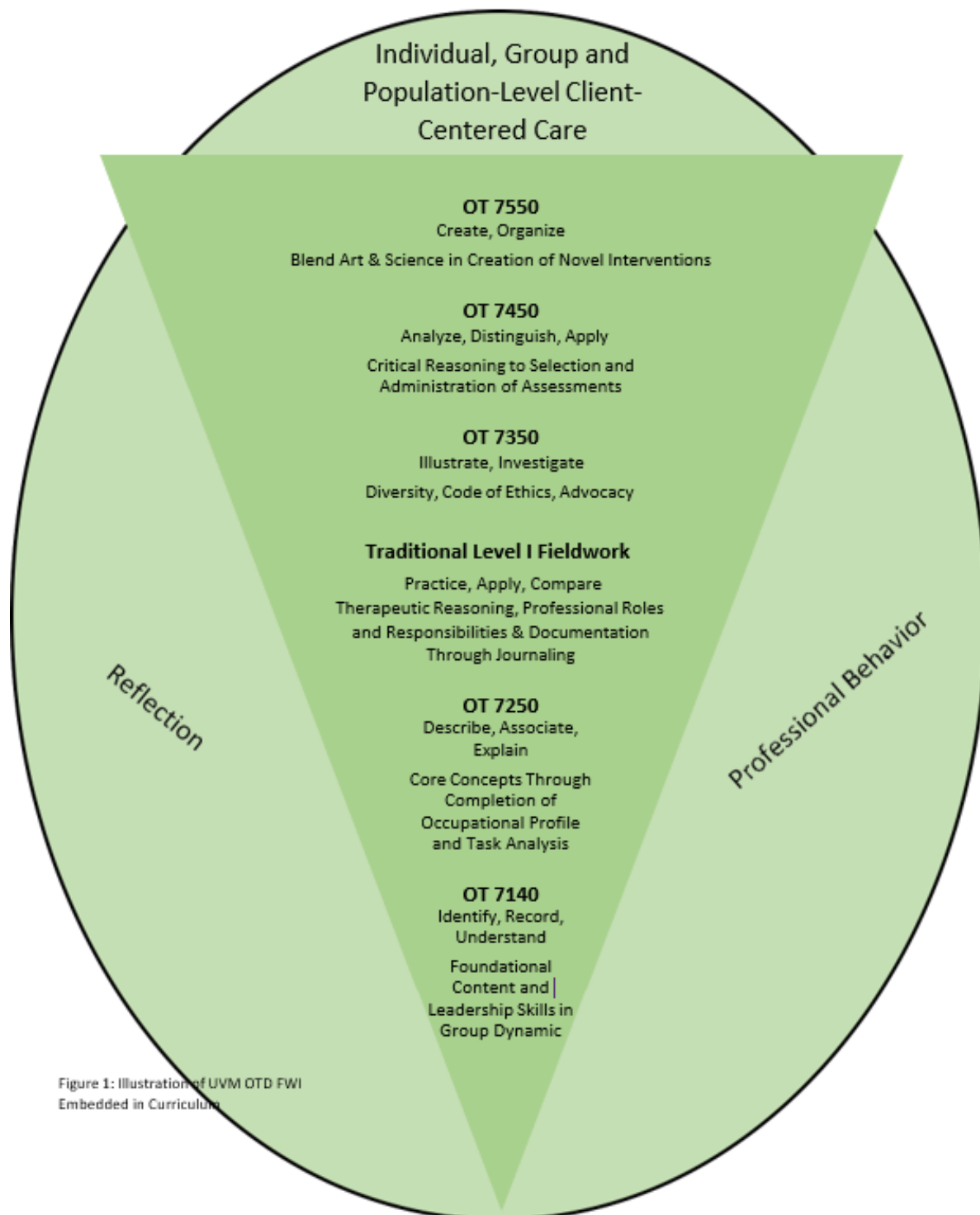


Figure 1: Illustration of UVM OTD FWI Embedded in Curriculum

Level I Fieldwork

In the UVM OTD program, Level I fieldwork is integrated throughout the curriculum and provides students with opportunities to connect academic learning with occupational therapy practice. The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop an understanding of the needs of clients. Level I experiences may include observation and guided participation in selected aspects of the occupational therapy process appropriate to the student's level of preparation. See Tabel 1 for details of the breakdown. (ACOTE Standards C.1.1, C.1.11)

Level I fieldwork within the UVM OTD program includes two components:

- Experiential learning embedded within coursework throughout the curriculum.
- A two week Level I clinical placement with an approved Level I supervisor. Students follow the supervisor's schedule for a minimum of 30 hours per week. Depending upon the site and supervisor schedule, students may complete up to 40 hours per week.

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	Fall & 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

Level I fieldwork complements academic coursework through meaningful observation, experiential learning, and participation in selected aspects of occupational therapy practice. Learning objectives are incorporated into applicable courses and are assessed through course assignments, observation of student progress and professional behaviors, and formal evaluation as appropriate to the experience.

Beginning in the first year of the program, students participate in practice based experiences that reinforce concepts introduced in classroom and laboratory learning. Depending upon the course and learning objectives, experiences may include observation or guided participation under the supervision of faculty members, fieldwork educators, or other qualified personnel. ACOTE permits Level I fieldwork to be supervised by qualified personnel including occupational therapy practitioners and other professionals who are knowledgeable about occupational therapy and able to support the goals of the experience. (ACOTE Standard C.1.11)

As students progress through Level I fieldwork, expectations increase in accordance with their academic preparation and the objectives of each experience. Students are expected to demonstrate increasing

ability to integrate academic knowledge with practice, engage in professional reasoning, respond to feedback, and assume responsibility appropriate to their level of preparation.

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

These instructional approaches are consistent with the methods permitted for Level I fieldwork within the ACOTE standards. Level I fieldwork may not be substituted for any portion of Level II fieldwork. *(ACOTE Standard C.1.11)*

The Academic Fieldwork Coordinator (AFWC), in collaboration with faculty members responsible for courses containing fieldwork experiences, oversees the development and coordination of Level I fieldwork. Responsibilities include identifying appropriate learning experiences and sites, communicating program and course expectations to fieldwork educators, establishing objectives appropriate to the curriculum and learning environment, scheduling experiences, providing students with required site information, and monitoring student performance and professional behavior.

Students are provided access to relevant information about their fieldwork site and experience, including requirements, objectives, and performance expectations, prior to beginning fieldwork. Students are responsible for reviewing this information and completing all required preparation and onboarding activities before the experience begins. *(ACOTE Standard C.1.2)*

Integrating Level I fieldwork objectives throughout the curriculum

Level I fieldwork experiences are intentionally connected to the sequence and scope of the UVM OTD curriculum. Faculty members and fieldwork educators collaborate as appropriate to ensure that fieldwork objectives reflect the student's level of academic preparation and provide opportunities to apply knowledge and skills developed through coursework. This integration strengthens the connection between didactic education and fieldwork across traditional, nontraditional, and emerging practice settings. *(ACOTE Standard C.1.1)*

Prior to fieldwork experiences, academic and fieldwork educators establish objectives appropriate to the experience and expected educational outcomes. All fieldwork experiences include an objective addressing the psychosocial aspects of the client's engagement in occupation. *(ACOTE Standard C.1.3)*

Student performance is evaluated in relation to the objectives and expectations established for each Level I experience. Students should expect increasing levels of complexity, responsibility, professional reasoning, and application of knowledge as they progress through the curriculum.

Fall Semester – First Year

Level 1 Fieldwork in conjunction with OT7140

Fieldwork days and hours vary based on the learning experience and site.

Students are introduced to occupational therapy's role in addressing mental health, behavioral health, and psychosocial factors that influence client performance and engagement in occupation. This experience provides the UVM OTD program's Level I fieldwork experience with a primary focus on these areas. (ACOTE Standard C.1.6)

Fieldwork objectives and learning activities reinforce academic content and support the development of therapeutic rapport, group process skills, professional behaviors, and understanding of psychosocial factors that influence occupational engagement. Students work in small groups to plan and implement an in person or remote group intervention within a mental health or behavioral health context.

Student performance is evaluated through course assignments and experiential learning activities aligned with the objectives and expectations of the Level I fieldwork experience. Fieldwork objectives are established to connect the experience with the academic curriculum and expected student learning outcomes. (ACOTE Standards C.1.1, C.1.3)

Spring Semester – First Year

Level 1 fieldwork in conjunction with OT7250

Fieldwork days and hours vary based on the learning experience.

Level I fieldwork objectives and assignments within OT7250 provide students with opportunities to apply foundational knowledge related to occupational performance and the occupational therapy process. Students complete an occupational profile and analyze a routine daily activity to develop their understanding of the relationship among client factors, activity demands, context, and occupational performance.

Students also complete two practicum experiences in the UVM Simulation Laboratory using standardized patients. During these experiences, students are expected to demonstrate professional behaviors, appropriate communication, and a thorough examination based on the clinical scenario. Student and client safety are emphasized and evaluated throughout the experience.

Student performance is evaluated through course assignments, practicum performance, and experiential learning activities aligned with the objectives and expectations of Level I fieldwork. These experiences provide opportunities for students to connect foundational academic content with occupational therapy practice. (ACOTE Standards C.1.1, C.1.11)

Summer Semester -First Year

OT7700, Level I Fieldwork Preparation

OT7700 prepares students for successful participation in their immersive Level I fieldwork experience. The course focuses on fieldwork readiness and the professional responsibilities associated with entering a practice environment as an occupational therapy student.

Students examine expectations related to professional behaviors, communication, receiving and responding to feedback, initiative, self awareness, ethical conduct, and responsibility for learning. Preparation activities provide opportunities for students to identify individual strengths and areas for continued professional development before beginning their clinical placement.

Students also review expectations for communicating with fieldwork educators, navigating concerns or challenges that may arise during fieldwork, maintaining appropriate professional boundaries, and seeking support when needed. Course activities are designed to help students understand that readiness for fieldwork includes not only academic knowledge and clinical skills, but also the professional behaviors necessary to participate effectively within a practice setting.

Students review their assigned fieldwork site information, learning objectives, performance expectations, and required onboarding activities prior to the experience. (*ACOTE Standard C.1.2*)

OT7701, Level I Fieldwork Clinical Placement

OT7701 is a two-week immersive Level I fieldwork experience completed in an approved practice setting. Students complete a minimum of 30 hours per week for two weeks and follow the schedule established by the fieldwork educator and site, which may include up to 40 hours per week.

The experience builds upon academic and experiential learning completed during the first year of the OTD curriculum. Students observe and participate in selected aspects of the occupational therapy process appropriate to the practice setting and their level of preparation. Learning activities may include applying professional and therapeutic reasoning to observed practice, developing documentation skills, examining the relationship between evaluation and intervention, and exploring the professional roles and responsibilities of occupational therapists and occupational therapy assistants.

Students are expected to demonstrate professional behavior, active engagement in learning, appropriate communication, responsiveness to feedback, and increasing ability to connect academic knowledge with practice. Students are also expected to reflect on their own performance and identify areas for continued development as they progress toward subsequent fieldwork experiences.

Level I fieldwork introduces students to fieldwork, provides opportunities to apply knowledge to practice, and supports development of an understanding of client needs. Level I fieldwork does not substitute for any portion of Level II fieldwork. (*ACOTE Standards C.1.1, C.1.11*)

Level I Fieldwork in conjunction with OT7350 Cultural Immersion

Fieldwork days and hours vary based on the learning experience.

OT7350 provides an immersive Level I fieldwork experience intentionally designed to examine psychosocial, cultural, social, and environmental factors that influence health, wellness, occupational engagement, and participation. Students consider how lived experience, culture, community, social conditions, and systems may shape an individual's or population's opportunities for participation in meaningful occupation.

Students explore the experiences of populations and communities whose occupational participation or access to services may be influenced by social, cultural, environmental, or systemic factors. Learning activities include examining policies and regulations that influence access to and delivery of occupational therapy services, considering the application of occupational therapy ethics, and reflecting on culturally responsive and inclusive practice.

The experience provides students with opportunities to examine occupational therapy's role in addressing psychosocial factors that influence client performance and engagement in occupation and is intentionally designed as a psychosocial Level I fieldwork experience. (*ACOTE Standard C.1.6*)

Student performance is evaluated through course assignments and experiential learning activities aligned with Level I fieldwork objectives. The experience strengthens connections between academic learning and practice while supporting students in developing a broader understanding of the psychosocial and contextual factors that influence occupational engagement. (*ACOTE Standards C.1.1, C.1.3, C.1.11*)

Fall Semester-Second Year

Level I Fieldwork in conjunction with OT7450 Young Adults as Occupational Beings

Level I fieldwork experiences within OT7450 build upon earlier experiential learning and provide students with opportunities to integrate academic knowledge with occupational therapy practice involving young adult populations. Students apply clinical reasoning to evaluation and intervention planning while considering the influence of health conditions, life roles, context, and the transition into adulthood on occupational performance and participation.

Students complete two practicum experiences in the UVM Simulation Laboratory using standardized patients and varied clinical scenarios. During these experiences, students simulate components of the occupational therapy process, including evaluation and intervention planning. Students integrate information from the clinical scenario to develop written evaluation findings, goals, and intervention plans and reflect on their clinical reasoning and performance.

Throughout these experiences, students reflect on their personal and professional strengths, identify areas for continued growth, respond to feedback, and evaluate their developing professional behaviors. Students are expected to demonstrate increasing responsibility for their learning while strengthening professional communication, clinical reasoning, and their ability to connect academic content with client centered occupational therapy practice. Student performance is evaluated through practicum performance, written assignments, reflection, and other experiential learning activities aligned with the objectives and expectations of Level I fieldwork. (*ACOTE Standards C.1.1, C.1.3, C.1.11*)

Level I Fieldwork in conjunction with OT7550 Children as Occupational Beings

Level I fieldwork experiences within OT7550 provide students with opportunities to integrate academic knowledge with occupational therapy practice involving children and families. Through virtual, simulated, and in person experiences, students apply clinical reasoning and components of the occupational therapy process while considering the child's occupations, routines, environments, developmental needs, and factors influencing participation.

Students have opportunities to develop and apply occupation-based interventions and consider how occupational therapy supports participation across the environments and contexts important to children and families. Experiences emphasize professional communication, clinical reasoning, client centered practice, and integration of classroom learning with practice.

Throughout these experiences, students reflect on their personal and professional strengths, identify areas for continued growth, respond to feedback, and evaluate their developing professional behaviors. Students are expected to demonstrate increasing responsibility for their learning while strengthening professional communication, clinical reasoning, and their ability to connect academic content with client centered occupational therapy practice. Student performance is evaluated through course assignments, reflection, and experiential learning activities aligned with the objectives and expectations of Level I fieldwork. (*ACOTE Standards C.1.1, C.1.3, C.1.11*)

Spring Semester-Second Year

Level I Fieldwork in conjunction with OT7550 Children as Occupational Beings

Fieldwork days and hours vary based on the learning experience.

Level I fieldwork experiences within OT7550 provide students with opportunities to integrate academic knowledge with occupational therapy practice involving children and families. Experiences may include virtual, simulated, community based, or in person learning activities that allow students to apply concepts from the occupational therapy process and consider factors influencing occupational performance and participation across childhood.

Students will continue to develop professional behaviors, clinical reasoning, and their ability to connect academic learning with occupational therapy practice. Students will reflect on their personal and professional strengths, identify areas for continued growth, and respond to feedback as they prepare for increasingly independent fieldwork experiences. Specific experiential learning activities and expectations will be further developed within the course and communicated to students through the course syllabus and related fieldwork materials. Student performance will be evaluated through course assignments, reflection, and experiential learning activities aligned with the objectives and expectations of Level I fieldwork. (*ACOTE Standards C.1.1, C.1.3, C.1.11*)

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 is to develop competent, entry level, generalist occupational therapists. Level II fieldwork provides students with in depth opportunities to apply the occupational therapy process in practice, develop clinical reasoning and reflective practice, demonstrate ethical and professional behavior, and assume increasing responsibility for the delivery of occupational therapy services. Experiences emphasize purposeful and meaningful occupation, evidence informed practice, and the organization and management of occupational therapy services. (*ACOTE Standard C.1.12*)

UVM OTD students complete two 12-week, full time Level II fieldwork experiences designed to provide exposure to distinct areas of occupational therapy practice. Level II fieldwork may be completed on a part-time basis when consistent with the fieldwork site's usual personnel policies, but the experience may not be less than 50% of a full time equivalent at that site. In accordance with ACOTE requirements, Level II fieldwork may be completed in a minimum of one setting when that setting provides experiences addressing more than one practice area, or across a maximum of four settings. (*ACOTE Standard C.1.12*)

During Level II fieldwork, students engage in increasingly complex aspects of the occupational therapy process and assume greater responsibility as their competence develops. Experiences may include evaluation, intervention planning and implementation, documentation, communication and collaboration, discharge planning, evidence informed decision making, and other responsibilities appropriate to the practice setting. Students are expected to integrate knowledge and skills developed throughout the academic curriculum while demonstrating professional behaviors and responding to supervision and feedback.

As part of the UVM OTD curriculum design, students are expected to complete at least one Level II fieldwork experience in a physical disabilities setting. Exceptions may be considered on a case by case basis while maintaining experiences in two distinct areas of practice. Students requesting an exception to this program requirement must complete the Level II Fieldwork Exception Request Form in Appendix A. The form acknowledges the student's decision to deviate from UVM's curricular recommendation and their responsibility for preparation for the NBCOT certification examination. Additional learning activities may be required to support preparation in areas not represented within the student's Level II fieldwork experiences.

Throughout Level II fieldwork, students are expected to engage in reflection, seek and incorporate feedback, identify areas for continued professional growth, and demonstrate increasing independence consistent with their level of competence and the requirements of the practice setting. By the completion of Level II fieldwork, students are expected to demonstrate the clinical reasoning, professional behaviors, ethical practice, and competence expected of an entry level generalist occupational therapist.

The UVM OTD Level II fieldwork program is designed in accordance with the ACOTE Standards and the AOTA Commission on Education Guidelines for an Occupational Therapy Fieldwork Experience, Level II. (*ACOTE Standard C.1.12*)

OT 7710 Fieldwork Level IIA

OT 7710 is the first of two 12 week, full time Level II fieldwork experiences. Students complete an immersive fieldwork placement in an approved clinical, community, or emerging practice setting under the supervision of a qualified occupational therapist. The experience is designed to support progression toward entry level competence through increasing participation and responsibility in the occupational therapy process. (*ACOTE Standard C.1.12*)

Students are expected to integrate knowledge and skills developed throughout the academic curriculum while strengthening clinical reasoning, professional behaviors, communication, documentation, and evidence informed practice. The level of supervision and responsibility may change throughout the experience based on student competence, client needs, safety considerations, and the requirements of the fieldwork setting.

The course may include fieldwork seminars, online discussion posts, reflection activities, or other assignments designed to support learning during the fieldwork experience. When discussion posts or similar activities are included, possible topics may include challenging clinical situations, new interventions or techniques, emerging areas of practice, diagnoses encountered, professional or ethical situations, and reflection on professional growth.

Students should refer to the current OT 7710 course syllabus for specific course requirements, assignments, and due dates. Requirements related to assessment of student performance, including the Level II Fieldwork Performance Evaluation, are described in the Evaluation of Student Performance section of this manual. (*ACOTE Standards C.1.3, C.1.12*)

OT7720 Fieldwork Level IIB

OT 7720 is the second of two 12-week, full-time Level II fieldwork experiences. Students complete an immersive fieldwork placement in an approved clinical, community, or emerging practice setting that provides a practice experience distinct from Level II Fieldwork A in population, setting, or service delivery context. The experience is completed under the supervision of a qualified occupational therapist and is designed to support continued development toward entry level competence. (*ACOTE Standard C.1.12*)

Students are expected to integrate and build upon knowledge, skills, and professional behaviors developed throughout the curriculum and their previous fieldwork experiences. Students continue to strengthen clinical reasoning, communication, documentation, evidence informed practice, and their ability to assume responsibility for the occupational therapy process. The level of supervision and responsibility may change throughout the experience based on student competence, client needs, safety considerations, and the requirements of the fieldwork setting.

The course may include fieldwork seminars, online discussion posts, reflection activities, or other assignments designed to support learning during the fieldwork experience. When discussion posts or similar activities are included, possible topics may include challenging clinical situations, new interventions or techniques, emerging areas of practice, diagnoses encountered, professional or ethical situations, and reflection on professional growth.

Students should refer to the current OT 7720 course syllabus for specific course requirements, assignments, and due dates. Requirements related to assessment of student performance, including the Level II Fieldwork Performance Evaluation, are described in the **Evaluation of Student Performance** section of this manual. (*ACOTE Standards C.1.3, C.1.12*)

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 responsible for the overall development, coordination, administration, and evaluation of the fieldwork education program. The AFWC is a full-time faculty member who holds a doctoral degree, is a licensed occupational therapist, and meets ACOTE requirements for professional experience and preparation for the role. (*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

Communication among the student, fieldwork educator, and AFWC is an important component of fieldwork education. Students are expected to communicate concerns or significant changes in their fieldwork experience promptly rather than waiting until the completion of the placement. The AFWC is available for consultation before, during, and following fieldwork experiences and works collaboratively with students and fieldwork educators to support successful fieldwork education.

Information related to student performance and fieldwork concerns is managed in accordance with applicable UVM policies and requirements related to student privacy and confidentiality.

Fieldwork Educator (FWE)

Fieldwork educators are an essential part of the student's fieldwork experience. They provide supervision, learning opportunities, feedback, and evaluation appropriate to the level of fieldwork and the student's developing competence.

Level I Fieldwork Educators

Level I fieldwork may be supervised by a variety of qualified professionals, depending on the setting and objectives of the experience. Fieldwork educators may include occupational therapists, occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, physical therapists, and other qualified personnel appropriate to the experience. (*ACOTE Standard C.1.10*)

Level I fieldwork educators provide opportunities for observation, guided participation, and application of knowledge appropriate to the setting and learning objectives. They support students in understanding the population served, professional roles and responsibilities, and factors influencing occupational performance and participation. Fieldwork educators also provide feedback and evaluate student engagement, professional behavior, and performance according to the expectations established for the Level I experience.

Level II Fieldwork Educators

Level II fieldwork educators must be currently licensed or otherwise regulated occupational therapists who have completed at least one year of full time practice experience, or its equivalent, as an occupational therapist prior to supervising a Level II fieldwork student. (*ACOTE Standard C.1.13*)

The Level II fieldwork educator provides supervision, instruction, feedback, and evaluation as the student progresses toward entry level competence. Supervision may progress from more direct to less direct based on the student's demonstrated competence, client needs, safety, and the requirements of the practice setting. Fieldwork educators are responsible for ensuring that client rights and safety are maintained throughout the experience.

Students should expect regular communication and feedback from their fieldwork educator and are responsible for actively participating in the supervisory process. This includes preparing for supervision, seeking clarification when needed, responding professionally to feedback, identifying learning needs, and communicating concerns in a timely manner.

In settings where occupational therapy services are not established, additional ACOTE requirements apply. A documented plan must be in place for the provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least three years of full time professional experience, or its equivalent, prior to the Level II fieldwork experience. Additional requirements for supervision in these settings are described later in this manual. (*ACOTE Standard C.1.16*)

The fieldwork educator and AFWC maintain communication as needed throughout the experience. Students should understand that the FWE and AFWC may communicate regarding student progress, learning needs, professional behavior, performance concerns, changes within the placement, or other circumstances affecting the fieldwork experience.

Fieldwork Student

A fieldwork student is a student actively enrolled in the UVM OTD program who is progressing through the academic and fieldwork components of the curriculum toward completion of the degree. Fieldwork is an integral component of the OTD curriculum, and students are expected to take an active role in preparing for and participating in each fieldwork experience.

Students are responsible for meeting all academic and professional requirements necessary for participation in fieldwork, completing required fieldwork documentation and site requirements within established timelines, maintaining professional communication with the AFWC and fieldwork educator, and demonstrating professional behaviors consistent with expectations of the UVM OTD program and the occupational therapy profession.

Students are expected to understand and comply with UVM OTD fieldwork policies and procedures as well as applicable policies and requirements of their assigned fieldwork site. Students should communicate questions, concerns, or circumstances that may affect their fieldwork experience to the AFWC in a timely manner.

Refer to the Fieldwork Policies and Procedures section of this manual for additional information regarding student responsibilities and requirements

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

The UVM College of Nursing and Health Sciences maintains clinical education agreements with a broad network of facilities representing a variety of populations, practice settings, and service delivery models. Fieldwork opportunities may include pediatric, adult, older adult, behavioral health, community based, educational, outpatient, inpatient, rehabilitation, and other traditional and emerging practice settings.

Fieldwork sites are selected and developed to support the UVM OTD curriculum and provide students with appropriate opportunities to apply academic learning within practice. Prior to placement, the program ensures that students have access to relevant information about the fieldwork site, including site requirements, learning expectations, and other information needed to prepare for the experience. *(ACOTE Standard C.1.2)*

Level I and Level II fieldwork sites are selected to provide students with opportunities to assume progressively greater professional responsibilities under appropriate supervision. The AFWC works collaboratively with fieldwork sites to evaluate the learning environment, available supervision, student learning opportunities, and alignment between the site and the objectives of the UVM OTD fieldwork program. *(ACOTE Standards C.1.0, C.1.14)*

Development of new fieldwork affiliations is an ongoing process. The AFWC identifies and develops relationships with sites that support the UVM OTD curriculum while also considering changes in occupational therapy practice, healthcare delivery, community needs, and emerging areas of practice. The AFWC is responsible for ensuring that sufficient fieldwork opportunities are available to support students' progression through the program. *(ACOTE Standard C.1.4)*

Information about approved fieldwork sites is maintained by the program and made available to students through **Exxat**. Students receive access to Exxat early in the program and are expected to use the platform to review available site information, requirements, and other fieldwork related materials.

Students are not responsible for and are not permitted to independently initiate contact with potential fieldwork sites regarding placement opportunities. This is important because fieldwork development involves formal agreements, evaluation of the site's ability to meet educational requirements, verification of supervision, and coordination with existing and future placement needs.

Students may identify a site or geographic area they would like the program to consider for a future fieldwork experience. Requests should be submitted to the AFWC rather than directly to the site. Submission of a request does not guarantee that the site will be pursued, developed, or available for

placement. The AFWC will determine whether further exploration is appropriate based on the educational value of the experience, program and ACOTE requirements, availability of qualified supervision, contractual requirements, and the overall needs of the fieldwork program. (*ACOTE Standards C.1.2, C.1.4*)

Site Management

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

A Memorandum of Understanding, or MOU, is the formal agreement between UVM and a fieldwork site that establishes the responsibilities of each party related to the fieldwork experience. A valid agreement must be in place and signed by both parties before a student begins a Level I or Level II fieldwork experience with an entity outside of the academic program and must remain in effect throughout the experience. Electronic agreements and signatures are acceptable. (*ACOTE Standard C.1.5*)

An MOU is also required when a field trip, observation, or service learning activity is counted as part of a Level I fieldwork experience. When UVM has an agreement with a multisite organization, such as a healthcare system, contract agency, or corporate entity, a separate agreement with each individual practice location may not be required. (*ACOTE Standard C.1.5*)

UVM maintains fieldwork agreements sufficient in number and scope to support students in completing fieldwork requirements within the program's established timeframe. Agreements are periodically reviewed and identify the responsibilities of UVM and the fieldwork site, including applicable requirements for the fieldwork experience and conditions for modification or termination of the agreement. (*ACOTE Standards C.1.4, C.1.5*)

Fieldwork agreements are managed through established UVM and College of Nursing and Health Sciences administrative processes. Current agreements and related documentation are maintained by the appropriate CNHS administrative personnel and are also tracked through Exxat as applicable.

Students are not responsible for establishing, negotiating, obtaining signatures for, or maintaining fieldwork MOUs. Students should not contact a fieldwork site to negotiate an agreement or attempt to facilitate the contracting process independently. The AFWC and appropriate UVM administrative personnel coordinate this process directly with the fieldwork site.

Students may be asked to review or comply with requirements established through an agreement between UVM and their assigned fieldwork site. Students are responsible for completing applicable site requirements within established timelines before beginning the fieldwork experience. (*ACOTE Standards C.1.2, C.1.5*)

Ratio of Fieldwork Educators to Students

The AFWC works collaboratively with fieldwork sites and fieldwork educators to ensure that the ratio of fieldwork educators to students provides appropriate supervision based on the level of fieldwork, requirements of the practice setting, student competence, and the needs and safety of clients. Supervision must support client protection, appropriate role modeling of occupational therapy practice, and ongoing assessment and feedback regarding student progress. (*ACOTE Standard C.1.7*)

Fieldwork supervision is not always structured as one fieldwork educator supervising one student. Depending on the setting and learning experience, students may participate in different supervision models, including:

- **One to one supervision:** One fieldwork educator supervises one student.
- **Shared supervision:** A student receives supervision from more than one qualified fieldwork educator during the experience.
- **Collaborative supervision:** One fieldwork educator supervises more than one student, with opportunities for peer learning and collaboration incorporated into the experience.

The supervision model used must be appropriate to the fieldwork setting, student learning needs, client population, and level of fieldwork. Regardless of the model, students must have adequate access to supervision, feedback, and opportunities to develop the competencies expected for the fieldwork experience. (*ACOTE Standard C.1.7*)

The AFWC monitors the effectiveness of fieldwork supervision through communication with students and fieldwork educators during the experience and through formal fieldwork evaluation processes. Students are expected to actively participate in supervision, seek feedback, communicate their learning needs, and raise concerns in a timely manner.

Students should contact the AFWC promptly if they have concerns about the amount or quality of supervision, access to their fieldwork educator, opportunities for feedback, client safety, or any other aspect of the supervisory relationship. The AFWC will work collaboratively with the student and fieldwork site to evaluate concerns and determine appropriate next steps.

Student Responsibilities

Students are responsible for preparing for and actively participating in all Level I and Level II fieldwork experiences. This includes maintaining required compliance documentation, completing fieldwork and site-specific requirements within established timelines, monitoring communication from the Academic Fieldwork Coordinator (AFWC) and fieldwork site, and meeting the professional expectations of the UVM OTD program and assigned fieldwork site.

Students are expected to regularly review Exxat and their UVM email for fieldwork information, deadlines, site requirements, and other communication related to fieldwork. Students are responsible for completing required actions within established timelines and contacting the AFWC promptly when questions or concerns arise.

Students must also recognize that fieldwork sites are external partners of the University. Placement availability, requirements, schedules, and other site conditions may change. Students are expected to remain flexible and professional throughout the fieldwork placement process.

Readiness

Students are responsible for being academically, professionally, and administratively prepared to participate in fieldwork. Preparation includes successful completion of prerequisite coursework, demonstration of appropriate professional behaviors, completion of required fieldwork preparation activities, and maintenance of all required compliance documentation.

Students must remain current and in compliance throughout all fieldwork experiences. Required compliance documentation is maintained in Exxat, and students are responsible for regularly reviewing their compliance status and monitoring expiration dates.

Students who are out of compliance will not be permitted to begin a fieldwork experience until all required items have been completed, updated, and appropriately documented in Exxat. A lapse in compliance may delay the start of fieldwork and could affect progression through the program. Students should complete renewal requirements sufficiently in advance of expiration dates to prevent interruptions in fieldwork participation.

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
- Background check
- Protection of minor training

Behavioral expectations while on fieldwork

Students are expected to demonstrate professional behavior throughout all Level I and Level II fieldwork experiences. Students must follow the policies and procedures of the assigned fieldwork site, including expectations related to attendance, work schedules, holidays, communication, client care, documentation, confidentiality, safety, technology use, and professional conduct.

Students are expected to demonstrate behaviors consistent with the standards of the UVM OTD program and the occupational therapy profession, including the AOTA Occupational Therapy Code of Ethics and applicable professional standards.

Students are responsible for seeking and responding appropriately to feedback, communicating professionally with fieldwork educators and other members of the team, and recognizing when assistance or clarification is needed. Concerns affecting learning, supervision, safety, professional performance, or successful completion of the fieldwork experience should be communicated to the AFWC promptly.

Additional expectations are outlined in the Level I and Level II Student Fieldwork Agreement Forms and applicable course syllabi.

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.

Students are required to maintain active health insurance throughout enrollment in the UVM OTD program and during all fieldwork experiences.

Students must either enroll in the University sponsored student health insurance plan or provide verification of comparable coverage in accordance with current UVM requirements. Students are responsible for completing the University's required insurance enrollment or waiver process each year.

Students are responsible for understanding their health insurance coverage, particularly when completing fieldwork outside of Vermont, and for any costs associated with medical care received during fieldwork.

Current requirements and information regarding student health insurance are available through UVM. 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>.

Health Requirements

As OTD students in a clinical doctoral program, students are required to complete and maintain a number of mandatory clinical requirements. Current requirements and additional information are available on the CNHS Clinical Mandatories website. <https://www.uvm.edu/cnhs/clinical-mandatories>

current requirements include:

- 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 and Basic Life Support (BLS) certification for healthcare providers including AEDs
- HIPAA/OSHA Training: Annual online via Evolve e-learning solutions website
- COVID-19 vaccine; Initial COVID 19 vaccination is currently required.

Fieldwork sites may have additional requirements beyond those established by UVM. Site specific requirements are maintained in Exxat for students to review. Students are responsible for meeting all requirements of their assigned fieldwork site. Failure or refusal to meet UVM or site requirements may affect a student's ability to begin or continue a fieldwork placement and may delay progression through the program.

Students are required to contact their fieldwork site several months before the scheduled start date to verify current site requirements and allow adequate time to complete any additional onboarding requirements. Students should also review the Doctor of Occupational Therapy Student Handbook for policies related to cell phone use, criminal background checks, drug testing, fieldwork expenses, incident

reporting, professional attire, student liability insurance, and transportation as they apply to Level I and Level II fieldwork experiences.

Special Notice Regarding COVID-19 Vaccinations: By signing the Fieldwork Manual Acknowledgement Form (Appendix E), students acknowledge that completion of the UVM OTD program requires clinical education experiences that occur at locations outside the University of Vermont campus. Fieldwork sites establish their own health and vaccination requirements, which may differ from University requirements. The University will take reasonable measures to attempt to place students with approved medical or religious exemptions at clinical locations that recognize such exemptions. However, placement at a site that can accommodate an exemption cannot be guaranteed. Students should understand that inability to meet the requirements of available fieldwork sites may limit placement options and could affect their ability to complete required fieldwork experiences and progress through the program.

Additional Expenses

Students are responsible for expenses associated with Level I and Level II fieldwork experiences. Depending on the placement, expenses may include transportation, housing, meals, parking, uniforms or professional attire, medical requirements, personal protective equipment, background checks, drug screening, onboarding requirements, and other costs required by the fieldwork site.

Students may also be responsible for personal protective equipment or other supplies when these are not provided by the fieldwork site.

Students are encouraged to plan for fieldwork related expenses early in the program, particularly for Level II experiences that may require temporary relocation or significant travel.

Fieldwork placements are dependent upon external clinical and community partners and may occasionally be changed or cancelled. When a placement is changed or cancelled, the program will work with the student to identify an appropriate alternative placement. However, students remain responsible for personal expenses already incurred in preparation for the original placement.

Professional Attire

Students are expected to follow the dress and appearance requirements of their assigned fieldwork site. Requirements vary by practice setting and may include professional attire, scrubs, uniforms, specific footwear, or other site designated clothing.

Students should clarify expectations with the fieldwork site before the start of the experience. Clothing and footwear must support safe participation in expected fieldwork activities and comply with site policies related to infection prevention, jewelry, nails, tattoos, piercings, fragrances, and other appearance considerations.

Good personal hygiene and professional presentation are expected throughout fieldwork. When UVM expectations and site requirements differ, students should follow the requirements of the fieldwork site unless otherwise directed by the AFWC.

Name Tag

Students must wear their UVM identification badge during Level I and Level II fieldwork experiences unless the fieldwork site requires a different form of identification or directs the student otherwise. Identification must be clearly visible and worn in accordance with site requirements.

Incident report

Students must promptly report injuries, exposures, safety events, or other incidents occurring during a fieldwork experience to their fieldwork educator and follow the incident reporting procedures of the fieldwork site. Students must also notify the AFWC as soon as possible following an incident. When required, students must complete both the fieldwork site's incident documentation and applicable UVM incident reporting documentation.

Students are responsible for following current UVM procedures regarding incident reporting and submitting required documentation within established timelines. An incident involving immediate health or safety concerns should be addressed according to the site's emergency procedures before completing administrative reporting requirements. . 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 Insurance Portability and Accountability Act (HIPAA) training and maintain current documentation of completion as required by the UVM OTD program and fieldwork sites. Students must also complete any additional privacy, confidentiality, or information security training required by their assigned fieldwork site.

Students are responsible for protecting client privacy and maintaining confidentiality throughout all fieldwork experiences. Information obtained through fieldwork may only be accessed, used, discussed, or shared for appropriate educational and clinical purposes and in accordance with the policies of the fieldwork site.

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

Program evaluation

The Academic Fieldwork Coordinator (AFWC) and OTD program faculty evaluate the fieldwork program on an ongoing basis to support the quality and effectiveness of students' fieldwork experiences. Evaluation includes review of the Level I Student Evaluation of Fieldwork Site and the Level II Student Evaluation of Fieldwork Experience (SEFWE), student completion of required fieldwork activities, communication with students and fieldwork educators, and site visits when appropriate.

Student feedback is used to evaluate the quality and effectiveness of supervision, preparation for the experience, learning opportunities, and the overall fieldwork site. The AFWC reviews this information to monitor fieldwork experiences and identify opportunities for continued support and development of fieldwork educators. (*ACOTE Standard C.1.8*)

Progression to and through fieldwork

Students must meet OTD program requirements and remain in good academic and professional standing to progress to Level I and Level II fieldwork. Requirements for academic progression and graduation are described in the UVM OTD Student Handbook and applicable fieldwork course syllabi.

Students who do not meet requirements for progression may have a fieldwork experience delayed or rescheduled. Because fieldwork placements depend on the availability of an appropriate site, a delayed experience may affect the student's anticipated progression through the program.

Level II fieldwork is designed to support development toward competent, entry level, generalist occupational therapy practice. Students complete two 12 week, full time Level II fieldwork experiences and are expected to demonstrate entry level performance by the conclusion of each experience. (*ACOTE Standard C.1.12*)

Student acknowledgement of policies and procedures form

Students are required to review the Fieldwork Student Manual and submit a signed Acknowledgement of Policies and Procedures Form annually through Exxat. See Appendix E.

Prior to each Level I and Level II fieldwork experience, students are responsible for reviewing the site specific information, requirements, learning objectives, and performance expectations available in Exxat and completing all required onboarding activities and prerequisites before beginning the experience. (ACOTE Standard C.1.2)

Students must also complete the applicable Student Fieldwork Agreement prior to the start of the experience. Level I and Level II agreement forms are included in Appendices F and G. Students are responsible for asking questions when fieldwork policies, site requirements, or expectations are unclear and for notifying the AFWC promptly if they anticipate difficulty meeting a requirement.

Fieldwork Eligibility

Students must be able to participate safely and meet the academic, professional, program, and site requirements associated with their fieldwork experience.

If circumstances arise that interfere with a student's ability to participate safely in fieldwork, the student may be removed from the fieldwork site until the situation can be reviewed. The Program Director and AFWC will determine requirements for return to fieldwork in consultation with appropriate University resources. Documentation supporting readiness to return may be required when appropriate.

Students should communicate with the AFWC as early as possible when circumstances arise that may affect their ability to begin or continue a fieldwork experience.

Students must remain in good academic and professional standing to progress to and through fieldwork. Concerns regarding a student's readiness for fieldwork will be reviewed individually by the OTD program.

When concerns are identified prior to a Level II fieldwork experience, the student may be required to complete remediation or other preparatory activities before beginning fieldwork. The student, faculty advisor, Program Director, and AFWC will review the circumstances and determine appropriate next steps. Additional consultation with Department or College leadership may occur when needed.

Successful completion of remediation does not guarantee that the student's original fieldwork placement or schedule can be maintained. If a fieldwork experience is delayed, the student will complete the experience when an appropriate placement becomes available. This may result in the student progressing off track from the original curriculum sequence.

If concerns regarding student performance arise **during Level II fieldwork**, the AFWC works with the student and fieldwork educator to determine appropriate next steps. Supports may include additional communication, a site visit, increased supervision or support, development of an action plan, or other strategies to clarify expectations and support student progress. (ACOTE Standard C.1.19)

Level I

Prior to beginning a Level I fieldwork experience, students must:

- Be in good academic standing.
- 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.
- Complete Level I Student Fieldwork Agreement Form (Appendix F)
- Complete all UVM and site specific requirements necessary to begin the assigned fieldwork experience.

Level II

Prior to beginning a Level II fieldwork experience, students must:

- Be in good academic standing with no incomplete grades.
- Demonstrate professional behaviors consistent with expectations of the OTD program throughout Level I fieldwork experiences and the didactic curriculum.
- Successfully complete all required didactic coursework and prerequisite fieldwork experiences.
- Begin the first Level II fieldwork experience within nine months of completing the didactic portion of the curriculum.
- Complete the Level II Student Fieldwork Agreement Form in Exxat prior to the fieldwork experience. See Appendix G.

Learning Outcomes and Behavioral Objectives

Level I

Level I fieldwork learning objectives are documented in the applicable course syllabus and assessed through course assignments and formal evaluation of student performance by the fieldwork educator. Learning objectives are established by the academic program and communicated with fieldwork educators prior to the start of the experience. Site specific objectives may also be established based on the setting and learning opportunities available. Students have access to learning objectives prior to beginning fieldwork through the applicable course syllabus and fieldwork information in Exxat. *ACOTE Standard C.1.3*

Prior to the experience, the fieldwork educator completes the Level I Fieldwork Educator Affirmation Form (Appendix H), confirming review of relevant UVM OTD fieldwork information and expectations. The AFWC communicates with the student and fieldwork educator as needed regarding student progress and performance during the experience.

Level II

Academic and fieldwork educators agree upon Level II fieldwork learning objectives prior to the start of the experience. *ACOTE Standard C.1.9* This process includes:

- 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 have access to the Level II fieldwork learning objectives prior to the start of the experience through the course syllabus in the Learning Management System. The AFWC communicates with the fieldwork educator and student regarding progress and performance throughout the fieldwork experience.

If a student is not meeting established learning objectives or site expectations, the fieldwork educator should contact the AFWC promptly. The AFWC will work with the student and fieldwork educator to determine appropriate next steps based on the individual circumstances. These may include additional supports, development of a learning contract or performance improvement plan, modification of learning strategies, extension of the fieldwork experience when appropriate and feasible, or removal of the student from the fieldwork site.

Students are provided one opportunity to repeat an unsuccessful Level II fieldwork experience. Failure to successfully complete the second attempt may result in a recommendation for dismissal from the program. Concerns related to professional behavior or other circumstances resulting in removal from a fieldwork experience will be addressed according to OTD program and University policies regarding academic and professional progression.

Assignments

Level I

Level I fieldwork experiences are integrated with the OTD curriculum and include assignments and required activities designed to support application of academic learning to fieldwork. Assignments vary based on the course and fieldwork experience and may include self assessment, reflection, professional behavior activities, fieldwork forms, and other course specific requirements.

Students are responsible for reviewing assignment requirements and due dates in the applicable course syllabus and Learning Management System. When an assignment requires participation or information from the fieldwork educator, students are responsible for communicating those needs in advance. Students should notify the course instructor and AFWC promptly if circumstances at the fieldwork site create barriers to completing a required assignment.

Level II

Level II fieldwork includes required activities that support evaluation, self assessment, and reflection on fieldwork performance. Requirements include the Fieldwork Performance Evaluation (FWPE), student self assessments, required Exxat forms, and other activities identified in the course syllabus. Additional assignments, such as discussion board activities, may be required by the AFWC when appropriate.

Students are responsible for completing all required assignments and forms by established deadlines. Successful completion of required coursework is necessary to successfully complete the fieldwork course.

Students should refer to the current Level I or Level II course syllabus and Learning Management System for specific assignments, submission requirements, and due dates.

Evaluation of Student Performance

Level I

Student performance during Level I fieldwork is evaluated through required course activities and formal evaluation by the fieldwork educator. Students should review the applicable course syllabus and evaluation criteria prior to beginning the fieldwork experience.

The AOTA Level I Fieldwork Competency Evaluation is used to evaluate student performance during the Level I fieldwork experience. At a minimum, students must **meet standards in all scored areas** of the evaluation to successfully complete Level I fieldwork. (*ACOTE Standard C.1.11*)

If a student does not successfully complete Level I fieldwork, one additional opportunity will be provided in the subsequent semester. OT 7701 Fieldwork I Clinical Placement must be completed with a grade of Satisfactory by the end of the fall semester of Year 2 in the OTD program.

Students are also required to complete an evaluation of their Level I fieldwork experience. Evaluation forms are completed through Exxat. See Appendix J.

Exxat and Brightspace are used to manage fieldwork information, required forms, evaluations, and course activities. Students are responsible for completing required submissions and providing information requested by the AFWC or fieldwork site. Students receive training in the use of Exxat prior to their first fieldwork experience.

Level II

Student performance during Level II fieldwork is formally evaluated at midterm and final using the UVM OTD Level II Fieldwork Evaluation, which was developed by the program as an equivalent to the AOTA Fieldwork Performance Evaluation (FWPE). Students should review the evaluation prior to beginning Level II fieldwork to understand the performance expectations and scoring criteria. (*ACOTE Standard C.1.15*)

A minimum score of **87 on the final evaluation** is required to successfully complete the fieldwork experience. The evaluation is available through Exxat. Your current Level II syllabus also identifies a minimum midterm score of 63. If a student is not meeting passing expectations at midterm, a learning contract will be developed among the student, fieldwork educator, and AFWC as part of a remediation plan.

In addition to meeting the required performance criteria on the Level II Fieldwork Evaluation, students must complete and submit all required course activities and forms by established deadlines. Failure to complete required coursework may result in an Unsatisfactory course grade regardless of performance on the fieldwork evaluation.

Students are required to complete the Student Evaluation of the Fieldwork Experience (SEFWE) for each Level II experience. Evaluation forms are completed through Exxat. See Appendix L.

Students are encouraged to complete the NBCOT Entry Level OTR Self Assessment Tool during Level II fieldwork as an additional opportunity for professional self assessment. Completion of this tool is not included in the student's course grade.

Students may use the UVM OTD Fieldwork Weekly Planning Form to prepare for weekly supervision meetings, identify learning needs, establish priorities, and track progress toward fieldwork objectives. See Appendix M.

Qualified Fieldwork Supervisors

Resources for fieldwork educators are provided through Exxat, the UVM OTD Fieldwork Educator Manual, and communication with the AFWC. The AFWC and course faculty ensure that fieldwork educators have access to relevant information about the OTD curriculum, fieldwork design, learning objectives, student performance expectations, and applicable fieldwork requirements prior to the student's experience.

Level I

The UVM OTD program ensures that students are supervised by qualified personnel during Level I fieldwork experiences. Depending on the nature and purpose of the experience, Level I fieldwork may be supervised by occupational therapists, occupational therapy assistants, or other qualified professionals. Appropriate supervisors may include psychologists, physicians, physician assistants, nurse practitioners, speech language pathologists, physical therapists, teachers, social workers, nurses, and other professionals who are qualified to support the objectives of the fieldwork experience. (*ACOTE Standard C.1.10*)

Prior to the start of the Level I fieldwork experience, the supervisor is provided information about the UVM OTD curriculum, fieldwork design, learning objectives, and expectations for student performance. The fieldwork educator completes the Level I Fieldwork Educator Affirmation Form to document qualifications, preparation for supervision, and review of relevant UVM OTD fieldwork information.

Students should contact the AFWC promptly if they have questions or concerns regarding supervision during their Level I fieldwork experience.

Level II

Level II fieldwork students are supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of one year of full time, or its equivalent, professional occupational therapy practice experience prior to the start of the Level II fieldwork experience. (*ACOTE Standard C.1.13*)

Prior to the experience, the fieldwork educator completes the Level II Fieldwork Educator Affirmation Form to document qualifications, professional experience, preparation for supervision, and review of relevant UVM OTD fieldwork information. The fieldwork educator may be employed by the fieldwork site or by the University of Vermont.

Fieldwork educators provide supervision appropriate to the student's level of competence and the requirements of the practice setting. As the student demonstrates increasing competence, supervision should progress from more direct to less direct as appropriate for the setting, client needs, and the

student's ability to safely assume greater responsibility and progress toward entry level competence. (ACOTE Standard C.1.14)

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

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.

Students formally evaluate their Level II fieldwork experience and supervision through the Student Evaluation of Fieldwork Experience (SEFWE). The AFWC reviews student feedback and other fieldwork data to evaluate the quality and effectiveness of supervision and to identify areas for continued fieldwork educator support and development. *ACOTE Standard C.1.8*

Additional resources to support the supervisory and learning process are available to students and fieldwork educators through Exxat and the Fieldwork Educator Manual.

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

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

Consistent attendance and participation are essential components of fieldwork education. Students are expected to prioritize fieldwork responsibilities for the full duration of each experience and follow the schedule established by the fieldwork site and fieldwork educator. Depending on the setting, schedules may include early mornings, evenings, weekends, or holidays.

Fieldwork is not a time for students to schedule vacations, leisure travel, or discretionary time away. Students should plan personal travel, routine appointments, and other nonessential activities outside of scheduled fieldwork dates whenever possible.

Level I

Level I fieldwork consists of a 10 day, full time experience. Students must complete a minimum of 30 hours per week for a minimum total of 60 hours. Students are expected to follow the usual schedule of their fieldwork educator, up to 40 hours per week, when that represents the educator's full time schedule. Alternative schedules or variations in fieldwork hours must be approved by the AFWC in advance. Students are expected to attend all scheduled Level I fieldwork days. Because Level I experiences are brief and integrated with academic coursework, planned absences are generally not permitted.

If an unexpected absence occurs due to illness, emergency, or another extenuating circumstance, the student must notify both the fieldwork educator and AFWC as soon as possible. Students should obtain appropriate contact information from their fieldwork educator before or at the beginning of the experience so they know how to communicate an unexpected absence.

Missed Level I fieldwork time must be made up as required to meet the expectations of the fieldwork experience and course. Arrangements for make up time will be determined with the fieldwork educator and AFWC and must occur at a time that can be accommodated by the fieldwork site. Students must meet the required fieldwork hours and other course requirements before a final grade can be assigned.

Level II

Level II fieldwork consists of two 12 week, full time experiences designed to support progression toward entry level competence. *ACOTE Standard C.1.12* Students are expected to follow the schedule established by the fieldwork site and fieldwork educator. This may include early mornings, evenings, weekends, and holidays when these are part of the site's or fieldwork educator's usual schedule.

Alternative scheduling arrangements must be approved by the AFWC.

Students may have up to **two days of approved absence during each Level II fieldwork experience** when there is a legitimate reason for the absence and the fieldwork site can accommodate the request. These days are **not vacation days, personal days, or automatically available days off**. Approval will consider the reason for the request as well as the student's performance, progress, site requirements, and ability to meet the expectations of the fieldwork experience.

Planned Absences

Students must discuss a planned absence with their fieldwork educator and submit a Time Off Request to the AFWC **before making travel arrangements, scheduling appointments, or making other commitments that interfere with the fieldwork schedule**.

The AFWC will review the request and approve or deny the requested absence. Following the AFWC decision, the student is responsible for confirming the approved arrangements with the fieldwork educator. Approval of an absence does not guarantee that missed time will not need to be made up.

Vacations, leisure travel, extending a weekend or holiday, or taking discretionary personal time are not considered appropriate reasons for missing fieldwork.

Unexpected Absences

If an unexpected absence occurs due to illness, emergency, or another extenuating circumstance, the student must notify the fieldwork educator and AFWC as soon as possible and follow the site's established call out or absence procedures.

The need to make up missed time will be determined based on the circumstances, site requirements, student performance, and the student's ability to meet fieldwork expectations. When make up time is required, it will be arranged in collaboration with the fieldwork site and AFWC.

Absences that become frequent, extend beyond approved time, or interfere with the student's ability to meet fieldwork objectives may affect successful completion of the experience.

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.

Remediation Process

An OT Program Corrective Action Plan may be developed when a student is struggling or at risk of failing fieldwork to clearly identify performance concerns, expected improvements, specific supports and strategies, and a timeline for demonstrating progress.

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

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

List most commonly seen occupational
issues in this setting

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.