DUQUESNE UNIVERSITY
John G. Rangos Sr. School of Health Sciences
Department of Occupational Therapy

Fieldwork Education &
Doctoral Capstone
Experience Policy Manual

Please visit our website:

Fieldwork & Doctoral Capstone

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Duquesne University Department of OT
Fieldwork / Doctoral Capstone Experience Policy Manual

Student Acknowledgement Page

All occupational therapy students entering the professional & advanced practitioner phase of the program are expected to READ and UNDERSTAND the information and policies contained in this manual and to ABIDE by the policies defined therein.

Students are expected to sign this Acknowledgment Page indicating their understanding and acceptance of these policies. This signed copy will be kept in the student’s folder by the Director of Community and Clinical Education.

I, ___________________________, have read and understand the Policies/Processes as outlined in this manual. I agree to follow and take responsibility for my actions as outlined in this manual. If I choose to take other courses of action than those outlined, I will accept full responsibility for any consequences as a result of those actions in accordance with Department, school and University Policy. I acknowledge that I have downloaded a copy of this manual for my reference throughout the curriculum. This confirms that I have read and fully understand the Duquesne University Department of Occupational Therapy Fieldwork / Doctoral Capstone Experience Policy Manual. I have been given the opportunity to discuss this document with the AFWC and/or faculty mentor in the occupational therapy department.

_________________________________________  __________________________
Occupational Therapy Student Signature       Date

If you have any questions concerning the concepts of this manual please speak with the Academic Fieldwork Coordinator and/or your faculty mentor prior to signing this form.

IMPORTANT NOTE:
The material contained herein is subject to change from time to time. The Department of Occupational Therapy reserves the right to alter or amend the terms, conditions, and requirements as necessary.

This manual can be found electronically on the DU OT Department Website at:
http://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/fieldwork-education/fieldwork-manual
Fieldwork & OTD Doctoral Experiential Component Philosophy and Link to Curriculum

Fieldwork & experiential learning is a crucial aspect of occupational therapy education (C.1.0). The Occupational Therapy Department of Duquesne University is committed to the development of practice scholars and utilizes fieldwork & the doctoral capstone experience within the well- integrated curriculum continuum to promote skill development in the core aspects of our mission through serving, leading, questioning and doing (APPENDIX A). Our faculty strongly embraces the concepts of engaged and transformative learning and recognizes their value in developing practitioners that can be the leaders within our profession. We have integrated the core concepts of these learning theories within many aspects of the professional and advanced practitioner phases of the curriculum (C.1.1).

**Level I Fieldwork** is integral to our program’s curriculum design, as it is a key learning experience in OCCT Clinical Reasoning I & Clinical Reasoning II, and OCCT 525/L Psychosocial Function courses. **Level II Fieldwork** is a natural continuation of our curriculum and its primary purpose is to provide students with the opportunities to integrate the theory and skills learned in the classroom within the clinical setting. Students receive site-specific assignments as well as multiple reflective online assignments to ensure congruence of their experiences with their academic preparation. The graduate semester after fieldwork completion is an opportunity for students to reflect on and share their fieldwork experiences with peers, faculty, alumni and local clinicians as well as plan for their continued professional growth. The advanced practitioner phase of the curriculum includes a 14-week **OTD Doctoral Capstone Experience (DCE)** where students are provided in-depth exposure to one or more focus areas and is integral to acquiring deeper-practice scholar competencies as reflected in the program’s curriculum design. The DCE directly connects occupational therapy practice with scholarship via the creation, implementation & evaluation of a doctoral capstone project. Preparation for the doctoral capstone experience and project occur in multiple courses in the advanced practitioner phase of the curriculum (D.1.1) These continuous, sustained and in-depth learning experiences provide an avenue for display of professional values, clinical reasoning, professional performance skills and professional knowledge consistent with the curriculum framework of the DU OT Program.

**Participants in Fieldwork Education Experience**

**Director of Community & Clinical Education/ Academic Fieldwork Coordinator**

The Director of Community & Clinical Education at Duquesne University’s Department of Occupational Therapy Program oversees all community & clinical education including Level I & II FW, Doctoral Capstone Experience & Community Engaged Learning (formerly known as Service Learning). The academic fieldwork coordinator (AFWC) is the faculty member who is responsible for the planning, coordination and implementation of integrated and sustained fieldwork experiences. The AFWC negotiate the logistics of recruiting, assigning, confirming, and monitoring Level I and Level II fieldwork placements. The AFWC serves as a resource for students, fieldwork sites and fieldwork educators, faculty & advisors, as needed, in regards to negotiating logistics and processing outcomes of fieldwork experiences. Additionally, the AFWC provide orientation to the fieldwork program and process, upon admission, and, throughout participation in the DU program. Fieldwork is a degree requirement and functions as the “bridge” between academic and professional roles for our students. As such, the AFWC is also responsible for assisting and supporting students’ preparation for entry-level credentialing, licensure, and passing of the national certification exam. The AFWC responsibilities include:
1. Identify and develop appropriate FW sites (C.1.1; C.1.2)
2. Maintain a current file of information on each FW sites (C.1.2)
3. Maintain a collaborative relationship with fieldwork sites (C.1.3)
4. Identify new sites for FW that align with DU OT curriculum philosophy (C.1.1; C.1.2)
5. Develop and implement FW policies and procedures
6. Orient students to the general purpose, process and expectations for all levels of FW
7. Assign all eligible students to Level I fieldwork experience and coordinate the assignment between student and facility (C.1.5, C.1.6)
8. Assign all eligible students to Level II fieldwork experience and coordinate the assignment between facility and student (C.1.10; C.1.11)
9. Make regular and periodic contacts with fieldwork sites when students are at placement to monitor student progress. (C.1.9, C.1.15)
10. Provide necessary intervention to assist in problem solving regarding problem FW issues that are not satisfactorily resolved between student and site.
11. Provide faculty support and liaison to students on FW
12. Provide faculty support to fieldwork educators FW
13. Review FW evaluation forms and submit course grades to Registrar’s Office
14. Record FW grades and maintain student records
15. Develop FW objectives in collaboration with fieldwork educators (C.1.3)
16. Assist in development of FW site/student programs
17. Communicate with other faculty regarding issues as they relate to curriculum and student advisement
18. Collaborate with capstone coordinator to ensure no overlap between FW and DCE (D.1.5)

Dr. Elizabeth D. Deluliis, OTD, OTR/L is the Academic Fieldwork Coordinator at Duquesne University. Please see the following link for her abbreviated curriculum vitae:
http://www.duq.edu/academics/faculty/elizabeth-deiuliis

OTD Capstone Coordinator

1. Verify that the capstone student has successfully complete coursework, prior fieldwork experiences and a competency exam prior to beginning the capstone (D.1.0)
2. Ensure that the Doctoral Capstone Experience & Project is consistent with the school’s curricular design (D.1.2)
3. Instruct students regarding the capstone processes and expectations (this may include orientation sessions, individualized counseling sessions, creation and use of a capstone manual, and course syllabi)
4. Collaborate with the capstone student and AFWC to identify student goals, interests, and to ensure there is no overlap with fieldwork education experiences (D.1.2; D.1.4)
5. Educate the capstone students and Site Mentors on the ACOTE focus areas (D.1.0)
6. Advise capstone students in determining site preferences and project focus (D.1.2)
7. Identify and correspond with potential capstone sites, potential Site Mentors/supervisors, establish affiliation agreements, and confirm capstone experience placements (D.1.4; D.1.6)
8. Ensure all policies and procedures are followed, according to the academic institution and ACOTE standards
9. Obtain and disseminate necessary capstone student and site information (including but not limited to: confirmation letters, student data form, student health/security clearances, etc.)
10. Maintain adequate records of capstone site information and allow student access
11. Ensure that the student will be mentored by an individual with expertise consistent with the student’s area of focus (D.1.6)
12. Educate faculty mentors and Site Mentors on roles and responsibilities, (including the length of the experience as 14 weeks (560 hours)) and that no more than 20% of the time is completed outside the mentored practice setting (D.1.5)
13. Ensure all sites have signed an MOU, which must include individualized specific objectives, a plan for supervising/mentoring, responsibilities of all parties, and that the student obtains appropriate collaboration and signatures. The MOU must be completed PRIOR TO the commencement of the capstone experience and according to the standards and regulations of all regulating bodies (D.1.4)
14. Correspond professionally with capstone student and Site Mentor via electronic communication, phone-calls, and/or site visits, as appropriate
15. Support capstone student progress and provide remediation as needed
16. Ensure that an objective formal evaluation of the student’s performance is completed during the capstone experience (D.1.7)
17. Be available as a resource and consultant to the capstone student, Site Mentor, and faculty mentor during the Doctoral Capstone Experience
18. Evaluate (including data collection and analysis) the capstone experience to ensure that the program is in compliance with ACOTE standards related to “C” (proposed “D”) standards, and meeting academic institution specific student outcomes and goals
19. Record and assign grades for the DCE
20. Ensure that formal letters or certificates are provided to Site Mentors following completion of the DCE, acknowledging the mentorship provided

Dr. Ann B. Cook is the Doctoral Capstone Coordinator at Duquesne University.
Please see the following link for her abbreviated curriculum vitae:
https://www.duq.edu/academics/faculty/ann-b-cook

Fieldwork Educator
Each individual responsible for student training in Level I & II fieldwork education center is considered a Fieldwork Educator (FWEd). The FWEd responsibilities include:

1. Coordinate appropriate orientation of facility to the student
2. Communicate expectations, objectives, and assignments required for successful completion of fieldwork
3. Supervise the provision of occupational therapy services, documentation and oral reporting of the student
4. Provide ongoing feedback to student regarding performance—including a formal written midterm and final student performance evaluation yet also informally through the fieldwork experience
5. Create an environment which encourages learning and allows for questions
6. Act as a professional role model for students
7. Inform AFWC regarding any problem situations in regards to student performance
8. Provide verification of qualifications and preparedness to serve as a fieldwork educator when requested by AFWC

*The role of the OTD Site Mentor is outlined within the OTD Doctoral Capstone Experience polices on page 41-44.
Student

This is the Occupational Therapy Student participating in required fieldwork experience. The fieldwork student’s responsibilities include:

1. Completing all required course work up to date.
2. Providing documentation of all FW Requirements by deadlines.
3. Indicating preferences with consideration for interests and experience in a variety of practice contexts, recognizing that the AFWC determines FW placements.
4. Researching potential and actual fieldwork sites.
5. Seeking information on sites, asking questions and using FW files in database.
6. Writing and sending a letter or email or making a phone-call confirming these fieldwork experience dates to the fieldwork educator. For FW II, this contact is at least 6 weeks in advance of the starting date.
7. Reading and knowing contents of FW Manual, bring to fieldwork site and referring to it with questions about FW.
8. Collaborating with the FWEd and AFWC to ensure compliance with fieldwork experience requirements.
9. Making their own living arrangement. Check the Fieldwork Data Form to see if housing reservations or arrangements may be available.
10. Providing transportation to/from their fieldwork site (see transportation section for specifics).
11. Complying with all policies and procedures of the fieldwork site, RSHS and the Department of OT.
12. Fulfilling all duties and assignments made by the fieldwork educator and AFWC, unless exempted, within the time limits specified.
13. Notifying the fieldwork placement and AFWC of address & phone numbers; and changes.
14. Use duq.edu email for all FW correspondence.
15. Completing and presenting to the FWEd at least one copy of the student’s evaluation forms and having available copies of the appropriate performance evaluation forms and student evaluation forms.
16. Being an active participant in the supervisory process. This process also includes effective communication, constructive response to feedback and reflection on performance and learning.
17. In an event of any problem related to fieldwork evaluation, student will follow chain of command at fieldwork placement, i.e., discuss problem with fieldwork educators and/or academic fieldwork coordinator and if not satisfied with a resolution, contact academic program director.
18. Fulfill all other duties and responsibilities identified by the clinical fieldwork educators and AFWC within the designated timelines.
19. Comply with the laws, regulations, and professional standards identified by the fieldwork educators, the University, state licensure boards and the American Occupational Therapy Association.

Level I Fieldwork

Level I Fieldwork is integral to our program’s curriculum design, as it is a key learning experience in both Clinical Reasoning I & Clinical Reasoning II & OCCT 525/L Psychosocial Function (C.1.1). Level I fieldwork experiences are structured into two 40 hour weeks (FW I at the end of the Fall Semester, and FW III at the end of the Spring Semester) and a community-based placement (FW II) embedded within OCCT511 Clinical Reasoning II and OCCT 525 Psychosocial Function in the 4th year, which has its focus on psychological and social
factors that influence engagement in occupation (C.1.7).

Within small groups, students are placed by the AFWC and Instructor of the OCCT 511 & 512 Clinical Reasoning Courses at community agencies across the Greater Pittsburgh area which provides services for individuals’ experiencing various psychological and/or social challenges. Over the course of the Spring semester, in OCCT 525/L, students are provided in-depth opportunities to evaluate needs, plan and implement programs, delivery of services, and exploration of management and administrative issues in the context of this experience. Students are expected to integrate and synthesize information across these 3 courses, enhance their clinical reasoning skills, and create & implement occupational therapy programming which directly focuses on the psychological and social factors that influence engagement in occupation of the population at the community agency. In OCCT 525, students have the opportunity to actively observe and participate in components of clinical evaluation and intervention in community- based settings for individuals with various psychosocial needs. During this four credit course, students participate in didactic & in class lab activities two days a week, and engage in their community site on fieldwork approximately one day a week. Through structured assignments and projects, students apply knowledge of clinical reasoning, and psychosocial conceptual practice models to assess, plan, and implement evidenced-based interventions in a community setting. Throughout these two courses, fieldwork experiences serve as a “text” for understanding the OT process in different contexts and applying various clinical reasoning theories to practice. Students develop basic clinical reasoning skills through observation, participation in practice and reflection on these experiences. Students complete written assignments that combine observation, practice and reflection on completing assessments, setting goals and treatment planning, note writing, reassessment and discharge planning. Successful completion of all level I experiences is required prior to level II fieldwork. No level I FW can be substituted for any part of level II FW. Please see section on Failure of Fieldwork for more details.

Level II Fieldwork

Level II Fieldwork experiences are an integral part of the curriculum design and include an in-depth experience in delivering occupational therapy services to clients, organizations and/or populations. The goal of level II Fieldwork is to “develop competent, entry-level, generalist occupational therapists” and designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable the application of ethics related to the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to develop and expend a repertoire of occupational therapy assessments and treatment interventions related to human performance (ACOTE, 2018, p. 42).

A minimum of six months of Level II Fieldwork will be required. At least three months (24 weeks) of sustained fieldwork is desirable on a full-time basis. A minimum of 940 hours is acceptable to meet this six-month requirement. Flexibility is permitted through stipulation of the minimum number of hours. Time should be appropriate to the setting selected, student needs, and continuity if client services, e.g., consecutive half days. No prior level I FW can be substituted for any part of level II FW.

It is recommended that Level II fieldwork take place in two separate full time; twelve week placements arranged by the AFWC in collaboration with the student (C.1.10). Students may take the option of splitting one of their Level II experiences into two 6-week placements in two unique settings; at discretion of the AFWC. If the student exercises this option, they must score a passing grade on the AOTA FW Performance Evaluation by the end of the six-week rotation. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings (ACOTE, 2018; C.1.10).
The first Level II experience will take place from approx. June-September and the second Level II experience will take place from October to December. See www.aota.org for suggested level II fieldwork dates. Students must have successfully completed all the academic classes and level I fieldwork with a minimum of a 3.0 Cum GPA before being allowed to participate in level II experiences. Placement sites are located throughout the country and must meet ACOTE mandate requirements (C.1.5) (APPENDIX B). Level II sites are selected by the AFWC based on quality of clinical experience rather than geographical convenience. Students are encouraged to seek placements that broaden their view of occupational therapy, which may be found in other parts of the country. If it is felt that a student would not be successful at a site for certain reasons, that student will be placed at an alternative site. All students will be guided by the AFWC in their selection process in order to ensure successful learning opportunities and a ‘just-right-fit’.

During the Level II experience, the student will remain registered at Duquesne University and will be monitored and assisted by the AFWC and any other university faculty as needed, however, the experience is completed off campus and will be supervised by the onsite Occupational Therapist (Fieldwork educator). We expect students to be knowledgeable about the fieldwork process and adhere to all University, RSHS, Department and Fieldwork specific policies and procedures.

* The Doctoral Capstone Experience is explained fully in pages 40-43.

**Access to Site Files & Database**

FW & DCE files are located in Room 234, Health Sciences Building. Access may be gained during regular business days, when classes are not in session (C.1.2). Files may be removed for a maximum of 24 hours by signing the folder out with the AFWC, or member of the FW team. These files are to be maintained by the AFWC and the students using the files. This information is for everyone and at no time should any information be permanently removed from a folder. All facilities for which files are available have working relationships with RSHS. However, the availability of a given facility for a specific fieldwork experience is negotiated between the facility and the occupational therapy department. Presence of a folder in the files does not necessarily indicate that the facility is currently available or able to supervise a student during the assigned times. A classification system has been instituted for the files and there is a key to the system on the outside of the filing cabinet. Students may not remove information from the student fieldwork files. It is the students’ responsibility to maintain the files in alphabetical order, and organized by practice setting in a neat manner. Usually included in each file is:

- a current AOTA Fieldwork Data Form (provides information about the site, clients served, type of OT assessments/interventions used, student pre-requisite requirements and additional site specific details)
- site specific fieldwork objectives (or) acknowledgement of adopting DU’s behavioral objectives
- brochures/pamphlets and general descriptions of the facility
- Student Evaluations of the Fieldwork Experience (SEFWE) completed by students who have affiliated at the facility in the past.

New documents received from sites are added to site folders and posted to Filemaker database (as appropriate) within three days of receipt.

Access to fieldwork site information is also available via the Internet through a password protected website. http://duq.edu/webapps/healthsci/contracts/. The database of available sites is continually changing; new sites are added, and non-viable options are deleted. Not every site in all locations is in the database. Some
hospitals, clinics and practice settings are not available for student training: some sites are used only for Level I, some choose not to have a student program, others may not have sufficient staff to ensure appropriate training.

Students are encouraged to utilize this database as they collaborate with the AFWC (See Appendix C for instructions on how to access database) *DU students access only.*

Students are not to make contact with any site without prior permission of the AFWC. Making unauthorized arrangements include, but are not limited to, the student or student’s family or friends contacting sites without permission from the academic fieldwork coordinator regarding the ability of the site to take and/or start the student on a specified date, or negotiate or facilitate the letter of understanding between the facility and the college.

**Fieldwork Site Placement Process and Assignment**

Students are scheduled to rotate through various clinical sites, which have contracts with Duquesne University. These sites may include acute care hospitals, rehabilitation centers, various community agencies, home care, pediatric or geriatric centers, nursing homes, and private offices. Fieldwork Level I encompass 2 short-term one-week placements, and a 15 week community-based placement, which support classroom learning and objectives. Fieldwork Level II placements are long-term rotations that occur near the end of the student’s academic program. All fieldwork must be completed within 24 months of the student’s last class on campus. Input into site selection will be sought, but the final decision rests with the AFWC. Students may be required to commute or temporarily-move to other communities for all or part of fieldwork education. Students are responsible for paying the transportation and living expenses incurred during FW education.

Duquesne University’s Rangos School of Health Science maintains a password protected electronic database of over 400+ clinical sites with active clinical contracts between the site and Duquesne University’s School of Health Sciences. This database is a dynamic compilation of all sites for which contracts exist. Sites can be added to the database upon student request, alumni request and/or appropriateness and availability of the site to supervise students (C.1.2). Once a site is identified, a contract is generated from either the site or the Coordinator of Clinical Contracts in the Rangos School of Health Sciences Office of the Dean. Clinical contracts generated by Duquesne University are automatically renewed yearly unless either party requests a change or termination of the agreement as per the contract. (See Appendix D for a sample contract). Yearly mailings are made to every site, which has an active contract. The mailings include a current certificate of liability and a form to indicate any changes that need to be made. The forms are returned to the Coordinator of Clinical Contracts, who makes appropriate changes to the electronic database and / or the contract and notifies the AFWC via email (C.1.5), (C.1.6).

The sites within our database represent both traditional and/or emerging settings that meet the curriculum goals and design and strive to provide occupation-based and evidence-based OT services (C.1.10). Traditional settings are settings which occupational therapists have been previously practicing and emerging areas are new and upcoming areas of practice (C.1.10).

**Traditional Areas:**
- Hospital
- Skilled Nursing/Long-Term Care
- Training Private Practice Consulting

**Emerging Areas:**
- Ergonomics Consulting
- Drive Rehabilitation & Design & Accessibility
- Low Vision Services
The sites within our database provide opportunities in physical disabilities, pediatrics, geriatrics, hand therapy, home health, mental health and other unique experiences. Level I and II sites are continually evaluated by students via the Student Evaluation of Fieldwork Experience form and by AFWC via site visits and telephone contacts. Fieldwork sites remain on the active fieldwork database list if quality experiences are provided.

An annual reservation request form is sent by the AFWC to all sites that provide clinical experiences for DU OT students. A listing of available sites is generated from these returned request forms.

Fieldwork sites are considered to provide quality experiences based on the overall opportunities that a facility has to provide students professional clinical experiences under appropriate supervision. Facilities are sought out that provide professional role modeling within the occupational therapy arena. Fieldwork sites must be willing to accept students for a concentrated Level I experience or 12-week Level II experience. Qualified personnel must supervise all Level I students. These may include: currently licensed or credentialed occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. Level I students must be supervised at all times (C.1.4) (C.1.8).

Verification of a FWEd’s credentials occurs prior to the FW experience via the FWEd Contact Form. Level II FWEds must be licensed occupational therapists who have a minimum of one-year experience in the field. Fieldwork educators who are adequately prepared to supervise include those who seek out professional resources and are able to meet the learning needs of the student (C.1.14). All fieldwork students are required to complete and submit a FW contact Form prior to the start of each fieldwork experience, which includes verification of credentials and an acknowledgment statement about their preparation to serve as a fieldwork educator (C.1.11).

Supervision should be initially direct and then may be decreased to less direct supervision as is appropriate for the setting, the client’s needs and the ability of the student during level II (C.1.13). A FWEd must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site, with a documented plan for provision of services and supervision by an OT practitioner with at least 3 years of full-time or its equivalent of professional experience. Duquesne University does not typically provide level II experiences without an occupational therapist fieldwork educator. In the rare case that this occurs, a faculty member from the occupational therapy department acts as the primary fieldwork educator and seeks out other occupational therapists working in the geographic region to provide additional supervision and consultation. The fieldwork educator must have at least 3 years full time or its equivalent in professional experience and include a minimum of 8 hours of direct supervision each week of the fieldwork experience. (An occupational therapy fieldwork educator must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site (C.1.14). The FWEd must be willing to review student’s assignments for validation and feedback as well as provide feedback on a periodic basis regarding student’s performance.
Although there are no current international fieldwork sites in the database, the AFWC will ensure that any student wishing to pursue a Level II fieldwork experience outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists (WFOT) and has one year of experience in practice. Such fieldwork shall not exceed 12 weeks (C.1.16).

Consideration of assigning students to a particular site including quality and diversity of educational experiences related to DU OT curriculum philosophy, input from faculty, match of student characteristics and student preferences. The AFWC collaborates with faculty to identify and select appropriate sites that serve as DU OT fieldwork sites. Sites are selected to optimize student learning consistent with the DU OT curriculum philosophy. Students complete a personal student data form and learning style inventory to provide the AFWC and faculty with their preferences and unique characteristics. Our process of identifying sites is to explore the alignment of site philosophies and practices relative to DU OT curriculum themes, in consideration for the objectives of particular fieldwork experiences. Faculty phone-calls and visits to sites, and connections to colleagues and alumni through projects or meetings, help us identify potential sites. Student feedback on fieldwork experiences is also valuable in planning and occurs formally using the FW evaluation forms and in discussion with faculty. (C.1.2)

Level I Fieldwork Site Assignment Process

*ACOTE Level 1 FW experiences occur via course listing as Fieldwork I, II and III

Introducing of Level I Fieldwork I, II & III*

1. AFWC introduces 3rd year students to the overall fieldwork process during the Fall & Spring Semester in a meeting with all students, including a Q and A session
2. During the Spring-Summer of their 3rd year, Students complete and submit a brief survey to the AFWC to measure any special needs or considerations for Fieldwork I & III (i.e. clinical interests, accessibility, transportation, geographical preferences, etc.)
3. AFWC introduces 4th year students to Level I fieldwork process during the Fall semester in a meeting with all students including a Q & A session.

Securing Fieldwork I and III Sites

4. Mid-March through August, AFWC contacts Level I sites from FW database using reservation request form (See APPENDIX E) to secure quality fieldwork placements.

Completing Fieldwork I and III Reservations

5. AFWC confirms each site placement by sending an initial confirmation letter and a final confirmation letter and packet to the FW site containing:
   - Student personal data form – Students are required to complete and submit to AFWC by deadline
   - FWI syllabus, assignments, fieldwork objectives and curriculum philosophy (C.1.3)
   - Student evaluation of site form
   - FW educator’s evaluation of student form
   - AOTA FW data form, if it needs to be updated

6. During the first few weeks of classes in the context of Clinical Reasoning I (Fall semester), AFWC announces Fieldwork I & III placements to students.

   - Students are encouraged to schedule a meeting with the AFWC to discuss types of sites available (if necessary)

   - Students are invited to meet with the AFWC (if necessary) to reflect on personal goals (APPENDIX
F) and objectives, and identify clinical training opportunities available to meet the established fieldwork learning criteria.

- Students complete a level 1 FW survey to reflect how their requests for Fieldwork I & III sites fit in to the big picture of all of their FW placement plans. Every attempt will be made to place the student in sites based on his/her areas of interest; however IDENTIFICATION OF INTERESTS DOES NOT GUARANTEE PLACEMENT.

- Once a student is placed, the AFWC notifies fieldwork sites receiving students and sends a student packet to each site. Students receive notification of their site name and contact information when confirmed by fieldwork site.

- Students are only placed at sites where clinical affiliations agreements exist.

- While taking into consideration individual preferences, the following criteria will also be used in fieldwork assignments (in weighted order):
  a. Widest possible variety of educational experiences, in order to allow for compliance with fieldwork standards. (i.e.: settings, clients, ages diagnoses)
     1. ONLY in very unusual circumstances will a student be assigned to the same site more than once.
     2. Students will be assigned to the site offering the wider experience over experiences that repeat those already completed.
  b. Student’s learning style & needs
  c. Faculty recommendations & feedback
  d. Avoidance of Conflict of Interest (see page 27)

Fieldwork II (Community-based, Psychosocial) Assignment Process

Duquesne University has a long history of community university partnerships. A consistent aspect of our curriculum includes community engaged learning, experiential learning and using the community as the classroom. Within small groups, students will be placed by the AFWC and Lab Instructor of the OCCT 511/525 courses at community agencies across the Greater Pittsburgh area, which provides services for individuals experiencing various psychological and/or social challenges. Over the course of the Fall semester in the fourth year, (~20 hours), students are exposed to completing a needs assessment and begin building programming that will be implemented in the Spring. Over the course of the Spring semester in the 4th year (~20 hours), within the Psychosocial Function course, students will integrate and synthesize information across the curriculum, enhance clinical reasoning skills, and create & implement occupational therapy programming which directly focuses on the psychological and social factors that influence engagement in occupation of the population at the community agency (C.1.7) Opportunities to apply psychosocial models of practice & theories, evaluate client/site needs, plan and implement programs, delivery of services, and exploration of management and administrative issues are provided in the context of this experience. The course instructor performs bi-semester site visits evaluating the students’ performance within the community sites and demonstrating congruence with curricular threads See appendix G for Community Based Psychosocial FW II Assignments/Project.

Level II Fieldwork Site Assignment Process

Level II FW Site assignment is carried out by a lottery-like system during the Fall Semester, during the 4th
year of the OT program. Students may choose from sites located throughout the Greater Pittsburgh area that have returned reservation forms to the AFWC indicating slots available for DU OT level II students.

Students wishing to complete level II FW outside of the Greater Pittsburgh area OR desiring to complete a FW at a non-contracted site need to request to be removed from the lottery process and meet with AFWC during their third year in the program. See process for requesting a new fieldwork site and out-of-state/Pittsburgh area. Sites that are eligible to take students must ensure that therapy is supervised by a certified and licensed occupational therapist and that education of students is pragmatically or philosophically supported by the administration of the facility. Students are reminded that the fieldwork policies regarding student contact with fieldwork sites are in effect. Therefore, students are not permitted to contact ANY fieldwork site, without approval from AFWC. Students are responsible for arranging their own transportation, housing and financing for their fieldwork experiences.
Lottery-Like System

During the 4 year Fall semester, each student will pick two numbers, based upon number of students in the class. This is their lottery number. In light of being fair and equitable, students will pick a number for each level II placement. Students will write this number at the top of their lottery-wish-list. During this meeting, a list of the reserved placements (which were obtained by the annual reservation request form performed earlier in the year by the AFWC) will be given to students. It is expected that once they received this list, students independently seek out information regarding sites including but not limited to: Fieldwork Database, Site folder, internet resources, and conversing with OT upperclassmen. Students will be given a 2-3 week span, to research the sites on the list, and rank their top 10 selections, for each level II rotation, and turn in their lottery-wish-list on the deadline established by the AFWC. In addition, students are strongly encouraged to meet with AFWC and/or their faculty mentor to discuss choices. The AFWC will establish a deadline of when the wish-list forms are to be submitted. Any forms submitted AFTER the deadline, will be moved to the bottom of the list, regardless of lottery numbers chosen.

The AFWC will then begin the placement process. Level II FW placements will be not revealed to students until all students are successfully placed, and all grades from the 4th year Fall semester are turned in. While students’ fieldwork preferences and selections are taken into consideration**, they must be balanced by the availability and variety of placements that are needed to develop well rounded, competent entry level occupational therapists. Any fieldwork site that the student lists on their wish-list may be a potential placement for the student. The following criteria will be used in fieldwork assignments (in weighted order):

i. Widest possible variety of educational experiences, in order to allow for compliance with fieldwork standards. (i.e.: settings, clients, ages diagnoses ONLY in very unusual circumstances will a student be assigned to the same site or type of site more than once.

ii. Students will be assigned to the site offering the wider experience over experiences which repeat those already completed.

iii. Student learning style & needs

iv. Match between FWEd & student

v. Faculty recommendations & feedback

vi. Avoidance of conflict of interest (see page 27)

** The AFWC works diligently to create a positive match between a student’s interests and learning needs and the attributes of each fieldwork site. Specific requests for fieldwork placements are considered, but cannot be guaranteed.

Once level II FW rotations are revealed to students, students may exchange fieldwork assignments with each other, if both students can give reasonable explanation as to why the switch would be beneficial. The AFWC
must approve ALL changes. If the change is deemed educationally inappropriate for a student, the AFWC may refuse the change. *The AFWC reserves the right to refuse requests for fieldwork placement changes after a given date prior to commencement of the fieldwork experience.*

**Level II Fieldwork Lottery Appeals Process**

The appeal process is designed to meet the occasional need of students for whom the lottery-like process would prove disruptive to their family responsibilities and would result in the student’s probable discontinuation of their schooling. Petitions for appeals are not to be made lightly. Students should consider the gravity of their appeal and submit an appeal only if they feel they could not continue in the program and complete their training if the appeal were denied. Appeals for special consideration in placement are based on demonstrated need for one of the following reasons: dependent care, extreme personal issues, and students with disabilities who have identified themselves to Duquesne University Disability Services. Appeals cannot be made for financial or marital status reasons. Appeals found to be made on false claims will be overturned and denied, and students may be removed from the program for this highly unethical behavior. Students who falsify appeal claims will be placed in any remaining site at the conclusion of the lottery process. Students will be informed of the dates of the Appeal process. Appeal decisions are made subject to the availability of fieldwork sites. All decisions of the faculty will be final.

**Out-of-State / Pittsburgh-Area Level II FW Assignment Process**

Students who wish to potentially complete level II FW outside of the Pittsburgh area need to formally request to be removed from the regular lottery process through the AFWC. This request needs to be complete in writing and submitted prior to the summer of the 3rd year in the program. Once excused from the lottery process by the AFWC, students will complete Out-of-State/Pittsburgh – Area request form (APPENDIX H). If students are interested in completing fieldwork at a site that is not within the Fieldwork Database, students must follow the process of initiating a new contract. Based upon your rationale and justification stated in the Out-of-State/Pittsburgh Area Request Form, the AFWC will determine the next course of action. Students are not permitted to contact ANY fieldwork site, without approval from AFWC.

**Process to Request a New Fieldwork Site/New Contract**

The Department of Occupational Therapy at Duquesne University and the AFWC work very hard with our existing fieldwork sites and fieldwork educators to ensure that you have a quality fieldwork experience and adequate clinical preparation for the NBCOT exam. There is a risk you take when you look for a placement outside of these existing settings – each site has a different philosophy and expectations of fieldwork students – with the changing healthcare environment some sites are able to devote more resources to students than others and we strive to place you in situations that can maximize your fieldwork experience and prepare you to successfully pass your NBCOT exam.

The Department of Occupational therapy at Duquesne University has used some sites for over 25 years to place students, so we know many of our existing sites and fieldwork educators very well. With that being said, some of you may choose to find new fieldwork sites for level II placement. There are a number of great
facilities and clinics that we do not have contracts with currently, so this is a primer for you to help locate these settings. We are interested in sites that want to have an ongoing relationship with the Department of Occupational Therapy and have an interest for students in subsequent classes. Setting up a new contract can be a lengthy and complex process—so don’t count on these new contracts and know that sometimes there are issues at sites at the last minute that require student reservations to be cancelled. Due to the extensive time and paperwork of investigating a new site, and setting up a contract, the AFWC will consider a maximum of 3 potential new contracts to be initiated annually.

Efforts to develop a contract at a new fieldwork site will be done only when a student has made a firm commitment to carry out his/her fieldwork at that specific site.

If you are interested in setting up a new contract:
- You must have permission from the AFWC before you contact a site.
- We will not use a site if you do contact them without my permission.
- You may not call a site that we have an existing contract with
- Sites must be compatible with DU OT curriculum and essential values.

Some sites do not like to hear from students regarding fieldwork placements, while others don’t seem to mind. Not all sites are available at all time frames and facilities often contract with numerous academic programs and have limited numbers of students they can accept per year.

In order to request a new contract, you will need to initiate contact with the fieldwork site. Make a good first impression. Do not ask about housing/stipends or any benefits you would receive from the fieldwork site. Do your research beforehand (most hospitals have websites) and be professional when you call. You probably don’t want to leave a voicemail as they may not return it. There are generational issues at work here!

Ask to speak with whoever is in charge of placing Occupational Therapy fieldwork students. Explain that you are an occupational therapy student from Duquesne University, interested in learning more about the facility, as a potential fieldwork placement. Use the following interview questions as a guide.

Write up a report of your findings and personal reflection and turn into AFWC prior to January 15th. See Appendix I for Form to Request a New Fieldwork Site Contract

Fieldwork Student Placement Interview

Some level II fieldwork sites require/prefer an interview (face-to-face or phone) as part of their decision making process in selecting a level II student. The interview serves as a tool to better understand the student’s interest, as well as determine if the student is a good fit for the facility. If a site requires an interview, the student must meet with the AFWC beforehand to discuss strategies and interview process. Upon completion of the interview, it is strongly encouraged for the student to write a hand-written thank you note to the interviewer(s).

Students should present themselves appropriately and be prepared for the interview. Students who do not complete the required interview will not be considered for placement at that site.

Frequently asked Level II fieldwork interview questions to the student:
- What are your expectations of this fieldwork?
- What do you hope to learn in this placement?
• How do you learn best?
• Why did you choose occupational therapy as a profession?
• What are your long-term career goals?
• Identify your professional interests.
• What has been your academic and/or fieldwork experience?
• Identify some theories or frames of reference that you are studying that might be relevant to occupational therapy practice in this setting.
• Identify your strengths and areas for growth.
• What are you looking for in regard to supervision?
• Identify past experiences that may be relevant to the fieldwork experience.
• How do you spend your leisure time?
• How do you handle stress?
• What motivates you?
• How do you best orient and familiarize yourself when entering a new system?
• Is there anything that might interfere with your ability to perform the tasks required on this fieldwork?

Students should also be prepared to ask questions of their prospective site/supervisor. Do your research beforehand and come prepared. (check out the site file, database, site website, prior student’s experiences etc...).

Sample Questions for the student to ask site:
• What are agency/site/patient/client needs in this setting?
• Describe a “typical day” on the job.
• How can students best prepare for this experience? (readings, theories/models, most common diagnostic conditions, etc.)
• What are the characteristics of successful students in this setting?
• What are the greatest rewards and challenges of being an occupational therapist/health care provider in this setting?
• Are there any medical clearances/requirements that need to be completed prior to starting my placement?

Fieldwork Cancellation

Student Initiated Cancellation
Once a fieldwork placement has been confirmed, student requests for a change of affiliation WILL NOT be honored unless there is an extreme emergency situation or an ethical, legal or professional issue within the site. An extreme situation is identified as death of an immediate family member, child-care/parenting issue or serious illness of self. It does NOT include financial reasons, housing changes, or wedding plans etc... Documentation of the situation will be required explaining rationale for requesting a change. (i.e. obituary or confirmation of medical problem from physician). If after a review of documentation it is determined that a change should be made, the following procedure will be implemented:

1. Meeting of AFWC and Student to discuss preference indicators re: Fieldwork.
2. AFWC assigns student to a new site.
3. All involved persons are notified of change by AFWC.

Site Initiated Cancellation:
A fieldwork site may need to cancel a confirmed placement. This happens for a variety of reasons, including but not limited to staffing issues, inadequate supervision and poor learning environment. Also, occasionally
a facility closes or merges with another organization and the confirmation of placement cannot be honored. If a cancellation should occur, the procedure is as follows:

1. Student and/or AFWC is notified the Fieldwork placement has been cancelled by the site.
2. Meeting of student and AFWC to discuss replacement options.
3. AFWC will work closely with student to reschedule the experience.

Cost of Fieldwork

All students must be prepared financially to assume ALL costs that will accompany any fieldwork & DEC experience. In addition to full tuition and fees, expenses may include: transportation, travel, parking, housing, meals, as well as incidental costs such as materials for a special project, uniforms or costs related to clearances/medical requirements. It is STRONGLY advised for a student to have access to a car during fieldwork in the event that public transportation is inadequate. The estimated cost of one fieldwork placement can amount to approximately $3500. Plan your budget carefully. Given the competition for available sites in the Pittsburgh area for Fieldwork Level II & DEC, all students must be prepared to relocate for a minimum of one of their two 12-week fieldwork rotations. When it is possible, consideration will be made for those students who have special needs.

Housing, Transportation & Food

Students are responsible for ALL housing needs relating to their clinical assignments. Therefore, it is important to plan ahead to meet all financial obligations during fieldwork. Tuition as well as travel, living arrangements, commuting/parking costs, and day-to-day personal expenses may be greater than the expenses incurred during an academic semester. The AFWC may be of assistance. On site housing and food stipends are rarely available. Transportation and food is the sole responsibility of the student. This includes transportation expenses to and from the sites as well as between sites. Many fieldwork sites require students to commute between multiple locations during the fieldwork; therefore, a car is necessary. Whenever possible, commutes are limited to one hour, each way. While there are options for public transportation in the Greater Pittsburgh area, a fieldwork site that has adequate access to public transportation cannot be guaranteed. The AFWC works closely with all students to minimize transportation costs & hardships whenever possible. Problems with transportation and housing are not acceptable reasons for requesting a change in fieldwork assignment as students are given placement information in advance, allowing time for appropriate arrangements to be made. Students are able to indicate their fieldwork site preferences prior to the fieldwork selection process. However, no fieldwork request can be guaranteed.

Employment during Fieldwork

With the expense of a graduate education, many students feel the need to work during the school year. Duquesne University Occupational Therapy Students are expected to prioritize their responsibilities: class attendance and fieldwork appointments are top priorities. Fieldwork & DCE are extensions of the classroom, and is a full-time clinical commitment, not unlike having a full-time job. With this understanding, full-time work is not realistic and can lead to decreased performance in the classroom/clinic, and/or health problems. Reasonable work hours can be incorporated into your schedule; however, you are expected to rearrange your work schedule to accommodate class and fieldwork requirements including allowing adequate time for study.

Students are STRONGLY DISCOURAGED from pursuing employment while they are completing full-time
fieldwork experiences. It is very common for fieldwork & DCE assignments to require additional time beyond the regular 40-hour work week, including evening hours and weekend shifts. The focus of fieldwork is on the integration of professional knowledge and behaviors and general clinical skills. In addition, outside readings, reports, studying and/or special projects are often required. Site hours for fieldwork education are not negotiable. The hours of the affiliation are set by the facility. The weekly schedule will be determined by each fieldwork educator and/or site. Some sites require evening or weekend hours. Or you may be expected to work 4 (10 hour) days as required by your fieldwork educator. Some fieldwork educators work different schedules such as Tuesday-Saturday. You are expected to maintain the same work schedule as your fieldwork educator. Any changes to the dates for the fieldwork experience must be approved and documented in writing by the Academic Fieldwork Education Coordinator AND the fieldwork educator / Site Mentor before the start of the fieldwork experience.

Fieldwork Performance Evaluation

Level I

Level I fieldwork (I & III) is part of the OCCT 511/512 Clinical Reasoning courses. Fieldwork II is part of the OCCT 511 and 525/L Psychosocial Function Course. The student’s performance on level 1 FW is evaluated several ways. Firstly, The Level 1 FW student’s performance is evaluated through multiple class assignments that are tied to the clinical reasoning process. Secondly, the FWEd formally evaluates the students using DU’s designed level 1 FW evaluation of the OT student. Lastly, during FW II the course instructors provide site visits during the context of their community placement to observe student performance and provide feedback. A student must complete all Coursework at a passing level, have a minimum cumulative GPA of 3.0 (B) and received minimum competency on the Fieldwork Evaluation - Level I in OCCT 511, 512, & 525/L in order to proceed to Level II fieldwork. Be sure to keep copies of all review/evaluation forms for your records.

Level I FW Evaluation Forms (C.1.10)

- Duquesne University FW I & III evaluation Form (APPENDIX J)
- Duquesne University FW II evaluation Form (APPENDIX K)
- Duquesne University Student Evaluation of Level 1 FW Experience (APPENDIX L)

Level II

Each Level II FW Course (OCCT 555- Fieldwork IV and OCCT 556 – Fieldwork V) consists of 8 credits for a combined total of 16 credits (APPENDIX M) Fieldwork educational objectives have been developed and learning experiences identified by fieldwork educators. Students will receive a "PASS" or "FAIL" grade for each Level II FW course based on input/feedback of the fieldwork educator, the evaluation received on the AOTA Fieldwork Evaluation (FWE), completion of required assignments/projects and the discretion of the AFWC. Therefore, students are evaluated by the fieldwork educator, using the AOTA Fieldwork Performance Evaluation (FWPE). However, the final grade for the level II FW course(s) is issued and assigned by the AFWC.

The AFWC reserves the right, on behalf of the Department of Occupational Therapy, to assign a grade other than that which is reflected by earned points on FWE alone. Justification for doing so could include such things as the failure of the student to maintain and/or provide in a timely fashion proof of health requirements/clearances/evaluation forms, evidence of academic misconduct, failure to maintain required correspondence with AFWC/and or Faculty, unethical behavior or violation of the Department of Occupational Therapy Professional Behavior Policy.
Students must earn a minimum of passing scores on the AOTA FWPE and all required assignments to receive a passing grade for the fieldwork education course. Grading criteria include the FWPE and other specified fieldwork education assignments. Students must earn a minimum of passing scores in the FWPE AND at least 70% on all assignments to receive an overall final passing grade for the fieldwork education course(s).

See course syllabus for description of required assignments on level II fieldwork. **The decision regarding the student’s final grade for the fieldwork placement rests solely with the Academic Fieldwork Coordinator at Duquesne University and NOT the fieldwork site.**

An AOTA Fieldwork Performance Evaluation Evaluation booklet (FWPE) is sent to the site with the final confirmation letter and if misplaced another copy is available from the AFWC. A sample copy of this evaluation form will be shared with students before they start Level II FW.

*The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation scores will reflect development of student competency and growth. In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.*

*Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competency the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.*

*The Fieldwork educator must contact the Academic Fieldwork Coordinator when: (1) a student exhibits unsatisfactory behavior in a substantial number of tasks or (2) a student’s potential for achieving entry-level competence by the end of the affiliation is in question.*

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**American Occupational Therapy Association, Inc**
Performance items on the FWPE include: Fundamentals of Practice, Basic Tenets of Occupational Therapy, Evaluation and Screening, Intervention, Management of OT Services, Communication, and Professional Behaviors. The student must achieve an overall score of 122 points and above AND the student must receive a 9 or above in Section 1 of the AOTA FWPE.

Students must complete all Level II fieldwork at a satisfactory level in order to graduate and be eligible to sit for the occupational therapy certification exam.

Students provide feedback on their fieldwork sites as part of our ongoing process to improve learning experiences. On completing a fieldwork experience, the student will be required to critique the experience. The Student Evaluation of Fieldwork Experience (SEFWE) form, developed by the AOTA Commission on Education, will be used by students to critique Level II fieldwork to ensure that the experiences and supervision offered to students are consistent with DU’s OT program mission, and curriculum philosophy. This form must be completed and received by the fieldwork coordinator in order to receive a grade. Evaluative information is used by the fieldwork site and the Duquesne University to improve its fieldwork experience.
and academic program. Student responses on the tools are routinely collated, reviewed and analyzed by the AFWC and shared with DU OT Faculty. This process also provides the student an opportunity to practice their ability to objectively assess an experience in a professionally acceptable manner (C.1.12) (C.1.15). Check to be sure the last two pages are those from the Duquesne University curriculum. Sign the report and have your supervisor sign it. Your signature denotes only that you have read the report and does not imply that you agree or disagree with it. Reports without signatures will be returned to you or to the facility and could delay reporting your grades and your graduation date.

**Students, be sure to keep a copy of all weekly review forms, mid-term evaluations, final evaluations and learning plans for your personal files.**

It is necessary that the original evaluation forms are returned to the AFWC (signed by BOTH the student and fieldwork educator), within a timely fashion. Final grades will not be issued until all original forms are received. The evaluation forms should be post-marked no later than 3 business days from last day of fieldwork (C.1.12).

**Level II FW Evaluation Forms**
- AOTA Fieldwork Performance Evaluation of the Occupational Therapy Student (APPENDIX N)
- Student Evaluation of the Fieldwork Experience (APPENDIX O)

**Grading Process for level II FW**

Due to deadlines established by the Office of the Registrar for submission of final grades, it may be necessary to enter final grades for level II FW, prior to receipt of evaluation forms. Therefore, per University policy, an “Incomplete” (I) may be processed as initial grade for level II FW. Passing grades will only be given when the completed AOTA FWE and Student Evaluation of Fieldwork Experience forms has been received by the Academic Fieldwork Coordinator. Final fieldwork evaluations are kept in the individual student’s record in the Department of Occupational Therapy at Duquesne University.

In addition, the Department of Occupational Therapy adheres to the ‘I” (Incomplete Grade) policy noted in the RSHS Handbook (p., 50), which states that all course materials need to be submitted no more than three weeks after the end of the course. Any “I” not removed by the date specified above, becomes a permanent “F”. Professional students must remove all “I” grades in order to graduate. Students are responsible for following the dates in the academic calendar for each semester.

* Grading for the Doctoral Capstone Experience is outlined in pages 42-43.

**Failure of Fieldwork**

A failed fieldwork experience is a serious concern. Fieldwork education is the opportunity to put academic learning into practice. This applied knowledge and critical thinking are paramount to being a successful occupational therapy practitioner. It is necessary to demonstrate proficiency in both the clinical and academic components of both entry-level occupational therapy practice and professional world of healthcare.

The AFWC reserves the right, on behalf of the Department of Occupational Therapy, to assign a grade other than that which is reflected by earned points alone on the FWE. Justification for doing so could include such things as the failure of the student to maintain and/or provide in a timely fashion proof of health requirements/clearances, evidence of academic misconduct, unethical behavior or violation of the
In addition, the fieldwork site may terminate a student at any time, whose performance is not competent and threatens the patient’s treatment/safety. Terminated failing could also occur if the student violates a facility policy or procedure, the violation of which, if done by an employee of the facility, would cause immediate termination of the employee. Examples include drug use, theft of property, unsafe practice, unprofessional behavior, violation of patient’s rights, violation of AOTA Code of Ethics, excessive tardiness/absenteeism or HIPPA violation (such as discussion of a patient in an inappropriate situation) etc.... It is important for students to be familiar with facility policies and procedures, particularly policies related to patient confidentiality.

Lastly, depending on the nature of the problem, a student may be withdrawn immediately from the fieldwork site and the occupational therapy program and not provided an additional fieldwork experience. Students have a right to complete a written appeal via processes outlined in the student handbook, which can be found here: http://www.duq.edu/life-at-duquesne/student-services/student-handbook.

**Level I Fieldwork Failure**

A student who fails a Level I fieldwork experience may be allowed one additional opportunity to complete the experience successfully at the discretion of the Clinical Reasoning / Psychosocial Course Instructors, Department Chair and AFWC. If deemed eligible to proceed, a remediation plan and learning contract will be developed and attested to. Then, the student will need to re-register for the course in which Level I fieldwork appears. If he/she fails a second time, the process for dismissal from the Department of Occupational Therapy will be initiated (C.1.9).

**Level II Fieldwork Failure**

When a student fails level II fieldwork, a second opportunity may be given after a plan of remediation has been successfully complete and/or at discretion of the ACFW and Department Chair. If deemed eligible to continue, the student must repeat the failed experience before beginning the next fieldwork. In order to repeat the fieldwork experience, he/she must re-register for the same course the following semester. The dates and location of the new assignment are dependent on the availability of a placement, but in most cases this will mean that a student may not be rescheduled for their last rotation until the next academic year. A student cannot proceed with additional coursework until the failed course is passed. If failure occurs a second time, dismissal from the occupational therapy program will be initiated.

A student who is failing fieldwork may be asked to the leave the fieldwork center before the date on which the assignment ends and still receive a failing grade. Other students may finish the full assignment and still fail. In either case, the decision to be asked to leave or continue in the affiliation is based on an assessment of: 1) the student’s difficulties and the individual’s potential to remain in the clinical setting without being disruptive to patient/client care; 2) the student’s response to supervisory feedback; and 3) the student’s potential to change skills, judgments, and professional behaviors in a reasonable amount of time with normal supervision. All students must successfully complete the required fieldwork experience within 12 months of completion of academic coursework. Failure to successfully complete fieldwork within the 12-month period may result in dismissal from the Program. Unforeseen circumstances may require a leave of absence or an extension that may allow the 12-month period to be extended. The Academic Fieldwork Coordinator, and /or the Department Chair will determine the impact of a Leave of Absence of extension on the 12-month time frame for the completion of the fieldwork experience.
While you are on fieldwork, you will remain a registered student at Duquesne University, and you must adhere to ALL University, RSHS, and Department of OT policies, in addition to any policies/expectations of your fieldwork site. Each facility and department has its own policy and procedure manual. It is the student’s responsibility to review the manual and follow all the policies related to their assigned placement. Termination / failing could also occur if the student violates a facility policy or procedure, the violation of which, if done by an employee of the facility, would cause immediate termination of the employee. Examples include substance use, theft of property, excessive tardiness/absenteeism, insubordination, or discussion of a patient in an inappropriate situation. If the clinical site does not have a particular policy or manual, the student shall refer to the University, RSHS, Dept. of OT and/or OT FW Manual regarding expectations.

**FW Site Student Manuals**

Student FW manuals that contain specific assignments, personalized FW experiences, site-specific objectives, weekly expectations, etc... may also be provided by sites. Check with your fieldwork educator / site upon arrival. Weekly expectations tend to keep students as well as supervisors on track during the twelve week placement. In addition, students should bring this DU OT FW / DCE Manual to fieldwork, share with your fieldwork educator/Site Mentor, and refer to it often. Any sites interested in revising or updating their site manual should contact the AFWC for resources and guidance.

**Special Needs / Medical Conditions Disclosure**

The Department of Occupational Therapy prepares occupational therapists to serve a primary providers of occupational therapy services. In order to function as an occupational therapy practitioner, an individual must be able to meet certain motor, sensory, intellectual and social expectations for performance. The performance indicators outlined for all RSHS students can be found here: [https://www.duq.edu/academics/schools/health-sciences/current-student-resources](https://www.duq.edu/academics/schools/health-sciences/current-student-resources)

Any student who thinks he/she does not possess one or more of the enumerated skills should seek assistance from an academic advisor or faculty mentor, and must notify and work with the Office of Disability Services. It is the student’s responsibility to notify both the RSHS and his/her respective department of any accommodations which may be necessary. During the pre-professional and professional phases of curriculum, OT students will review and sign-off document serving as a testimony that they are in compliance with these standards and understands the responsibilities outlined. This document will be securely stored in the student files in the Administrative Assistant office. If a student has a change in medical status, faculty and/or the AFWC will request that the student comply with the "Change in Student Medical Status" policy and obtain the necessary medical documentation to return to coursework or clinical placements.

The faculty of the Department of Occupational Therapy wishes to affirm the intent of the American with Disabilities Act. Any student enrolled in these Fieldwork experiences, who may require adjustments in terms of format, procedures, and/or experiences due to a documented disabling condition, should feel free to discuss these needs with his/her academic advisor, faculty mentor and/or AFWC in confidence so that reasonable accommodations can be made. The faculty strongly urges those students with special needs to make these needs known to the FWEd or fieldwork site coordinator, especially if there is a potential risk to evoke harm to the student, future patients, fieldwork educator or others at the clinic / community. Students may not ask for accommodations once the fieldwork placement has begun.
We are not required to provide accommodations without prior knowledge or after the placement has begun. Students who choose not to disclose such information may be in jeopardy of failing.

**Pregnancy**

If a student is or becomes pregnant while enrolled in OT academic courses, she must notify her academic advisor and faculty mentor immediately. This is necessary so the student can plan for the anticipated absence from classes and make decisions related to registration, enrollment and course completion. If a student is or becomes pregnant prior to beginning fieldwork or while on fieldwork, she must notify the AFWC immediately and inform the FWEd and/or site coordinator at her site. This is necessary to appropriately plan for fieldwork. Any student who is pregnant will be required to have a letter from her physician stating she is capable of assuming the normal clinical duties of an OT student. The physician must confirm that he/she does not have any objection to the student's specific assignment for fieldwork.

**Professional Liability Insurance**

Professional liability insurance will be provided by Duquesne University at no additional cost, and mailed to fieldwork sites by the RSHS contract coordinator annually. Individual students do not need to seek liability insurance on their own. This insurance covers students on University education related activities, (e.g. fieldwork education rotations). Coverage runs annually from July 1 – June 30. Any student who is employed or is working external to the clinical placement is not covered under the University's Professional Liability Insurance. Students should be aware that when they become professional practitioners, they may need their own insurance. *(MALPRACTICE OR LIABILITY INSURANCE IS REQUIRED IF GOING TO PRACTICE & CREDENTIALS IN THE STATE OF PENNSYLVANIA)* Professional General Liability limits are: General Aggregate $3,000,000; Each Occurrence $1,000,000.

**Safety & Infection Control, on Fieldwork**

All DU OT students complete OSHA, Bloodborne Pathogens and Universal Precautions Training prior to fieldwork. Students are expected to maintain verification of this training in their portfolio and produce to fieldwork sites, upon request. Students are required to follow the safety, infection control and emergency procedures at their assigned fieldwork site. Students are advised to follow Universal Precautions at all times to protect themselves and patients during their fieldwork rotations. Students who demonstrate any signs of illness or infection should immediately advise their fieldwork educator and call the Academic Fieldwork Coordinator to report their missed days. Students need to use their best judgment as to whether they are well enough to perform their assigned duties. Students should always consider their own health and the health of patients at risk of exposure to illness when making the decision as to whether to miss a day of fieldwork due to illness.

**Critical Incidents**

Students are required to report all critical incidents that occur on fieldwork to the AFWC. When the incident occurs, the student should notify the fieldwork educator AND AFWC. The student should complete an incident report as directed by the FWEd/clinical coordinator, and then the student is to contact the AFWC. An incident report is a form that is filled out in order to record details of an unusual event that occurs. Critical incidents include: patient falls, patient injury, patient upset/complaint with student, student fall/syncopal episode, seizure event and any other incidents considered critical. If a student is unsure if an incident is considered critical, they are to contact the AFWC.

Should the student, in the course of their fieldwork experience have a health related incident or accident, they may need to complete a Student Health Incident/Accident Report.
within 24 hours of the incident/occurrence.

**Scholarships/Aid from Fieldwork Sites**

Any student who is receiving financial assistance from a future employer in the form of scholarships, signed work agreements, or other resources must INFORM THE AFWC immediately upon signing a contract. Because of the conflict of interest which could arise in situations like these, students will not be allowed to do fieldwork in a center where they have made a commitment to work upon graduation in exchange for financial assistance.

**Conflict of Interest**

Student will NOT be placed at a site where a family member may be in a supervisory capacity of the student or student’s supervisor. A student will not be assigned to a site where he or she has already accepted a job or is negotiating employment. In addition, students are not permitted to do FW/DEC placements at sites where they have been previously employed by the Occupational Therapy, Rehabilitation, or related department, or have been a patient. Lastly, students will not be placed at sites where they have volunteered/shadowed extensively. Requests for exceptions to this policy may be submitted, in writing, by the student requesting a particular site. The student should provide the AFWC with a rationale in writing that would justify setting aside this policy.

**Student Health Reports/Clearances**

The student will be responsible to oversee that all required forms are complete prior to their fieldwork experience and bring on their FIRST DAY, unless the site requests differently. Once the student receives notification of placement a specific fieldwork site, it is the student’s responsibility to review the facilities AOTA Fieldwork Data Form, review the clinical site file in the electronic database, and site files in the Rangos 234 office and complete necessary prerequisites.

Each student is required to carry health insurance, as many FW facilities do not carry coverage or offer services free to student interns. Facilities will not allow you to engage in fieldwork without evidence of coverage, and may at any time require that you produce proof of coverage. Lack of coverage may result in rejection from the site or immediate termination of the fieldwork. In addition, you will be required to provide verification of your current health status, proof of health insurance and current CPR certification prior to beginning your fieldwork. Be certain to keep excellent records of any medical history and carry copies of current immunizations report, current 2 step TB results, CPR/First Aid certification, and other necessary medical information.

Occupational Therapy students must show completion of a physical examination and other health requirements prior to entry in the professional phase of the program. In addition to meeting the University’s health and immunization requirements upon matriculation, all students must subsequently meet the RSHS pre-clinical health requirements prior to entry into the professional phase. Duquesne University's Health Service can provide the physical examination and laboratory tests to students for a reasonable fee, or students may opt to use a private primary care provider. All physical examination and test results will be collected and maintained in the Health Service Office. No student records are kept in the Occupational Therapy Department. **RSHS students may be asked to provide additional documentation indicating ongoing health status** (e.g current PPD) AND complete additional health requirements, including the ability to meet performance indicators/technical standards.” The RSHS will be notified of any student who is deemed unable
to meet the RSHS performance skills required for completion of didactic or clinical education. In cases where immunity does not exist or test results are positive, students may either be expected to engage in additional testing or immunizations, or be removed from the clinical experience due to the health risks presented to themselves, their classmates and faculty, and their patients (C.1.2).

**Criminal Background Checks and Fingerprinting**

Most sites are now requiring criminal background checks and/or fingerprinting. Students are responsible for meeting these requirements on their own and in most cases, at their expense. The Department of Occupational Therapy has begun an affiliation with CASTLEBRANCH, to ensure completion and management of all educational, professional and personal information for students. Occupational therapy students will be required to purchase an account via certifiedbackground.com, the Fall of their third year, and renew annually up until their 5th or 6th year. Please visit this link to view a tutorial in how to access/use the CastleBranch program.

**If doing fieldwork out-of-state, please double check what type of background checks are required by the site.**

**Drug Testing**

Many sites are now requiring drug testing. Students are responsible for meeting this requirement on their own, and in most cases at their expense. Students must be cleared prior to starting the placement. Keep in mind that some results may take several weeks-months to receive. If your site requires drug testing, please meet with AFWC to obtain information on how to fulfill this requirement. You can fulfill a 10-panel drug screen via CastleBranch.com. Please double check what TYPE of drug panel your site requires (5 panel, 10 panel, 11 panel screenings etc...). The Department of Occupational Therapy complies with the RSHS Drug Testing Policy. Be aware that Cannabidiol (CBD) products are not consistently regulated and some products may contain amounts of tetrahydrocannabinol (THC) that will trigger a positive response on a drug screening. Neither the Department of Occupational Therapy nor FW or CEL sites will accept a student with a positive drug screen. We also will not overturn a positive drug screen result based on claims of using products containing CBD.

**Professionalism**

Fieldwork education is a crucial part of professional preparation. The term professionalism means *conforming to the standards of a profession*. Positive professional behaviors are critical to effective occupational therapy practice. A therapist must adhere to ethical standards, reflect cultural sensitivity, work collaboratively with others, show self-initiative and motivation, and demonstrate therapeutic use of self and competent leadership skills. This thread is addressed throughout the curriculum of Duquesne University. Becoming an occupational therapist encompasses development of clinical as well as professional skills. Communication, receptiveness to feedback, taking initiative, dependability and other interpersonal behaviors are essential learning outcomes of fieldwork and coursework. The Occupational Therapy Program at Duquesne University is a professional program and as occupational therapy students, you are expected to dress and present yourselves in a professional manner at all times. The Duquesne University Student Professional Behavior Policy and the AOTA Code of
Ethics apply to all Level I and Level II fieldwork experiences in addition to the specified behaviors required by the specific clinical sites. (C.1.0)

As a health professional in training, students should demonstrate appropriate professional behavior during all fieldwork activities. Remember that on fieldwork, students are representing Duquesne University, the Department of Occupational Therapy, and the profession of occupational therapy. Professional behavior criteria along with OT values and attitudes are outlined in the Occupational Therapy Code of Ethics and Ethics Standards (2015) (Appendix P).

These include but are not limited to:

- being punctual for & attending all clinical activities
- arriving before scheduled time to begin and not asking to leave early
- notifying supervisor & AFWC of emergencies and/or illnesses
- being respectful of others
- being organized
- completing assignments (from University and FW site) in a timely manner
- Students should feel free to ask questions but not to challenge the supervisor’s authority or competence.

A more thorough description of professional behaviors is clearly outlined in the Duquesne University OT Student Handbook

**Students can be dismissed from level I/II Fieldwork experiences for inappropriate/unprofessional behavior, as determined by the FWEd in collaboration with the AFWC.**

Cell Phone/Electronic Communication Device Use

Cellular/SMART phones/devices and pagers are considered distractions to the learning environment, and potential threats to patient privacy. As per the John G. Rangos Sr. School of Health Sciences Academic Student Handbook electronic devices such as beepers and cell/SMART phones/devices are to be turned **OFF** (no sound, vibrating, or text messaging) **during class and clinical experiences**. Therefore, they are to be turned off and out of site during all learning experiences including classroom, laboratory, and clinical activities. In many clinical sites, electronic devices are prohibited from use and may cause technical difficulties with medical equipment. If a student has extenuating circumstances (emergency only) that require accessibility by phone, he or she should let the course instructor/fieldwork educator know and appropriate accommodations will be considered.

Instant messaging and texting are also not permitted during these times. If absolutely necessary (emergency only), you may check for messages during lunch hours only and only out of view of clients/staff members. Emergency calls are strictly for emergencies only.

Computer Use

Use of fieldwork site computers is restricted to activities associated with client-care unless otherwise instructed by fieldwork educator, such as performing an evidenced-based literature research. Under no circumstance should the fieldwork student use the facility-based computer to check his/her personal email, participate in social networking, gaming or access the Internet for personal use. Computers are to be used for fieldwork-related use only.
Social Media & Networking

Since online social media and social networking have become one of the options for daily communication with others, it is necessary to clarify professional behavior expectations with its use, especially pertaining to fieldwork education. Social media often crosses traditional boundaries between professional and personal relationships. Therefore it takes extra vigilance to assure that personal, professional and university reputations are protected. It is important to consider what is posted on the Internet, in addition to adhering to the OT Code of Ethics (AOTA, 2010). The ethical concepts include: Beneficence, Nonmaleficence, Confidentiality, Procedural Justice, Veracity, and Fidelity. Adherence of this policy is expected of students of the DU OT Program.

These guidelines are intended to protect the privacy and confidentiality of fellow students, faculty and staff, clinical educators and facility staff, and any clients of a facility. These guidelines may continually change as new social networking tools emerge. Compliance with this policy is expected at all times. Violation of these guidelines will result in disciplinary action, up to and including dismissal from the DU OT Program.

You are responsible for what you post. A posting should never reference (or allude to) a client’s name, fieldwork site name, clinical instructor name, criticism about site or information about what is happening, any other disclosure of confidential material to unauthorized parties in a posting or reference Duquesne University. A posting should never disclose confidential or HIPAA-related information. Sharing this type of information, even unintentionally, can result in legal action against you, DU, the fieldwork site, and/or the client. It is important to adhere to copyright laws and reference or cite sources appropriately. Plagiarism applies online as well. The content of the posting should be respectful.

Consider what you post on ANY social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee.

Do not ask your supervisor to “friend” you while on Fieldwork. This puts your supervisor and yourself in an awkward situation with personal information about each other. If you mutually decide to do this after the Fieldwork experience, this is your personal choice.

Social Networking Examples:
- Social networking sites: Twitter, Facebook, MySpace, OT Connect, Classmates.com
- Video and photo sharing websites: Instagram, YouTube, Flickr, Snapfish
- Micro-blogging sites: Twitter, FriendFeed, Tumblr
- Weblogs, blogs, forums (“onlinejournals”)
- Online forums and discussion boards
- Any other Websites or software applications that allow individual users or entities to publish content on the Internet

Dress Code

As a health care professional in training, all students should demonstrate professional appearance during all clinical activities including observational opportunities specifically in Fieldwork level I and level II & OTD Doctoral Experiential Component. Adherence to dress code criteria is necessary to maintain safety, health, professionalism, and a shared supportive learning environment. Duquesne University will expect the student to present self in a professional and courteous manner.
These include but are not limited to:

- Overall neat & clean grooming
- Hair is combed & pulled away from face
- Hair color of unnatural tone is not appropriate
- No strong perfume, cologne, body spray or scented lotion.
- Facial piercings are removed
- Conservative use of jewelry/accessories (please limit earrings to one or two pairs, no large hoop or dangling earrings for safety reasons)
- Tattoos are covered
- Nails are neat & trim (no artificial nails - this is unhygienic and prohibited in healthcare settings, and natural nail tips should be less than one quarter (1/4) inch long).
- Overall neat & clean appearance of clothing
- Appropriate fit to clothing
- Appropriate shirt choice (no tank-tops, spaghetti straps, tube tops, muscle shirts or sleeveless shirts; no t-shirts with logos/slogans)
- Conservative neckline
- Chest/cleavage remains concealed when bending forward
- Abdomen/low back remains concealed when reaching overhead
- Appropriate choice of pants/skirts (no jeans, sweatpants, yoga pants, leggings, shorts; low riding pants)
- Low back remains covered while sitting
- Low back remains concealed when performing a patient transfer
- Low back remains concealed when kneeling on floor and reaching forward
- Undergarments remains concealed during all movements
- Appropriate footwear (no sandals, high heels or open toed shoes)
- Wearing socks/stockings
- Smoking, use or chewing tobacco or gum is strictly prohibited
- Watches: Students are recommended to wear watches at all times in order to keep consumer appointments and keep themselves organized. The use of cell phones to tell time is prohibited.

Students may be asked to wear name tags and/or facility identification. These are to be worn throughout the placement. Students will purchase name tags with Duquesne University identification on them from the Occupational Therapy Office prior to level I experiences. In some cases, lab coats or hospital scrubs are required and are the responsibility of the student both in purchasing and maintaining.

Please be aware that some facilities may have dress codes and policies which are more stringent than what is listed here. In that case, you should follow the dress code policies of your facility.

**Tardiness/Absenteeism**

Regular attendance and promptness are professional behaviors that facilitate learning and teaching and show respect for one’s field work educators, colleagues and peers. Attendance is required for all fieldwork education experiences. Students are expected to arrive to fieldwork prior to the scheduled start time, and to be prepared to begin fieldwork ON-TIME. There are NO designated holidays, vacation days, personal days or sick days/leave during Level II fieldwork. A Therefore, **you are NOT entitled to any days off during fieldwork.** While the possibility of extraordinary life and/or crisis circumstances is acknowledged, absences from the experiential learning environment causes significant concern regarding clinical and professional skill development and knowledge acquisition as it relates to the integration and utilization of occupational therapy theory and best practice. Acceptance of these extreme circumstances will be determined on a case-
by-basis by the AFWC.

Personal illness and personal or family (parents, spouse, siblings and children) emergencies, and death of a family member (including extended family) are the only excused absences. Students must request time off for religious observances from the fieldwork educator in advance and must make up the time. Any requests for time off/variances in schedule to attend conferences, interviews, study for exams, personal appointments, outside employment, weddings/honeymoons, family vacations/reunions or other personal purposes are NOT considered valid excuses for missing fieldwork and/or alternating start/end dates of experiences.

The AFWC must be notified of all planned/unplanned absences. In the event of an illness or emergency, students must notify the fieldwork educator prior to the start of the work day. It is recommended that the student and FWEd exchange phone numbers and for the student to be aware of the attendance policy/call-off procedure of the site. The student must speak with both the FWEd and AFWC. Voicemails and messages are not acceptable forms of communication. Any absences must be reported to the AFWC. This is important due to School/University liability issues.

Students are to follow the work schedule established by the clinical facility, not the academic calendar of Duquesne University. Students need to be aware that the hours/schedule may include evenings, weekends and Holidays. Make-up days for absences on fieldwork are only an option when the missed days are determined excusable (i.e unplanned emergencies/circumstances), according to the reasons listed above, and at discretion of the AFWC. The plan for make-up days must be created with permission of, and at the convenience of the Fieldwork Educator, and agreed upon by the AFWC. Therefore, any changes to the fieldwork schedule (including but not limited to start/end date), need approval from the AFWC. It is not permitted that the student/FWEd change the end date if no days are missed, or based upon good performance.

Students are required to complete a minimum of 80 hours between Fieldwork I & III, regardless of scheduled holidays, snow days or shortened work days such as school systems.

Please be aware that time missed in the FW IV placement may affect the student’s ability to begin the FW V placement. If the completion date of the first fieldwork is affected, the student must notify the AFWC to discuss arrangements for the change of the fieldwork start date.

Tardiness and absenteeism which is excessive and patterned is not acceptable. Proper documentation may be requested by the University as well as the fieldwork site. Repeated and/or excessive lateness or absence or failure to comply with this stated attendance policy may require repeating or failure of the experience.

Holidays

During the FW & DCE experience, the student will follow the holiday schedule established by the clinical facility, NOT the academic schedule of the University. Therefore, whatever schedules your fieldwork educator/site requests of you during the Holidays, you are expected to be present and committed to your clinical duties – without exception. Schools systems and clinics that normally schedule days-off around the Holidays during level II placements may extend the fieldwork experience and require make-up days, at discretion of the FWEd and AFWC.
Inclement Weather

FW & DCE sites expect the same attendance from students as they do from their employees. Students should plan appropriately for potential commute delays during inclement weather. Make sure to address bad weather and emergency policies (as they affect attendance) with the fieldwork educator on the first visit / orientation period. Some fieldwork educators may wish to exchange home telephone numbers in case of emergency. Please note that students follow schedule of fieldwork site, and NOT University while on fieldwork. Any missed days due to inclement weather MUST be made up.
Confidentiality, Privacy and HIPPA

On April 14, 2003, a law, entitled the Health Insurance Portability and Accountability Act of 1996 (HIPAA) came into effect. This law pertains to protection of health information relating to the health of an individual, the care provided or payment for care. HIPAA includes classroom case-related activities and clinical experiences (including observations, research, fieldwork, etc.) where you would have access to an individual’s health information.

On fieldwork, you will have opportunities to see many situations that are new to you, and possibly encounter clinical situation(s) that involves a person(s) you know. Although it is understandable that you may wish to discuss these events with others, the sharing of confidential information must be avoided—without exception. It is also essential that confidentiality within your setting be maintained; information pertaining to one client/patient may never be shared with another client. Keeping patients’ health information confidential is part of a clinicians’ job responsibility and professional behaviors.

Students are expected to respect and comply with confidentiality and other ethical and legal standards of care. Students should be familiar with the Occupational Therapy Code of Ethics. Please refer to the APPENDIX P the Occupational Therapy Code of Ethics. Students are expected to maintain the guidelines of confidentiality and privacy in all clinical settings. Students receive documented training regarding the HIPPA regulations prior to FW experiences and are expected to bring evidence of this completed training on FIRST DAY of fieldwork. However, students may also have to take additional training per site guidelines or sign a confidentiality statement.

Examples of general HIPPA / Privacy guidelines can include, but are not limited to:

1. No papers, forms, medical chart information or documents of any kind should be taken out of the facility without permission from the supervisor.
2. Any assignments relating to chart reviews, patient care or treatment must have all patient/client identification information removed.
3. No discussion relating to specific consumers should take place in public areas WITHOUT EXCEPTION.
4. Any discussion in class or in treatment areas should NOT reveal the consumer’s identification in any way.
5. Do not discuss consumer’s medical or personal information with other consumers, friends, relatives or professionals that are not involved with the consumer’s direct care.
6. If you are not the treating student-therapist, then you are not on a “need-to-know-basis”.

Need-to-know basis: The principles that patient information should be accessed or disclosed only as necessary in order to provide services to the patient or as authorized by the patient of the law. You are only permitted to access and use patient information as it relates to your role, as a student practitioner. If you see or hear patient information in the course of doing your job that you do not need to know, remember that this information is confidential. You are not permitted to repeat it or share it with others - even friends, family, or other employees who do not have a need to know it.

**Always consult the fieldwork sites’ facility policies for further clarification**

The welfare of clients shall be the primary concern of the student. Students must assure the integrity of the client and respect the confidentiality of client/patient information regardless of the source (patient, therapist,
records, and charts). This trust cannot be breached either verbally or in writing. When in doubt as to the amount of information that can be disclosed, the AFWC/ FWEd should be consulted.

A breach of confidentiality, privacy and/or security (whether intentional or unintentional) could impact in a negative way on the care of a client and may be viewed as serious misconduct on the part of the student. The level of violation of HIPAA will be determined by the fieldwork site and the AFWC. Inability to follow Duquesne’s HIPPA policy or the policies/expectations of the FW site may result in immediate dismissal from fieldwork, the OT program and potential civil and criminal penalties.

**Part –Time Fieldwork**

If a student absolutely needs to perform fieldwork on a part time basis, the student must consult with the Academic Fieldwork Coordinator immediately and must explain his/her reasons for requesting this option. The AFWC in consultation with the OT faculty will decide if the reasons justify consideration of a part time fieldwork experience. Students will be offered part-time fieldwork experiences upon request and availability of the site to accommodate the request. Students who are granted permission to complete fieldwork part-time must be in accordance to 50% FTE of the site personnel expectations. (C.1.10)

**AFWC Monitoring and Site Visits**

Close communication with the fieldwork sites is vital to the process of fieldwork education. Email is used extensively, along with other methods such as phone, fax and U.S. mail. (C.1.3) Prior to each FW experience, students are required to submit the contact information and credentials of their supervising fieldwork educator. For Site Mentors of DCE, The capstone coordinator will also request a copy of their CV and/or resume to document experience in DCE student selected area. (D.1.6) (See APPENDIX Q). The AFWC will communicate with students via DUQ email and students should check frequently (at least three times a week) throughout fieldwork experience. In addition, the AFWC will provide all students with phone numbers to use for phone contacts. The AFWC will be available on evening and weekends for phone contacts for emergencies only.

The AFWC of Duquesne University works hard to maintain a positive relationship between the University and all clinical sites. The purpose of site visits and monitoring is multidimensional and may include, but is not limited to:

- Student performance evaluation
- Fieldwork site evaluation
- Fieldwork educator evaluation
- Assistance with implementation of fieldwork education program
- Assistance with managing student performance problems
- Fieldwork educator and staff education and development

**Site visits can be announced and/or unannounced.** On site visits are scheduled whenever possible to assist in this relationship and to ensure that sites are providing students with opportunities that relate to our curriculum. On site visits do not mean that the student is in jeopardy of failing. The AFWC remains in contact with the FWEd regarding student’s progress and performance during fieldwork at all times. Problem areas may be identified by the AFWC, FWEd, student or department faculty. The AFWC shall assist in the problem solving process of resolving performance issues related to the student, facility or educational program only.
after the student and facility have used their appropriate resources.

If a site visit is needed, the visit will entail meeting with the student and the fieldwork educator both individually and together to discuss the types of learning experiences, strengths and weaknesses of the student performance and strengths and weaknesses of the student’s academic preparation. The discussion will be documented and appropriate information will be shared with the academic faculty as appropriate (C.1.3). In many cases, a formal learning contract will be used. See APPENDIX R.

Access to Email / Internet on Fieldwork & DCE

Students will need to have regular access to computer with internet connection & email outside of fieldwork hours. A level II FW & DCE Blackboard site has been created. It is the student’s responsibility to check site/email on a regular basis to maintain correspondence with AFWC or Capstone Coordinator. Your Duquesne University personal email account is the official method of communication for all Duquesne administrative matters. You are required to periodically check your account for time critical notices such as billing notifications, insurance requirements or other important alerts or administrative notices requiring a timely response. Notice will be considered received one day following the date the notice is posted to your email account. Failure to check your email account does not excuse or exempt you from any actions required of you by the University. It is expected that students respond to phone-call or email from AFWC or DU faculty within 48 hours.

Communication/Blackboard Online Fieldwork Course Website

Level II fieldwork classes are maintained electronically via Blackboard, DU’s on-line teaching system. Through this means, students are able to access the Fieldwork Manual, syllabi and evaluation forms as needed, along with any other relevant information or forms. All students are encouraged to use Blackboard to communicate and share individual experiences or to ask group questions via the discussion board forums. At several points in each of the two level II fieldwork placements students are sent instructor generated reflection questions to ascertain how the student is doing on their placement. Questions are posted in discussion board format and focused around curricular themes and profession development. Students are required to post several times on each fieldwork rotation. Discussions and postings are monitored by AFWC and responded to as needed. The student is highly encouraged to contact the AFWC at the first sign of any concern with the fieldwork placement and/or supervision. Routine communication is encouraged throughout the fieldwork experience (C.1.3). See course syllabus for specifics on blackboard postings requirements.

DU Level II Fieldwork Assignments

See course syllabus for all DU OT required assignments/projects on level II Fieldwork

Collaboration of Fieldwork Objectives

Duquesne University utilizes the 42 performance items as listed on the AOTA fieldwork performance evaluation as appropriate level II objectives to be met by all students during their level II placements. These objectives are communicated to clinical sites for their review. Prior to the fieldwork experience, sites are encouraged to work collaboratively with the Academic Fieldwork Coordinator to
supplement these objectives with site specific objectives, site requirements and assignments as needed. Available site-specific objectives are filed in the FW files for students’ perusal (C.1.3) (APPENDIX S).

If the site has site-specific fieldwork objectives, the student is responsible of acknowledging these and turning in a copy of the signed objective sheet to the AFWC. If the site does not have site-specific student objectives, the site must adopt Duquesne University’s level II FW behavioral objectives, and acknowledge by signing objective form PRIOR to the start of the placement. The student must return this complete form to AFWC. It is encouraged for the student to assist in developing site-specific objectives as a student project if the site does not have any. Full credit is awarded when the objectives are returned prior to midterm (week 6 of FW). 2 points will be deducted each week late after midterm point – See course syllabus for details.

AOTA Fieldwork Data Form

The AOTA Fieldwork Data Form (APPENDIX T) can be accessed online through the following.

1. www.aota.org
2. Click of educator/researcher tab
3. Click on educator resources
4. Click on Fieldwork Education
5. Resources for Fieldwork Education→Forms

To assist us in meeting ACOTE standards, the University requires an annual updated copy of the AOTA fieldwork Data Form for each facility. The student is encouraged to assist in completing this form as requested by the site. Full credit is awarded when the FDF is returned prior to midterm (week 6 of FW). 2 points will be deducted each week late after midterm point.

Duquesne University maintains all fieldwork data forms from providing facilities to ensure that they are accurate and up to date to the best of their ability. Fieldwork data forms are provided as informational tools for interested students and can be located in the fieldwork files in Rangos 234. Placement sites receive a new fieldwork data form with all initial confirmation letters and are encouraged to complete and return the form prior to the arrival of the student’s informational packets at the facility.

Student Personal Data Form

The Student Personal Data Sheet serves as an introduction of the student to the fieldwork educator(s) who will be supervising the student. The Personal Data Sheet is completed by the student approximately 2 months before each assigned fieldwork experience. It is mailed to the assigned fieldwork site along with course syllabus, curriculum design, evaluation forms and assignments by the AFWC (APPENDIXU).

Resources for Fieldwork Students

On the Duquesne University Department of Occupational Therapy website, there is now a fieldwork education menu tab. https://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/fieldwork-and-doctoral-capstone. This site offers resources and tools available to all fieldwork students and educators. In addition, AOTA also offers information for fieldwork students through their website. Students are able to locate information regarding Certification Dates, Fieldwork Opportunities
at AOTA's National Office, Frequently Asked Questions, Student Resources, and AOTA's Fieldwork Survival Guide. Students may access this through www.aota.org and then click on Education.
Resources for Fieldwork Educators

On the Duquesne University Department of Occupational Therapy website, there is now a fieldwork education menu tab. [https://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/fieldwork-and-doctoral-capstone](https://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/fieldwork-and-doctoral-capstone). This site offers resources and tools available to all fieldwork students and educators. Fieldwork Educators may also use the AOTA web site to obtain information regarding students and fieldwork. You are also able to access certain forms and download them onto your computer.

Educators may access this through [www.aota.org](http://www.aota.org) → Educator/Researcher Tab → Educator Resources → Fieldwork Education.

The following is a listing of the Education Menu for FWEd:

- Fieldwork DataForm
- Education Special Interest Section (EDSIS)
- Most Frequently Asked Fieldwork Questions
- Fieldwork resources
- COE – Guideline for an Occupational Therapy Fieldwork – Level I
- COE – Guideline for an Occupational Therapy Fieldwork – Level II
- Personal Data Sheet
- Purpose and Value of Occupational Therapy Fieldwork Education
- Regional Fieldwork Consultants
- Student Evaluation of Fieldwork Experience
- Steps to Starting a Fieldwork Program
- Recommended Content for a Student Manual
- Self-Assessment Tool for Fieldwork Education Competency
Doctoral Capstone Experience
Policies & Procedures
Students pursuing a doctoral degree (OTD) are required to complete one additional fourteen-week Doctoral Capstone Experience (DCE) following level II FW. The goal of this DCE is to develop occupational therapists with in-depth skills (those beyond a generalist level, within a focused area), and it is integral to acquiring deeper practice-scholar competencies as reflected in the program’s curriculum design (D.1.1) (Appendix W). The DCE directly connects clinical practice with scholarship via the implementation of a doctoral capstone project. (D.1.0; D.1.3; D.1.8)

This 12-credit course (Appendix X) provides an in-depth, customized experience specific to the doctoral pursuit of the occupational therapy student, and the opportunity to extend and refine knowledge and skills acquired in the curriculum. Students may participate in learning experiences that include a focus on clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

In collaboration with the OTD Capstone Coordinator and the student’s faculty mentor (See Appendix Z), OTD students will complete a **DCE Preliminary Planning Form** (via an online survey) demonstrating their interest and desired focus of the prospective experiential component (See Appendix Y). Assignment of all FW & DCE sites is competitive and subject to availability and in many cases will require the student to commute a distance or relocate.

For all didactic, clinical and legal purposes, OTD DCE affiliation sites meet the same criteria, and follow the same policies and procedures as fieldwork sites, except that in the selection both as a capstone site for the database and the doctoral student, they need to offer in-depth experience in one or more of the following, as mentioned above. Similar to fieldwork sites, DCE sites will receive the orientation to the curriculum, philosophical, mission and core beliefs of the DU OTD program (D.1.4).

The DCE will support advanced skill development in collaboration with the sponsoring site for clinical, educational, and/or research based projects. Examples of such projects are the development of resource materials, creation of quality assurance or outcomes measurement programs, integration of evidence-based practice research activities, leadership or advocacy project and program development.

**Prerequisites for OTD Doctoral Experiential Component**

As stated in ACOTE (2018) Standard, (D.1.0), the student must successfully complete all required coursework prior to the commencement of the DCE. All fieldwork experiences must be passed and prior FW may not be substituted for any portion of the DCE. However, fieldwork sites may be utilized as DCE sites. Preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. The following courses and coursework must be completed with a **passing score** prior to the commencement of the DCE. This includes:

- **OCCT 620**: Applying Evidence to Practice
- **OCCT 625**: Designing Effective Programs (includes a needs assessment and evaluation plan)
- **OCCT 630**: Visionary Leadership in Practice Education
- **OCCT 635**: Practice scholar capstone I (including literature review, goals/objectives, and a capstone proposal defense)
Students wishing to utilize their current work setting to satisfy the 14-week requirement must seek approval from the Doctoral Capstone Coordinator and/or Department Chair, and additional experiential activities and learning objectives must be established.

Timeline Requirements

The duration of the Doctoral Capstone Experience is a minimum of 14 weeks (560 hours). OTD students may complete this requirement on a part-time or full-time basis. Students will be offered part-time option upon request, availability of the site to accommodate the request and approval from the OTD Capstone Coordinator and/or Department Chair. No more than 20% of the 560 hours can be completed outside of the mentored practice setting. All students must successfully complete the required DCE experience within 12 months of completion of academic coursework. Failure to successfully complete the DCE within the 12-month period may result in dismissal from the Program. Unforeseen circumstances may require a leave of absence or an extension to the doctoral capstone experience that may allow the 12-month time frame to be extended. The Capstone Coordinator, Academic Fieldwork Coordinator, and/or the Department Chair will determine the impact of a Leave of Absence or extension on the 12-month time frame for completion of the DCE experience.

Supervision Requirements

As stated in the 2018 ACOTE Standards (D.1.), the OTD student should be mentored by an individual with expertise consistent with the OTD student’s area of focus. Mentoring is defined as a relationship between two people in which one person (the mentor) is dedicated to the personal and professional growth of the other (the mentee). A mentor has more experience and knowledge than the mentee. The advanced placement site will provide supervision to OTD students on site by a qualified and competent (but not necessarily an occupational therapy practitioner) personnel. This individual assists the OTD student in applying knowledge to practical situations; developing problem solving skills, and learning practical competencies. This individual will be called the Site Mentor. The Site Mentor will instruct and orient the OTD Student as needed to perform specific negotiated learning activities consistent with the student’s learning objectives. The Site Mentor is to sign an MOU, which includes individualized specific objectives, a plan for mentoring, and responsibilities of all parties.

Many professionals are qualified to supervise (mentor) OTD students as they carry out advanced clinical skills, research, program development, advocacy, teaching or policy work specific to their doctoral pursuits. The individual, who, on behalf of the residency site, is responsible for the direct instruction and supervision of the OTD student in the professional rotation setting. This individual supervises, directs and facilitates the residency experience. They may be the clinical supervisor, therapist, faculty member, or political or agency representative who acts on behalf of the site where the student is assigned for the rotation. The level and type of supervision will be customized to the type of setting, the student’s learning objectives and focus of their doctoral capstone project.

Direct clinical practice activities performed by the OTD student should be supervised by a professional who meets the state and national requirements to perform the area of practice. When the most appropriate professional to supervise students performing direct clinical practice activities is an occupational therapist, then the supervising occupational therapist must meet the state regulations and have a minimum of one year practice experience post initial NBCOT certification.

The student must be mentored by an individual with expertise consistent with the student’s area of focus (e.g., if the student’s focus is occupational therapy treatment for neonates – they must be mentored by a
professional in the Neonatal Intensive Care Unit). The Site Mentor does not have to be an occupational therapist, thereby allowing for an inter-professional mentorship model. Depending on the DCE focus and/or setting, OTD students may have more than one Site Mentor. The external advisor (who has expertise consistent with the student’s area of focus) and Site Mentor may be one in the same or two different individuals.

During the DCE placement process, the DU OT faculty mentor, along with the OTD Capstone Coordinator will advise the OTD student as they seek out potential Site Mentor(s) among their educational, professional or community networks. Formal approval of the Site Mentor and/or External Advisor (if the Site Mentor and external advisor are different individuals) will be provided by the Capstone Coordinator, using the DCE Site Mentor Agreement Form and DCE External Mentor Agreement Form (See Appendices AA & BB). OTD students are expected to achieve specific goals established by these parties. Duquesne University has established behavioral objectives for the DCE, in agreement with the curriculum philosophy and program outcomes (refer to Appendix W). The FW Educator/Site Mentor Contact form, credentials and professional resume/CV will be obtained to verify and document the expertise and experience of the mentor (D.1.6). In addition, in collaboration with their faculty and Site Mentor, OTD students will set at least 3 individualized learning objectives to customize the concentration of the experience to the learning needs of the OTD student. The student-specific objectives should be agreed upon by the OTD student and DU faculty mentor. Objectives will be reviewed and finalized with the Site Mentor within the first week of the experience. An action plan will be created by the OTD student in collaboration with the Site Mentor, DU faculty mentor, and OTD Capstone Coordinator and will be utilized to meet the individualized learning objectives (see appendix GG). All DCE goals, objectives and outcome measures, during and at the end of the advanced practice placement, using DU DCE forms, are collaborative between the OTD Capstone Coordinator, the OTD student, and the Site Mentor.

Evaluation Methods and Grading of the DCE

Students are expected to achieve specific goals established by the OTD student, the Site Mentor, and potentially the faculty mentor. Duquesne University has established behavioral objectives for the DCE, in agreement with the curriculum philosophy and program outcomes. In addition, in collaboration with their faculty mentor, OTD students will set at least 3 individualized learning objectives to customize the concentration of the experience to the learning needs of the OTD student. The student-specific objectives should be agreed upon by the OTD student, Site Mentor, and DU faculty mentor. Objectives will be reviewed and finalized with the Site Mentor within the first week of the experience. Exactly how those objectives are met has been left to the site and Site Mentor with input and guidance from the Dept. of OT as needed.

Evaluation of the individualized objectives occurs under the supervision of a Site Mentor with expertise in the student’s chosen area. Evaluation of performance is completed via the Doctoral Capstone Experience Evaluation of the OTD Student Form (Appendix CC), at midterm (~7 weeks) and at completion of the 14 week experience. Note that there is space provided for both the OTD student and the Site Mentor to add his/her own objectives. All objectives must be:
1. Relevant to the field experience setting.
2. Understandable to the student, site contact/preceptor, and faculty advisor.
3. Measurable.
5. Achievable within the specified timeframe.

The OTD student and Site Mentor will revisit the established learning goals at midterm and at final, and re-
sign as evidence of accomplishment. The student must successfully meet or exceed these objectives and assessment criteria.

The OTD student is required to complete the **Student Evaluation of Doctoral Capstone Experience** (Appendix DD) at completion of the 14-week experience. At the end of the DCE, the OTD student and the Site Mentor should then meet to discuss both evaluations. Signature of both the Site Mentor and OTD student is required on both evaluation forms. The Site Mentor should mail/submit the original, signed evaluations at completion of the 14 week capstone experience. Evaluations without signatures of both parties will not be accepted.

Requirements for successful completion of the DCE include the following:
1. Satisfactory completion of the 14 week, (560 hours) full-time experience
2. Satisfactory completion and submission of all learning objectives, learning activities, and evidence via completion of the DCE Evaluation of the OTD Student Form
3. Satisfactory completion of all required assignments
4. Completion of the Student Evaluation of DCE Form

The OTD Capstone Coordinator will be responsible for assigning the final grade for the Advanced Practice Placement. This course will be graded by the following distinctions: **Honors, Pass or Fail.**

<table>
<thead>
<tr>
<th>Honors</th>
<th>• Beyond Exceeded Score for 80% of DCE Evaluation of the OTD Student • Exceptional Comments on DCE Evaluation of the OTD Student</th>
<th>95 – 100% on Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>• Beyond Exceeded and met for 70% of DCE Evaluation of the OTD Student • Above average comments on DCE Evaluation of the OTD Student</td>
<td>80- 94% on Assignments</td>
</tr>
<tr>
<td>Fail / Not Pass</td>
<td>• Did not receive a passing score on DCE Evaluation of the OTD Student</td>
<td>Did not turn in assignments, or missed the assignment deadlines</td>
</tr>
</tbody>
</table>

**Withdrawal from the Doctoral Capstone Experience**
Withdrawals (either by the OTD student or by the OTD Capstone Coordinator) from the DCE will result in the OTD student and the OTD Capstone Coordinator and/or Department Chair developing an individualized plan to complete the doctoral capstone experience. This plan, and all steps of the plan, must be completed prior to completion of the program. Withdrawals from an OTD DCE will be considered a “Fail” or “Not Pass”, except by decision of the OTD Capstone Coordinator/Department Chair. The Capstone Coordinator / Department Chair will consider the circumstances for withdrawal prior to deciding on the grade or plan to complete the 14 week requirement.

**Failure of the Doctoral Capstone Experience**
Students who fail the DCE (a failing/non passing grade at the final or termination by the site due to failing performance) may be offered a second opportunity after a plan of remediation has been successfully
completed and/or at discretion of the OTD Capstone Coordinator and Department Chair. If deemed eligible to continue, the OTD student must repeat the failed Doctoral Capstone Experience before continuation in the OTD program. In order to repeat the DCE, the OTD Student must re-register for the same course. The dates and location of the new DCE Placement are dependent on the availability of placement sites, potential Site Mentors and match of student’s needs.

**Students are allowed to repeat only one** failed DCE Placement. A “Fail” or “Not Pass” will be entered in the student’s transcript, except by decision of the OTD Capstone Coordinator/Department Chair. Refer to the RSHS student handbook for specifics about grading policies. After the course has been retaken & passed, a passing grade will be given assigned and will be reflected on the final transcript. Students who fail two DCE experiences will face dismissal from the program.

**Post-Graduation Information**

**Recruiters**

As a graduating student, you will surely come in contact with recruiters who want to assist you with finding the job of your choice. Recruiters or placement specialists are companies or individuals who work for both the employee and for the employer. There is no cost to you the potential employee for the recruiter's services; the potential employer bears the costs. However there are pros and cons to consider when deciding whether or not you want to use a recruiter to help you find a job. A copy of the AOTA publication, "Recruiters - A Student Guide" is reproduced and included in the APPENDIX CC. You are encouraged to read it carefully and consult your faculty advisor if you have any questions about recruiters.

**Requesting Professional References from DU OT Faculty**

Faculty members may NOT talk to future employers, write letters of recommendation, or send copies of any DU records without prior written consent from the student, due to FERPA. Therefore, a faculty member cannot recommend you for a position without your written request. Students must complete the Release of Information Consent form (APPENDIX DD) to allow a faculty member to give a reference to an individual employer or any employer who might contact them.

**Guidelines for National and PA State Credentialing**

In order to receive a permanent license to practice occupational therapy in Pennsylvania, a student must complete all academic requirements established by the Occupational Therapy Program, followed by six months of Fieldwork, followed by the national exam offered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). Prior to completing the second Level II placement, students may begin the application process for taking the exam. Information can be found here: [https://www.nbcot.org/-/media/NBCOT/PDFs/Cert_Exam_Handbook.ashx?la=en](https://www.nbcot.org/-/media/NBCOT/PDFs/Cert_Exam_Handbook.ashx?la=en). Students are responsible for seeking out licensure information for the state(s) in which they are going to seek licensure.

The following are the directions for applying to take the NBCOT exam and for applying for a temporary license in PA.

***Do not send in paperwork to NBCOT until you have set up an account on their website. If they
receive paperwork from you, but have no record of YOU, then the paperwork may get misplaced! ***

To Apply Online to Take the NBCOT Certification Examination:

1. Go to www.nbct.org and download the candidate handbook and READ IT! (40 pages – no need to print it). Pg. 7-10 in the candidate handbook (NBCOT) explains things in more detail. Be sure to READ the handbook prior to applying to sit for the exam.
2. To apply for the Certification Exam, log onto www.nbct.org.
3. On the home page, select Certification Candidates from the left menu bar.
4. Select Online Examination Application from the drop down menu.
5. Read through the opening instructions.
6. Click Setup New Account link.
7. Complete the Exam Application Account Setup page. Click Continue to Exam Application.
8. Partially completed applications cannot be saved in the online system. An exam application must be completed in its entirety, including payment section, to be saved.
9. After the exam application has been submitted, a fee will be assessed for corrections made to the online exam application.
10. REMEMBER your username and password. They will charge you extra if you set up two accounts!

To complete the Online Application:

- On the Application Welcome Page, click Continue.
- Proceed through each screen of the application, carefully following the on-screen instructions and providing the information required, using the drop-down boxes provided.
- An application is valid for one year from the date of submission.

NOTE: You will have the option, for an extra charge, to have NBCOT send verification letters to PA, and other states, that you have registered for the exam and that you have passed it. You want to do BOTH of these for a Temporary to Permanent OT Pennsylvania license!

When NBCOT confirms your eligibility to examine, you will receive an Authorization to Test (ATT) Letter by e-mail (or regular mail, if no e-mail address has been provided). The ATT Letter authorizes you to take the exam. The ATT Letter will be generated within 10 – 15 business days of receipt of all required documentation. The ATT Letter includes: contact information for Prometric, so you can schedule an exam date; details on how to schedule an exam date with Prometric; and information on how to reschedule or cancel an exam if necessary. Prometric cannot schedule an exam until you have received the ATT Letter; please do not contact Prometric until you have received the ATT Letter.

The exam application is valid for 1 year from the date of submission. The ATT Letter is active for 90 days. If you do not take the exam within the 90 day period, you may choose to reactivate the ATT Letter for an additional 90 days. The ATT Letter can be reactivated as many times as necessary during the one-year period, but there will be a fee for each reactivation of the ATT Letter. After one year, a new exam application must be submitted.

A list of Prometric Test sites can be found online at www.prometric.com. Candidates with an approved special testing accommodation MUST call Prometric to schedule their exam. All other candidates are encouraged to schedule their exam online.
You can take the exam anywhere in the country!

**IMPORTANT NOTE:** The registrar will not be able to send your transcripts until after graduation and after tuition and other expenses have been rectified. (I.e. parking tickets etc...)

Applying for the PA OT License

Apply to take the NBCOT certification examination. (See above). **The Official Final Transcript should NOT be sent to NBCOT until after you have submitted your application for the Certification Exam to NBCOT.***

PA requires that you pass the exam in order to get permanently licensed. However, you may apply for a temporary license pending exam results. For more information, go to:

https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/OccupationalTherapy/Pages/default.aspx

1. To download and print the application for a Temporary to Permanent PA license, go to:

   https://www.pals.pa.gov/#/page/default

Follow the directions on page 2 of the above form.

Print out the form, complete your parts (pages 1 and 2), and mail pages 1 and 2 along with your $50 check to the mailing address indicated on the application. Make sure you have completed all the required information.

Print page 3 of the application, complete Part I and mail (or drop off) the page to Jaime Munoz to complete Part II.

**Professional Liability (malpractice) Insurance**

New – as of 2013: FOR STATE OF PA LICENSURE ONLY

Act 138 requires that ALL occupational therapists in Pennsylvania obtain and maintain professional liability insurance as a condition of licensure, effective July 1, 2013. Currently, this requirement does NOT apply to occupational therapy assistants. This requirement applies to ALL licensed OT’s, regardless of the number of hours spent in patient care.

The italicized text below is verbatim from the application for licensure. The Practice Act (law) can found on the website for the Board [Here](https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/OccupationalTherapy/Pages/default.aspx).

“Under the Occupational Therapy Law, in order to hold an occupational therapy license in the Commonwealth of Pennsylvania, you are required to have professional liability insurance in the minimum of one million dollars ($1,000,000) per occurrence or claims made.”

Therapists applying for new licenses (temporary or permanent) will need to obtain coverage as part of the application process. Acceptable coverage shall include:

1. Personally purchased medical professional liability insurance.
2. Self-insurance
3. Medical professional liability insurance coverage provided by the occupational therapist’s employer.

For new licensees, you will have **30 days from the date your license is issued** to provide proof of acceptable coverage, which may include a certificate of insurance issued by the insurer, or a copy of the declarations page of the professional liability insurance policy, or a letter from the applicant’s professional liability insurance carrier indicating that the applicant will be covered against professional liability in the required amounts effective upon the issuance of the applicant’s license to practice occupational therapy in the Commonwealth. **For professional liability insurance coverage through the occupational therapist’s employer, documentation must reflect the applicant’s name insured.**

**Failure to do so shall result in automatic suspension of your professional license.** For questions about professional liability requirements contact the board at STOCCUPATIONAL@pa.gov.

**Continued Competency Regulations are EFFECTIVE as of June 22, 2013, For STATE of PA licensure only**

All licensed **occupational therapists** will need to verify completion of a minimum of 24 contact hours of acceptable continued competency activities when the license is renewed in 2015! While all 24 hours may be completed using approved continuing education activities, licensees are reminded that continued competence is different than continuing education.

For a complete explanation of methods for documenting 24 hours, licensees are encouraged to read the complete regulation via the following: [http://www.pabulletin.com/secure/data/vol43/43-25/1117.html](http://www.pabulletin.com/secure/data/vol43/43-25/1117.html)

**Other States:**

Occupational therapy practice is regulated in 50 states, including the District of Columbia. Regulation varies by state. If a student wishes to pursue licensure in another state, it is the student’s responsibility to contact their licensure board directly to obtain the necessary information. Information on how to contact State Boards directly can be found at: [http://state.aota.org/reglist.aspx](http://state.aota.org/reglist.aspx)

Many states also inquire as to whether the applicant has been convicted of or pled guilty or nolo contendere to a crime (e.g., misdemeanor, felony, or illegal act associated with alcohol/substance abuse), or have charges pending and unresolved. A felony conviction may prevent a graduate from obtaining state licensure.

**Your First Position as an Occupational Therapist**

The Department of OT at Duquesne University is interested in where its graduates begin their professional careers. As you begin your new career as an occupational therapist, keep us in mind and send an email to Dr. Elizabeth DeIuliis (deiuliise@duq.edu), letting us know where you took your first job and how it is going. We look forward to seeing you at future DU OT events such as the annual OT celebration, FWEd Receptions and at professional conferences.
DUQUESNE UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY

Curriculum Philosophy

The Department of Occupational Therapy holds sacred its fundamental obligations to serve God by serving students and to animate the Spiritan Charism of Duquesne University which call us to educate students who have a profound concern for moral and spiritual values, a hospitality to diversity and multiculturalism, and a commitment to service to the community, the nation and the world. The Spiritan Charism is consistent with and compliments the philosophies, ethics, and standards of the American Occupational Therapy Association (AOTA, 2011).

As a profession, occupational therapists have come to understand that occupation is a critical dimension of human existence. Occupations are “daily activities that reflect the cultural values, provide structure to living, and meaning to individuals; these activities meet human needs for self-care, enjoyment and participation in society.” (Crepeau, et al., 2013, p. 1031). Occupations are multidimensional and participation in occupation is the essence of productive living (Christiansen & Baum, 2015).

Engaging in occupation is “the active process of being, becoming and belonging as well as performing or doing occupations” (Townsend & Polatajko, 2007, pp. 370). Engagement in occupation is a dynamic process that supports the person’s continuous adaptation. Throughout their life span, humans engage in occupations in a variety of contexts. This person-occupation-environment interaction is essential to an individual’s ability to effectively engage in meaningful, purposeful occupations throughout their life. A deeper understanding of the interplay between the person, occupations, and their environments is gained by considering important related concepts such as quality of life, meaningful productivity, independent living, full participation, social and occupational justice, multiculturalism, and healthy lifestyles (AOTA, 2011).

A guiding component of the Department of Occupational Therapy’s curriculum philosophy is that occupational performance is developed and enhanced by treating the “whole person” and attending to physical, psychological, social and cultural issues as influenced by the environment. Our students are trained to recognize occupation as the critical link between the person and their environment and to appreciate the impact of personal (e.g., spiritual, cultural, physical) and environmental (e.g., social, physical, political) influences on occupational function and performance. Our consistent focus on person-environment interaction as the dynamic process whereby an individual has the potential to influence their environment, and vice versa through the use of occupation and engagement in occupational roles is integrated throughout the curriculum. This focus on occupation and occupational performance as an integrated and consistent theme in the curriculum ensures the graduates develop the capacity to critically examine the occupations people perform and enables them to use occupation as the medium to assist people to live their lives to the fullest extent possible.

Developing practice scholars is another guiding component of the occupational therapy curriculum. Practice scholars have established the requisite habits to use and create evidence that supports occupation and evidence-based practice (Crist, Muñoz, Witchger-Hansen, Benson & Provident, 2005). The scholarship of practice is a constant consideration in curricular design, educational pedagogy, community-university partnership, community engaged learning (service learning), and program outcome evaluations. Students in our program are consistently challenged to recognize that scholarship is an essential element in their success as leaders and practice scholars (Townsend, Polatajko, Craik & von Zweck, 2011). To that end, the Duquesne University program generates consistent opportunities for students to critically reflect on their practice and to embed scholarship activities in their everyday
practice. Students learn and practice knowledge, skills, attitudes and habits that allow them to assume leadership roles as practitioners, research collaborators, and advocates. Our emphasis on practice scholarship challenges students to intentionally link occupational therapy theory and practice and to ensure that the best available evidence guides their practice.

The educational philosophy of the Department of Occupational Therapy is organized around five core components, which are integrated into and guide instruction. These include:

- a graded developmental approach to acquiring the knowledge, skills and attitudes to be a practice scholar who reflects on and engages in the scholarly application of occupational therapy and has a skill set to deliver person-centered, evidence-based occupational therapy.

- a concentration on occupation as the link between person and environment and as an organizing framework for understanding the interaction of these factors on occupational performance.

- a central focus on occupation, on humans as occupational beings, and on the complex processes by which people find meaning and health through the interactive person-environment process of ‘doing’ or engagement in occupations.

- a comprehensive understanding of both personal factors and context or environmental influences on occupational performance and function in the areas of occupation.

- an intentional use of engaged, active learning educational pedagogies that embed learning in context.

1. Personal factors include: values, belief, spirituality, bodily functions and structures that contribute to performance skills (motor and praxis, sensory-perceptual, emotional regulation, cognitive, and communication and social skills) and performance patterns (habits, routine, roles and rituals). Context or environmental factors include: physical, social, cultural, personal, temporal, virtual and spiritual. Occupations include: activities of daily living, instrumental activities of daily living, rest and sleep, education, work, play, leisure, and social participation including co-occupations.

2. Engaged or active learning includes: service learning, community-university partnership, competency testing, problem based learning, situated learning, fieldwork etc).

Citations


C.1.0: FIELDWORK EDUCATION

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision of a qualified occupational therapy practitioner serving as a role model. The academic fieldwork coordinator is responsible for the program’s compliance with fieldwork education requirements. The academic fieldwork coordinator will:

C.1.1. Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.

C.1.2. Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students.

C.1.3. Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.

C.1.4. Ensure that the ratio of fieldwork educators to students enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.

C.1.5. Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.14.

C.1.6. The program must have evidence of valid memoranda of understanding in effect and signed by both parties at the time the student is completing the Level I or Level II fieldwork experience. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.

IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS USED TO COUNT TOWARD PART OF LEVEL I FIELDWORK, THEN A MEMORANDUM OF UNDERSTANDING IS REQUIRED. IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS NOT USED TO COUNT TOWARD PART OF LEVEL I FIELDWORK, THEN NO MEMORANDUM OF UNDERSTANDING IS REQUIRED. WHEN A MEMORANDUM OF UNDERSTANDING IS ESTABLISHED WITH A MULTISITE SERVICE PROVIDER (E.G., CONTRACT AGENCY, CORPORATE ENTITY), THE ACOTE STANDARDS DO NOT REQUIRE A SEPARATE MEMORANDUM OF UNDERSTANDING WITH EACH PRACTICE SITE.

C.1.7. Ensure that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation.

LEVEL I Fieldwork:

The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. The program will:

C.1.8. Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

C.1.9. Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for
LEVEL II Fieldwork:

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:

C.1.10. Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.

Require a minimum of 24 weeks’ full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement’s usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.

C.1.11. Ensure that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.

C.1.12. Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).

C.1.13. Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client’s condition, and the ability of the student.

C.1.14. Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed otherwise regulated occupational therapist with at least 3 years’ full-time or its equivalent of professional experience. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site
supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

C.1.15. Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent).

C.1.16. Ensure that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice.

D.1.0.: DOCTORAL CAPSTONE EXPERIENCE

The goal of the doctoral capstone experience is to develop occupational therapists with advanced skills (those that are beyond a generalist level). The doctoral capstone experience shall be an integral part of the program’s curriculum design and shall include an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

The student must successfully complete all coursework and Level II fieldwork and pass a competency requirement prior to the commencement of the doctoral capstone experience. The specific content and format of the competency requirement is determined by the program. Examples include a written comprehensive exam, oral exam, NBCOT certification exam readiness tool, and the NBCOT practice exams.

D.1.2. Ensure that the doctoral capstone component is designed and administered by faculty and provided in setting(s) consistent with the program’s curriculum design, including individualized specific objectives and plans for supervision.

D.1.4. Ensure that there is a memorandum of understanding that, at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties.

D.1.5. Require that the length of this doctoral capstone experience be a minimum of 14 weeks (560 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and culminating project. No more than 20% of the 560 hours can be completed outside of the mentored practice setting(s). Prior fieldwork or work experience may not be substituted for this experiential component.

D.1.6. Ensure that the student is mentored by an individual with expertise consistent with the student’s area of focus. The mentor does not have to be an occupational therapist.

D.1.7. Document a formal evaluation mechanism for objective assessment of the student’s performance during and at the completion of the doctoral capstone experience.
How to use the Fieldwork Database.

1. Go to https://rshsfm.cr.duq.edu/fmi/webd
2. Enter in your username and password (should have been emailed to you)
   a. Username: email
   b. Password: emailed to you
3. Once logged you will double click on the green icon “Student Search”. Here you can search through active sites via zip, city and state
4. Click on My Account
   a. It will ask you to edit your information- change username, change password. You can do this or you can choose not to
   b. IF YOU EDIT THE INFORMATION
      i. Once you are finished editing the information click- Continue
      ii. The next screen will have you select a bubble of the interested academic area (PT, OT, SLP, and HMS).
      iii. Choose OT
      iv. Once finished click- Main Menu
   v. You will not need to do this again unless you need to edit your information
5. Once at the main menu - Click on View Sites
   a. There are two drop down menus to help you narrow your search
      i. View sites in- allows you to choose a state
      ii. Sort them by- Allows you to sort sites by- Name, type, and Last CSIF Certification
   b. Once you fill in the two drop down menus with your searching criteria click- Submit
   c. A chart should appear

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Site Type</th>
<th>Last CSIF Certification</th>
<th>Contracts End</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>“name of site”</td>
<td>“Pediatrics, Acute, General Hospital, etc.”</td>
<td>“When the contract ends and the academic area served (PT, OT, SLP, HMS)”</td>
<td>Click Details and you can view information about the Fieldwork site. Another web page should open</td>
<td></td>
</tr>
</tbody>
</table>

LOG OUT WHEN FINISHED

*** Please note that you are not permitted to contact any FW site until permitted by Dr. DeLuliis
DUQUESNE UNIVERSITY  
John G. Rangos, Sr. School of Health Sciences  

AGREEMENT  

Made the BLANK day of BLANK BLANK  

Between  

Duquesne University of the Holy Spirit, Rangos School of Health Sciences, with its principal office located at the Health Sciences Building, Duquesne University, Pittsburgh, Pennsylvania 15282, hereinafter referred to as the "University",  

And  

BLANK, with its principal offices located at BLANK, BLANK, BLANK, BLANK BLANK hereinafter referred to as "Placement Site."  

WITNESSETH:  

WHEREAS, Placement Site provides capability for learning experiences and recognizes the professional responsibility of assisting in the teaching of University students and is interested in providing assistance to the University in its curricula: and  

WHEREAS, University is currently conducting programs granting Bachelor of Science degrees in Athletic Training and Health Management Systems, Master's degrees in Occupational Therapy, Health Management Systems, Physician Assistant Studies and Speech-Language Pathology, and D.P.T. (Doctor of Physical Therapy) and desires to obtain the assistance of Placement Site in furthering University's educational objectives.  

NOW, THEREFORE, IT IS MUTUALLY AGREED AS FOLLOWS:  

1. University shall coordinate plans with Placement Site to make learning experiences available to their students.  

2. University acknowledges that its students shall be expected to comply with all current policies and procedures of Placement Site.  

3. University shall, as mutually agreeable to the parties, provide by the beginning of each term: (a) number of students and the dates and hours which they will be assigned; (b) the expected level experience to which they will be assigned; and (c) the expected learning objectives of its students.  

4. University shall provide a faculty member who will serve as liaison with Placement Site field instructors when necessary.  

5. University shall provide and maintain the records and reports required by Placement Site for conducting clinical learning experience of its students under this Agreement.  

6. University shall abide by the Health Insurance Portability and Accountability Act (HIPAA) and the Health Information Technology Economic and Clinical Health Act (HITECH). University, in compliance with 45CFR 160.103, shall not deem its trainees (students) business associates. University, in compliance with 45CFR164.502, shall maintain the confidentiality, security, and privacy of all patient health information. University, in compliance with 45CFR164.530(6)(1), shall train all of its students on the policies and procedures with respect to protected health information, prior to their arrival at the Placement Site.  

7. Placement Site shall provide learning experiences to students enrolled in the Rangos School of Health Sciences of the University. The number of students, their program of education within the Placement Site and the scheduling of their education at the Placement Site shall be determined by mutual agreement.
between the Placement Site's coordinator for clinical education and the University's academic coordinator for clinical education or their representatives.

8. Placement Site shall provide learning experiences under the supervision of qualified personnel, which meet the experience standards of recognized professional accrediting agencies or state agencies and the stated objectives of the educational program.

9. Placement Site shall, in its patient units, clinics, laboratories, classrooms, and other selected departments, provide opportunities for observations and practical experience, conducive to the learning process of the student and to the meeting of the stated learning objectives.

10. Placement Site shall provide orientation for the appropriate University faculty and students to the physical facilities, policies and procedures of the Placement Site, and where appropriate, to the needs of individuals and/or groups with which they will be working.

11. Placement Site shall provide available time, when possible, to field instructors for attending management and clinical supervisors meetings and conferences called by the University as part of the educational program.

12. Placement Site shall provide, whenever necessary, available conference rooms, dressing rooms, and locker space for University students participating in this program.

13. Placement Site shall recommend to University the withdrawal of a Program student if: (1) the achievement, progress, adjustment or health of the student does not warrant continuation at Placement Site, or (2) the behavior of the student fails to conform to the applicable regulations of Placement Site. Placement Site shall assist University in implementing this recommendation. Placement Site reserves the right, exercisable in its discretion after consultation with University, to exclude any student from its premises in the event that such student's conduct or state of health is deemed objectionable or detrimental to the proper administration of Placement Site.

14. Placement Site shall provide and maintain records and reports required by the University for conducting the educational program.

15. Placement Site shall provide notification to relevant non-acute care facilities that a student will be provided with a learning experience at the facility. The University shall contract separately with such facilities if requested to do so by the Placement Site or the facility.

16. University students shall be required to carry professional liability insurance and health insurance in accordance with University's prevailing policies.

17. University agrees to indemnify and hold harmless, the Placement Site, its officers, directors, agents, and employees from and against any and all claims, demands, and liabilities for personal injuries, deaths, or damaged property arising out of any act or omission of any faculty member or student.

18. University and Placement Site shall not discriminate against anyone applying to or enrolled in the program contemplated under this Agreement or employed by either party because of race, color, creed, age, sex or national origin.

19. University and Placement Site agree that they shall abide by all applicable federal, state and local laws, rules, regulations and executive orders in effect as of the date of the Agreement, and as they may change or be amended from time to time.

20. This Agreement is of indefinite duration but may be terminated by either party at the end of any academic term of the University upon thirty (30) days written notice to the other delivered by registered mail. Such termination shall not affect students affiliated with Placement Site at the time notice is given.
21. This Agreement shall not be assigned or transferred by either party without written approval of the other.

22. This Agreement constitutes the entire agreement between the parties. No change or addition shall be binding upon the parties until reduced to writing, and signed by both parties. This agreement, when fully executed, shall supersede any and all prior or existing agreements, either oral or in writing with respect to the subject matter thereof.

23. This contract shall be governed by, construed and interpreted in accordance with the laws of the Commonwealth of Pennsylvania.

24. Any notices required to be sent under this Agreement, except a termination notice pursuant to paragraph 20 above, shall be sent by regular or first-class mail to the following addresses:

IF TO PLACEMENT SITE:  

IF TO UNIVERSITY:
Coordinator, Clinical Contracts  
Rangos School of Health Sciences

BLANK  
Duquesne University  
302 Health Sciences Building  
Pittsburgh, PA 15282

25. Any dispute concerning a question of fact arising under this Contract which is not disposed of by agreement shall be decided by the Dean of the Rangos School of Health Sciences and the President of the Placement Site.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals as of the day and date set forth above.

DUQUESNE UNIVERSITY OF THE HOLY SPIRIT:

ATTEST:  

__________________________  BY Gregory H. Frazer, Dean  
Rangos School of Health Sciences

DATE ______________________

PLACEMENT SITE:

BY ____________________________  
SIGNATURE

PRINT NAME ____________________________

PROFESSIONAL TITLE ____________________________

DATE ____________________________
Duquesne University Occupational Therapy Fieldwork Placement Request Form 2020/2021

Please indicate the number of DU OT students your facility can accommodate on the lines provided.

**Level I – one week / 40 hour placement**

- FW I: Dec 16-20, 2019
- FW III: April 27 – May 1, 2020

*NOTE: Although supervision by an Occupational Therapist or an Occupational Therapy Assistant is ideal for Level I fieldwork experiences, it is not required by ACOTE.*

**Level II – 12 week /3 month placement (2020)**

- FW IV: June 29 – Sept 18, 2020
- FW V: Sept 28 – Dec 18, 2020

*NOTE: Supervision of a level II student MUST be completed by a registered/licensed occupational therapist with at least one year of clinical experience, per ACOTE.*

We appreciate your dedication, support and generosity in hosting DU OT students! Without your assistance, enthusiasm and active participation our program would be substantially diminished!

Also, please confirm your facilities contact information for OT FW for our records,

- Name and Mailing Address of Your Facility
- OT FW Contact Person Name and Credentials
- Preferred Work Telephone Number
- Work Email address
- Work Fax Number

Should you have any questions, please do not hesitate to contact me.

Thank you in advance for your cooperation 😊!! Liz

Sincerely,

Elizabeth D. DeIuliis, OTD, OTR/L,
Assistant Department Chair, Academic Fieldwork Coordinator
Duquesne University
221 Health Science Building
500 Forbes Ave
Pittsburgh, PA 15282
deiuliise@duq.edu 412-396-5411 phone 412-396-4343 fax
Feedback is such an integral piece of fieldwork education and it is most effective when it is routine, sought out, accurate, relevant and descriptive. This form is to be completed weekly by both the student and fieldwork educator. It is hoped that this tool will assist the student in identifying personal strengths and areas of growth. Guiding questions are provided to stimulate and facilitate reflection of the student on their performance each week, as well as facilitate discussion between the fieldwork educator and the student. While it is not necessary to return this form to the Academic Fieldwork Coordinator; if student or instructor notes concerns on the review, then those concerns should be shared with the Coordinator.

Fieldwork Educator: __________________________________________
Student: _____________________________________________________
Week #: ________

Strengths:

Guiding Questions to help you reflect:

- What can you do now that you couldn’t do this time last week?
- What do you know that you didn’t know this time last week?
- What could you teach someone to know or do that you couldn’t teach them last week?

Areas of Growth:

Goals for next week:

Meetings, Assignments, Projects Due:
COURSE DESCRIPTION: Psychodynamic, behavioral, developmental, and volitional theories and intervention strategies for life span psychological conditions (Duquesne University Catalog).


COURSE OVERVIEW: Social and psychological theories and intervention strategies in occupational therapy. Focus will be on roles, stress management, interests, self-esteem, social conduct, and self-management related to all disabilities. Specific information regarding the practice of occupational therapy with psychological disorders will be presented.

COURSE OBJECTIVES: Upon completion of this course the student will be able to:

<table>
<thead>
<tr>
<th>COURSE LEARNING OBJECTIVES</th>
<th>ACOTE Standard</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain and apply primary practice models used throughout the life span for treatment of psychological performance deficits.</td>
<td>B.2.7, B.2.10, B.3.1, B.3.2, B.3.3</td>
<td>Case Studies, Exams, Intervention Plan</td>
</tr>
<tr>
<td>a. Apply occupational therapy practice models,</td>
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<tr>
<td>2</td>
<td>Apply knowledge from occupational therapy and related fields to assess, treat and document interventions for psychological performance deficits.</td>
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<tr>
<td></td>
<td>b. Utilize professional language to describe conditions affecting psychosocial performance areas, including, but not limited to DSM-V and Uniform Terminology.</td>
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<tr>
<td></td>
<td>c. Prepares an organized written plan for intervention (e.g., identifies treatment priorities, long and short term objectives, therapeutic activities, and service delivery decisions) which incorporates collaborative goal setting and involvement with the patient, family and the team.</td>
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<tr>
<td></td>
<td>d. Describe and demonstrate methods for therapeutic implementation of treatment interventions, (e.g., managing the flow of therapy, analyzing, selecting and grading activities and the environment, letting objectives guide intervention, collaborating with the person in therapy).</td>
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<tr>
<td></td>
<td>e. Demonstrate care coordination, case management, and transition services in traditional and emerging practice environments.</td>
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<tr>
<td></td>
<td>f. List and describe the major pharmacological agents utilized to treat psychiatric deficits including medication side effects and adverse reactions.</td>
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<tr>
<td>3</td>
<td>Organize the therapeutic process to emphasize the use of occupation as the primary therapeutic agent for health and adaptation.</td>
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</tr>
<tr>
<td></td>
<td>a. Recalls the etiology, clinical course and prognosis, and disruptions to occupational functioning in individuals diagnosed with psychosocial performance deficits.</td>
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<td></td>
<td>b. Utilizes appropriate treatment principles to develop treatment plans for patients with</td>
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<tr>
<td>4</td>
<td>Plans and modifies interventions in the context of a variety of social, environmental and organizational systems which can affect treatment decisions and discharge planning in psychosocial practice (e.g., family, institution, socioeconomic, health care).</td>
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</tr>
<tr>
<td>a.</td>
<td>Defines intervention strategies, which recognize the influence of the primary caregivers, culture, community environment and sociocultural class on performance within the therapeutic context.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Recognizes, and is able to communicate when a change in intervention or discharge from services is appropriate.</td>
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</tr>
<tr>
<td>c.</td>
<td>Describes organizational characteristics of service delivery systems, which may affect treatment decisions, (e.g., staffing, resources, mission/goals of institution, reimbursement, location of service).</td>
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</tr>
<tr>
<td>d.</td>
<td>Discusses occupational therapy service delivery within the context of an institutional mission, the health care delivery and organizational systems, and the political/economic system.</td>
<td></td>
</tr>
</tbody>
</table>

| B.5.4, B.5.5, B.5.8, B.5.25, B.5.28, B.5.30, B.8.3, C.1.7 | Case Studies, Intervention Plans, Level IB FW |

**COURSE FORMAT AND ACTIVITIES:** Course content emphasizes application of psychosocial theory and concepts to a variety of populations/practice arenas. This course is delivered in lecture and lab sessions. Class sessions may include didactic presentations, class discussion of research and reading materials, guest lecturers, experiential learning events and application of theory in case stories, practical assessment, treatment planning and/or documentation activities.

**LEVEL IB FIELDWORK:** The Community-Engaged Learning (CEL) fieldwork experience that is part of this course fulfills your ACOTE Psychosocial FW requirement. Fieldwork 1B is a 40-hour experience occurring over the duration of the semester. Students are assigned to community sites throughout greater Pittsburgh that provide them with exposure to a variety of community practice settings and clients from diverse backgrounds who have psychiatric and/or intellectual/developmental disabilities. Fieldwork IB offers a combination of hands-on experience...
and observation that allows students to understand the OT process, apply clinical reasoning skills, and develop professionally. Students will complete written assignments that combine observation, practice and reflection. **Students MUST earn a passing grade on Fieldwork IB to pass this course.**

**TEACHING PHILOSOPHY:** As instructors, we believe that knowledge is jointly constructed between the professor and students. One of our primary tasks is to create a learning environment where you can develop competencies and talents. One of your primary tasks is to actively discover, transform and construct your own knowledge. We believe that education is a social process that occurs through interpersonal interactions. We are all responsible for the learning context and interpersonal climate we create in the classroom; therefore, we should support one another’s learning through cooperation, scholarly discussion, constructive debate and commitment to learning, and by demonstrating respect for one another’s ideas and contributions.

**SENSITIVE COURSE MATERIAL:** Please be aware that some of the topics discussed in this course may affect you personally. Be sure to look ahead at the course schedule. If you feel that certain content may serve as an emotional trigger for you, please do not hesitate to reach out to the course instructor(s) prior to that class session to take an excused absence from the session. You may also leave class at any time should you feel triggered, upset or anxious. However, you will still be held responsible for all course content.

### COURSE MATERIALS

**REQUIRED TEXTS:**


**REFERENCE TEXTS:**


**LAPTOP USE:** Laptop use is encouraged for accessing course materials and taking notes, but may only be used for class-related purposes. Laptops are NOT TO BE USED during LAB activities or guest speaker talks, unless otherwise specified. This Psychosocial Function course utilizes teaching philosophies including human interaction, sharing of ideas and discussion with peers to achieve the aforementioned learning objectives.

### ASSIGNMENTS

**EVALUATION METHODS:** Course assignments are designed to measure your understanding of and critical thinking about psychosocial OT practice. Assignment guidelines for each task are located under ‘Assignments’ on Blackboard.
<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Description</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Assignments</strong></td>
<td>The following course assignments are directly related to building your understanding of course content covered in lecture and lab. To demonstrate learning of course content, students will complete: • One (1) In-class Intervention Session • Three (3) Exams</td>
<td></td>
</tr>
<tr>
<td><strong>In-class Intervention Session (Group and Individual Grade)</strong></td>
<td>Students will create a group session based on one of their intervention plans and on current evidence in the field of psychosocial occupational therapy. Students will run a 20-minute group intervention with classroom participants. The corresponding intervention plan (including a guiding psychosocial model and evidence-based support) and a “script” for the group session will be due at 11:59 PM on the evening prior to your session date.</td>
<td>10% (group) 5% (ind)</td>
</tr>
<tr>
<td><strong>Exams (Individual)</strong></td>
<td>There will be three (3) exams covering content in this course. Each exam will be worth 15% of your total course grade. The final exam will not only test knowledge of course content, but will also include a psychosocial written competency.</td>
<td>45%</td>
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<tr>
<td><strong>Level 1B Fieldwork Assignments</strong></td>
<td>Each student will complete approximately 40 hours of a psychosocial Level IB FW at Community Engaged Learning (CEL) sites and learning activities associated with that fieldwork placement. To demonstrate FW learning, students will complete the following assignments: • Intervention Plans • Assessments and Occupational Profiles • Level 1B FW Evaluation</td>
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<td><strong>Intervention Plans (Group)</strong></td>
<td>Working in CEL groups, students will submit a total of four (4) intervention plans to be implemented over the course of 12 sessions at their FW IB (CEL) sites. Intervention plans will relate course content to the needs of clients at their sites. Each intervention plan should be no more than five (5) pages in length. Interventions will be carried out in the three (3) weeks following each plan submission (see schedule in APPENDIX 1).</td>
<td>20% (5% per plan)</td>
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</table>
### Assessments and Occupational Profiles (Individual)

Students will choose and administer two (2) psychosocial assessments to a client at their Level IB FW site. Students will first administer an interview tool and then a performance-based assessment to a client(s) of their choice later in the CEL process. After administering each assessment, students will submit a written occupational profile summary of assessment results for each client. The first written occupational profile will be a draft, and students will be graded on their FINAL submission.

<table>
<thead>
<tr>
<th>GRADING POLICY: Scores on each individual assignment that are &gt;.50 are rounded up to next whole number. Final course grades, however, ARE NOT rounded up. The RSHS grading scale will be strictly applied:</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100% A</td>
</tr>
<tr>
<td>80% - 89% B</td>
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<tr>
<td>70% - 79% C</td>
</tr>
<tr>
<td>60% - 69% D</td>
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<tr>
<td>Below 60% F</td>
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</tbody>
</table>

Assignment due dates will be discussed with students at the beginning of the term and posted in Bb. Late assignments will automatically incur a 5-point deduction/per day or portion of a day, including weekends.

### Journal Reflections (Individual)

Students will be asked to reflect on their FW IB/CEL experiences at five (5) time points across the semester. Students will post responses to specific reflection topics on Bb’s ‘Journals’ page.

<table>
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<tr>
<th>GROUP PROJECTS: This course requires that students work in groups to complete several assignments. Unless otherwise specified in the assignment guidelines, each member of the team will receive an identical grade. Team members may propose an alternative distribution of the group grade. Proposals for an alternative grade distribution must be made in writing and signed by all group members. The proposal should specifically define an alternative distribution and provide a rationale for the proposed change. At the instructor’s discretion, the distribution of the group assignment grade will be modified.</th>
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<tr>
<td>GENERAL EXPECTATIONS: Students are expected to draw upon course material from prerequisite and concurrent courses, community-engaged learning, clinical observations and to do individual research and readings. Students will be expected to use outside class time to participate in planned learning events in the community. Students are expected to take primary responsibility to communicate their concerns about the course in a timely and professional manner. Any student requiring learning accommodations should discuss their needs with the instructor at the beginning of the term. Students are expected to follow all academic policies, rules and regulations as defined in the 2016 OT Student Handbook (available at: <a href="http://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/current-students">http://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/current-students</a>).</td>
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</table>

| 10% | 10% |
PROFESSIONAL BEHAVIOR POLICIES:

Students are expected to:

1. Follow all academic policies, rules and regulations as defined in the Occupational Therapy Handbook [http://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/current-students]

2. Uphold all of the rights, responsibilities and ethical behaviors of the University and the Code of Ethics for the Occupational Therapy Profession in all activities related to this course as defined in the Occupational Therapy Handbook [http://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/current-students]


4. Maintain membership in the American Occupational Therapy Association throughout this course ([www.aota.org](http://www.aota.org)).

5. Draw upon course material from prerequisite and concurrent courses, service learning, and clinical observations and to do individual research and readings as necessary.

6. Use outside class time to meet with peers to complete group projects and to participate in planned learning events in the surrounding community.

7. Turn off all electronic devices (cell phones, pagers, etc.) BEFORE the start of class. Please see the instructor to discuss individual circumstances.

8. Take primary responsibility to communicate your concerns about the course to the instructor in a timely and professional manner. Any student requiring specific learning accommodations should discuss their needs with the instructor at the beginning of the term.

9. Be punctual and prepared at the beginning of class. Notify your instructor ahead of time (via phone or email) if you will be late or absent from class. Any missed notes, explanations or discussions are the student’s responsibility.

10. Dress and be groomed professionally. Follow all applicable dress codes of service learning and or community/clinical sites for practicum, observation, or teaching/learning. Wear DU occupational therapy shirt with official logo and khaki pants of appropriate length worn on or above the hips. To ensure client and student safety, do not wear long necklaces, excessive finger rings, earrings, or bracelets and remove eyebrow, nose, and tongue piercings. Follow these and all professional dress guidelines listed in the student handbook.

11. Recognize that although every attempt was made to finalize your course schedule the instructor reserves the right to alter the course content and/or schedule, if necessary.

EVALUATION AND GRADING POLICIES:
1. The RSHS grading scale will be **strictly** applied (90.0 and above = A; 80-89.9 = B; 70-79.9 = C, etc). **Final course grades are not rounded up.**

2. Any incident of academic dishonesty will result in, at minimum, a grade of zero for the assignment or exam, and may lead to dismissal from the course and the program.

3. Attendance is an essential and required part of the professional phase. Work and outside obligations are to be managed by the student in a way that does not hinder or limit educational expectations. Work, medical, dental or other appointments should not be scheduled during class time and will not be considered an excused absence. Students who are unable to attend class because of serious illness, hospitalization, a serious accident or other extenuating circumstance are responsible for notifying their instructor or department mentor. Students are expected to supply any required written verifications as soon as possible. **Repeated unexcused absences (3 or more) and/or frequent tardiness to class or community-engaged learning (3 or more) will result in a deduction of up to 10% of a student's total course grade and each subsequent unexcused absence will result in an additional 2% deduction.**

4. Turn in course assignments according to specific due dates as defined in the course schedule. Alternative dates may be negotiated with students at the instructor's discretion. All assignments are due on the specified date and time defined by individual instructor. Exceptions to this rule are determined by the instructor. Late assignments will automatically incur a 5% per day penalty including weekends.

5. Group Project Grading Policy: Unless otherwise specified in the assignment guidelines, group assignments receive one total group grade with each member of the team receiving an identical grade. Team members may propose an alternative distribution of the group assignment grade. Proposals for an alternative grade distribution must be made in writing. The proposal should specifically define an alternative distribution of the group assignment grade and provide a rationale for the proposed change. After the group presents their proposal to the instructor, the instructor will determine the final distribution of the group assignment grades. The group is notified by the instructor as to his/her decision.

6. Take the exam on the regularly scheduled dates. If you are ill or other extenuating circumstances prevail, the expectation is that you will contact the instructor either in person or via telephone BEFORE the exam and **take the exam within 48 hours.** The instructor reserves the right to use a different exam format than the original exam (ie. essay vs. multiple choice.) The instructor determines exceptions to this rule.


8. Careful use and responsibility for clinical materials (including but not limited to: assessment tools, adaptive equipment, therapeutic devices etc...) are a professional responsibility which is to be demonstrated in this course If the student is assigned an evaluation assessment tool or adaptive equipment/devices, all materials/forms should be 'checked out' via sign-out list, per course instructor. All materials/forms must be returned to the instructor for check in prior to the final exam. Each student will be responsible for the care of the assessment and will be financially liable for lost or significantly damaged materials. **THE RSHS "I" grade policy in the student handbook will be implemented and the student's final grade will not be changed from an "I" until replacement costs are submitted to the department.**
STUDENT RESOURCES

1. Students are encouraged to create informal learning groups to facilitate learning of course material. The **Learning Skills Center** offers a broad range of programs including skill assessment, learning strategies and techniques, and tutoring. [http://www.duq.edu/life-at-duquesne/student-services/tutoring-and-mentoring](http://www.duq.edu/life-at-duquesne/student-services/tutoring-and-mentoring)

2. The **University Counseling Center** offers personal and career counseling, workshops and support groups. [http://www.duq.edu/counseling/](http://www.duq.edu/counseling/)

3. The Writing Center provides students assistance with their writing including writing tutors and proofreading guidelines. [http://www.duq.edu/writing-center/](http://www.duq.edu/writing-center/)

4. The Office of Multicultural Affairs provides individual counseling and workshops on adjustment to college life, success habits, goal setting and financial aid. [http://www.duq.edu/multicultural-affairs/](http://www.duq.edu/multicultural-affairs/)

5. Students requiring educational accommodations or considerations should contact the Freshman Development and Special Students Services Office at 309 Duquesne Union (412-396-6657). The staff here will evaluate the student’s request and when appropriate, send a confidential letter to the instructor outlining approved accommodations. When the instructor has received this official notification, the student and instructor can meet to coordinate reasonable accommodations as approved by OFSS [http://www.duq.edu/life-at-duquesne/student-services/special-student-services](http://www.duq.edu/life-at-duquesne/student-services/special-student-services)
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<thead>
<tr>
<th>Date</th>
<th>Topic and Learning Activities</th>
<th>Readings</th>
<th>Assignment Due Dates</th>
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<tbody>
<tr>
<td>Week 1: Jan 14 – 18</td>
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<td>Jan 14</td>
<td>• <strong>Guest Storytellers:</strong> Consumer HealthCoalition's Human Library</td>
<td>• Hildebrand (2015)</td>
<td>• Post questions for the Human Library Speakers by Sunday, 1/13 @ 5 PM</td>
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<tr>
<td>Monday</td>
<td>• Intro to the Course</td>
<td>Reading (Bb)</td>
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<td>Jan 16</td>
<td>• History of MH Policy</td>
<td>• Chapter 1</td>
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<tr>
<td>Wednesday</td>
<td>• The Recovery Model</td>
<td>• Chapter 2</td>
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<td>• OT Models/Frames of Reference in MH Practice</td>
<td>• Chapter 30</td>
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<td>• CEL Re-group <em>(Dr. Stuart)</em></td>
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<td>Week 2: Jan 21 – 25 / CEL Week #1</td>
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<td>January 21</td>
<td>** Re-start CEL site visits **</td>
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<td>* MARTIN LUTHER KING, JR. DAY – NO CLASS *</td>
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<td>Jan 23</td>
<td>• Person-Centered Practice</td>
<td>• Chapter 6</td>
<td>• <strong>DUE – Intervention Plan#1</strong> by class time</td>
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<tr>
<td>Wednesday</td>
<td>• Intro to the DSM-5™</td>
<td>• Review DSM-5™</td>
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<td>Week 3: Jan 28 – Feb 1 / CEL Week #2</td>
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<td>Jan 28</td>
<td>• Mental Illness and Stigma</td>
<td>• Chapter 31</td>
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<td>Monday</td>
<td>• Sociocultural Influences on MH</td>
<td>• Chapter 33</td>
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<td>• Ax: Media’s Influence on Stigma</td>
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</table>
### Jan 30
**Wednesday**
- Mood Disorders
- Motivational challenges
- LAB - Case Study (Marie)
- Chapter 13
- Chapter 24
- Review: OCAIRS

### Week 4: Feb 4 – 8 / CEL Week #3

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Schedule</th>
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</table>
| Feb 4      | Monday    | LAB – Psychosocial Assessment
- Familiarize yourself with Psychosocial OT assessments
- Chapter 4
- **DUE – Intervention Plan#2 (by class time)**                                                                 |
| Feb 6      | Wednesday | Anxiety Disorders
- Post-Traumatic Stress Disorder (PTSD)
- Trauma-Informed Care
- Chapter 14
- Chapter 15
- **DUE – Journal Reflection #1 (by Friday, 2/8 at 5 p.m.)**                                     |

### Week 5: Feb 11 – 15 / CEL Week #4

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Schedule</th>
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| Feb 11     | Monday    | Substance Use Disorders
- LAB – Case Studies
- Chapter 17
- **Watch: Heroine (Netflix)**
- **Review: Role Checklist**                                                                 |
| Feb 13     | Wednesday | LAB – Intervention Sessions
- Intro to Schizophrenia
- **DUE – Intervention Sessions (Renewal & Shepherd’s Heart)**                               |

### Week 6: Feb 18 – 22 / CEL Week #5

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Schedule</th>
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</table>
| Feb 18     | Monday    | Schizophrenia (continued…)
- LAB – Case Study (Eric)
- Chapter 16
- **DUE – Interview Assessment**                                                                 |
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<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Wednesday</th>
<th>DUE</th>
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<tbody>
<tr>
<td>Feb 20</td>
<td>• <strong>EXAM #1</strong> (covers material from Week 1 – 6)</td>
<td>• DUE – Journal Reflection #2 (by Friday, 2/22 at 5 p.m.)</td>
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<td>Thursday</td>
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<td>• <strong>EXAM #1</strong> (covers material from Week 1 – 6)</td>
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<td>Friday</td>
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<td>Week 7: Feb 25 – Mar 1 / CEL Week #6</td>
<td>• Intellectual and Developmental Disabilities (IDD)</td>
<td>• DUE – Intervention Plan #3 (by class time)</td>
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<tr>
<td>Feb 25</td>
<td>• <strong>Chapter 8</strong></td>
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<td>Monday</td>
<td>• <strong>Chapter 7</strong></td>
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<td>• DUE – Intervention Plan #3 (by class time)</td>
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<td>• DUE – Journal Reflection #3 (by Friday, 3/1 at 5 p.m.)</td>
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<td>• DUE – Intervention Sessions (St. Anthony’s #1 and #2)</td>
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<td>• <strong>Chapter 8</strong></td>
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<td>March 4 – 8</td>
<td>• <strong>Chapter 8</strong></td>
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<td>SPRING BREAK – NO CLASS</td>
<td>• <strong>Chapter 7</strong></td>
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<tr>
<td>Week 8: Mar 11 – 15 / CEL Week #7</td>
<td>• Dr. Ann Stuart: Dementia</td>
<td>• <strong>Chapter 18</strong></td>
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<td></td>
<td>• Allen Cognitive Levels (ACL) &amp; Global Deterioration Scale (GDS)</td>
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<td>March 11</td>
<td>• Ax: Dementia Case Studies</td>
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<td>Monday</td>
<td>• <strong>Chapter 18</strong></td>
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<td>• Review: <strong>ACL</strong></td>
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<td>• Review: <strong>ACL</strong></td>
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<td>March 13</td>
<td>• LAB – ACL and Canadian Occupational Performance Measure (COPM)</td>
<td>• LAB – learn ACL and act as clients for 3rd years’ COPM competency</td>
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<tr>
<td>Wednesday</td>
<td>• <strong>Chapter 18</strong></td>
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<td>Dr. B/Dr.</td>
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<td>• <strong>Chapter 18</strong></td>
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<td>Week 9: Mar 18 – 22 / CEL Week #8</td>
<td>• Cognitive comorbidities and MI</td>
<td>• <strong>Chapter 20</strong></td>
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<tr>
<td>March 18</td>
<td>• LAB – Case Study (Bert)</td>
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<td>Monday</td>
<td>• LAB – Intervention Sessions</td>
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<td>• <strong>Chapter 20</strong></td>
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<tr>
<td>March 18</td>
<td>• Cognitive comorbidities and MI</td>
<td>• <strong>Chapter 20</strong></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>• LAB – Case Study (Bert)</td>
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<td></td>
<td>• LAB – Intervention Sessions</td>
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<td></td>
<td>• <strong>Chapter 20</strong></td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Assignment</td>
<td>Due Date</td>
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<tr>
<td>March 20</td>
<td>Eating Disorders</td>
<td>Chapter 11, 21</td>
<td>Journal Reflection #4 (3/22 5pm)</td>
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<tr>
<td>Wednesday</td>
<td>Ax: Cognitive Behavioral Therapy (CBT) intervention strategies</td>
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<td>Documentary: <em>Thin</em></td>
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<tr>
<td>Week 10:</td>
<td>Mar 25 – 29 / CEL Week #9</td>
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<tr>
<td>March 25</td>
<td>Personality Disorders</td>
<td>Chapter 12</td>
<td>Intervention Plan #4 (class time)</td>
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<tr>
<td>Monday</td>
<td>LAB - Case Study (Kelly)</td>
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<tr>
<td>Dr. B/Dr. Stuart</td>
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<tr>
<td>March 27</td>
<td><strong>EXAM #2</strong> (covers material from Weeks 7 – 10)</td>
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<tr>
<td>Wednesday</td>
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<tr>
<td>Week 11:</td>
<td>April 1 – 5 / CEL Week #10 (Wednesday &amp; Thursday CEL groups RESCHEDULE)</td>
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<tr>
<td>April 1</td>
<td>Stress Management and Coping Skills</td>
<td>Chapter 23</td>
<td>Performance Assessment</td>
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<tr>
<td>Monday</td>
<td>LAB – Practice Stress Mgmt. Interventions</td>
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<td>Dr. B/Dr. Stuart</td>
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<tr>
<td>AOTA –</td>
<td><strong>Listen to VoiceThread on Community-Based MH Practice Settings:</strong> Homeless &amp; Women’s Shelters &amp; the Clubhouse Model</td>
<td>Chapter 38, 41, 42</td>
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<td>NO CLASS</td>
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<td>April 3</td>
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<tr>
<td>Wednesday</td>
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<tr>
<td>Week 12:</td>
<td>April 8 – 12 / CEL Week #11</td>
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<tr>
<td>April 8</td>
<td>OT Practice in Criminal Justice Settings</td>
<td>Chapter 39</td>
<td>Intervention Sessions (DOCS and Auberle)</td>
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<tr>
<td>Monday</td>
<td>LAB – Intervention Sessions</td>
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<tr>
<td>Dr. B/Dr. Stuart</td>
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</table>
| April 10  
 Wednesday | • Child and Adolescent Mental Health  
 • Sensory Processing issues associated with MI  
 • **Guest Speaker:** Allison Miller, AOT, Inc. | • Chapter 9  
 • Chapter 10  
 • Chapter 22  
 • Review: *Child Occupational Self-Assessment (COSA)* | • **DUE** – Journal Reflection #5  
 (by Friday, 4/12 at 5 p.m.) |
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<tbody>
<tr>
<td><strong>Week 13:</strong> April 15 – 19 / <strong>CEL Week #12</strong> (Thursday CEL groups RESCHEDULE)</td>
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| April 15  
 Monday  
 *Dr. B/Dr. Stuart* | • Attention and Behavior Disorders  
 • **Guest Speaker:** Michele Stein, Children’s Institute  
 • **LAB – Intervention Sessions** | • Review Chapters 7, 9, & 10 | • **DUE** – Intervention Sessions  
 (ACHIEVA and Gwen’s Girls) |
| April 17  
 Wednesday | • **FINAL EXAM REVIEW** | | • **DUE** - CEL Final Evaluation |
| Thursday, April 18 – Monday, April 22 | **EASTER BREAK – NO CLASS** | | |
| **Week 14:** April 22 – 26 | | | |
| April 24  
 Wednesday  
 1:00 – 3:15 PM | • **FINAL EXAM and Written Competency** (Cumulative Exam covering Weeks 1 – 13) | | |
| April 29 – May 3  
 **FIELDWORK 1C** | | | |
## APPENDIX 1. Intervention Plan Schedule

<table>
<thead>
<tr>
<th>Intervention Plan</th>
<th>DUE DATE</th>
<th>Covers Course Weeks…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Plan #1</td>
<td><strong>Wednesday, January 23rd</strong> (by class time)</td>
<td>Jan 28 – Feb 1</td>
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<td>Feb 4 – 8</td>
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<tr>
<td>Intervention Plan #2</td>
<td><strong>Monday, February 4th</strong> (by class time)</td>
<td>Feb 11 – 15</td>
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<td>Feb 18 – 22</td>
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<td>Feb 25 – Mar 1</td>
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<tr>
<td>Intervention Plan #3</td>
<td><strong>Monday, February 25th</strong> (by class time)</td>
<td>Mar 11 – 15</td>
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<td>Mar 18 – 22</td>
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<td>Mar 25 – 29</td>
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<tr>
<td>Intervention Plan #4</td>
<td><strong>Monday, March 25th</strong> (by class time)</td>
<td>April 1 – 5 (AOTA Week)</td>
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<td>April 8 – 12</td>
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<td>April 15 – 19 (Easter Break Week)</td>
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APPENDIX 2. Journal Reflection Schedule

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<tr>
<th>Journal Reflection</th>
<th>DUE DATE</th>
<th>Covers…</th>
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<tbody>
<tr>
<td>Journal Reflection #1</td>
<td>Friday, February 8(^{th}) (by 5 p.m.)</td>
<td>Reflect on an intervention you used in Weeks 2-3 and its effectiveness</td>
</tr>
<tr>
<td>Journal Reflection #2</td>
<td>Friday, February 22(^{nd}) (by 5 p.m.)</td>
<td>Reflect on how you problem-solved and adapted an intervention plan during Weeks 4-5</td>
</tr>
<tr>
<td>Journal Reflection #3</td>
<td>Friday, March 1(^{st}) (by 5 p.m.)</td>
<td>Write a SOAP note for a session you conducted during Weeks 3-6</td>
</tr>
<tr>
<td>Journal Reflection #4</td>
<td>Friday, March 22(^{nd}) (by 5 p.m.)</td>
<td>Write a SOAP note for a session you conducted during Weeks 7-8</td>
</tr>
<tr>
<td>Journal Reflection #5</td>
<td>Friday, April 12(^{th}) (by 5 p.m.)</td>
<td>Reflect on your experiences doing your client assessment(s)</td>
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Out-of-State / Pittsburgh-Area Level II FW Request Form

Student’s Name:

Email address:

Phone number:

FW I placement:

FW III placement:

I, ____________________________, am requesting to be removed from the typical lottery-process due to desiring to complete a level II FW experience out of the Pittsburgh area.

I understand that by making this request, it does not guarantee placement at my desired placement, nor does it guarantee any fieldwork placement in my desired geographical area.

I also understand, that the AFWC may deny this request, which will warrant me participating in the lottery-process day with my peers.

Signature of Student ____________________________

Date ____________________________

I desire to complete:

___ Level II FW IV out of the Pittsburgh area City: _____________ State: _____________
___ Level II FW V out of the Pittsburgh area City: _____________ State: _____________

Please write up a brief reflection answering the following questions regarding your requests:

1. What are your clinical interests to pursue on FW IV and/or FW V?
2. List 5 sites that we currently have a contract with, according to the FW database that you would like to be potentially placed for either your FW IV or V placement.
3. For each of the 5 choices, state the rationale behind choosing each site? Include specific learning objectives that ONLY this site can meet * geographic location, housing and transportation are not justified reasons
4. Why do you think these sites would be a good fit for you?
5. Programs and settings differ in pace/speed; what is your preference, based upon your personality, work ethic and learning style?

6. Discuss 3 personal/professional strengths that you feel will benefit you at this site.

7. Discuss 3 personal/professional areas of need/improvement that you have, and discuss how you are actively working on addressing them.

8. Discuss 3 personal goals that you would like to accomplish on level IIIFW.

9. Do you have any potential conflict of interests at this site? (Including family members, personal experience—been a patient, volunteered/shadowed/worked at etc.…)

10. Have you signed any employment contract with this site?
Form to Request a New Fieldwork Site Contract

Student’s Name:

Email address:

Phone number:

FW I placement:

FW III placement:

Name and Address of Site Investigating:

Type of placement:

Circle: Summer Placement Fall Placement

Site Fieldwork Contact person name and title:

Site Fieldwork contact person email address:

Site fieldwork contact person phone number:

Are they going to be expecting my call? Circle YES NO

Did you follow-up with a written thank you note? *required Circle YES NO

The AFWC at Duquesne University works diligently to create a positive match between a student’s interests and learning needs and the attributes of each fieldwork site. Please use the following interview questions to guide your discussion. Any reports that are not inclusive of the depth and breadth of these interview questions will not be considered.

**Interview Questions for Site**

1. Do you currently take level two students? If so, which universities do they currently work with?
   a. Do they have a fieldwork student manual?
   b. Do they have existing fieldwork objectives?
   c. Do you require level II students to complete any projects/assignments?

2. What areas of your setting do level two students typically work in during their fieldwork experience?

3. What type of patients do students typically treat?
4. What are your clinical interests?
5. Describe how you found about this site
6. What is the rationale behind choosing this site? Include specific learning objectives that ONLY this site can meet *geographic location, housing and transportation are not justified reasons*
7. Why do you think this site would be a good fit for you?
8. Explain your supervision preferences and needs.
9. Programs and settings differ in pace/speed; what is your preference, based upon your personality, work ethic and learning style?
10. Discuss 3 personal/professional strengths that you feel will benefit you at this site
11. Discuss 3 personal/professional areas of need/improvement that you have, and discuss how you are actively working on addressing them
12. Discuss 3 personal goals that you would like to accomplish on level II FW
13. After investigating the site, how is this site congruent with the curriculum philosophy of Duquesne University? (see DU OT curriculum philosophy and specifically reference trends)
14. Do you have any potential conflict of interests at this site? (Including family members, personal experience – been a patient, volunteered/shadowed/worked at etc)...
15. Have you signed any employment contract with this site?
Prior to turning in this written, comprehensive report, student must sign below.

Duquesne University reserves the right to NOT pursue a new clinical agreement. I understand that this request form and report is in no way guarantee a fieldwork placement at this facility.

Student signature ________________________________________
Duquesne University
Department of Occupational Therapy
Evaluation of Level I Fieldwork Student Performance

☐ FW I  ☐ FW III

Student Name:

Name of Clinical Site:

Type of Site: (check primary)
☐ Gerontology – SNF/LTC  ☐ Work Hardening  ☐ Peds – Hospital  ☐ Peds - Other
☐ Gerontology – Other  ☐ Mental Health – Community  ☐ Peds -School  ☐ Phys Dys- Acute Care
☐ Home health  ☐ Mental Health – Hospital  ☐ Peds- Outpatient  ☐ Phys Dys- Rehab
☐ Hand Therapy  ☐ Mental Health – Other  ☐ Peds – EI  ☐ Phys Dys – Outpatient
☐ Other: ________________________________

Fieldwork Educator Name and Credentials (PRINT): ____________________________________

The purpose of this performance report is to identify the level of growth of the student’s professional behaviors and clinical reasoning in preparation for level II FW and entry-level practice. Level I FW provides the student exposure to the role of occupational therapy and the opportunity to apply/observe newly learned theories, frames of reference, techniques and applications in practice arenas. Please note that students have completed many of their OT intervention courses thus far in the curriculum, and are prepared for hands-on clinical practice! We encourage as much “hands-on” experience as possible and appropriate.

Please complete this form in entirety, indicating the student’s level of performance using the scale below. Please do not indicate any items as N/A. We are aware that not all behaviors may be observed or demonstrated during their level I FW experience. If an item on this evaluation is not applicable at your site, please attempt in assisting the student to achieve competency via discussion, role play, etc... Add the score for all items at the end of each section, transfer these to the “Total Score” and add together. Comments are appreciated.

0 = Below Standards: Opportunities for improvement exist. Student has not demonstrated adequate response to feedback. Work/performance/behaviors are occasionally unacceptable.

1= Meets Standards Carries our required tasks and activities. This rating represents good, solid performance and should be used more than all the others

2 = Exceeds Standards: Frequently carries out tasks and activities that surpass requirements. Performance is exceptional

Thank you for your service, dedication and assistance in the educational process of our occupational therapy students. We deeply appreciate the unique learning opportunities you provide and the time and energy extended by you and other staff in creating a stimulating and successful experience!!

NOTE: This evaluation must be completed by the fieldwork educator, reviewed by the student, signed by both the student and the FWED and returned to the Course Instructor before the student will receive a grade for this fieldwork experience. Return to: Jennifer Maselli, 234 Rangos School of Health Sciences, Duquesne University, Pittsburgh, PA 15282; fax: 412.396.4343
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<tr>
<th>PROFESSIONAL BEHAVIORS</th>
<th>Score</th>
<th>Comments</th>
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<td><strong>Does the student demonstrate:</strong></td>
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<tr>
<td><strong>Time management skills</strong></td>
<td>0</td>
<td>1</td>
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<tr>
<td>- the ability to be prompt, arrives on time, completes assignments on time, meets deadlines, and if unable to meet deadlines informs necessary parties?</td>
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<td><strong>Organization Skills</strong></td>
<td>0</td>
<td>1</td>
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<tr>
<td>- the ability to set priorities, be dependable, be organized, follow through with responsibilities?</td>
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<tr>
<td><strong>Engagement in Fieldwork Experience</strong></td>
<td>0</td>
<td>1</td>
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<tr>
<td>- an apparent level of interest, level of participation while on site; investment in individuals and treatment outcomes?</td>
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<td><strong>Self – Directed Learning</strong></td>
<td>0</td>
<td>1</td>
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<td>- the ability to take responsibility for own learning, demonstrate motivation, exhibits an enthusiasm for inquiry and discovery willingness to ‘go the extra mile’, volunteers or takes on additional responsibilities ?</td>
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<td><strong>Written Communication</strong></td>
<td>0</td>
<td>1</td>
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<tr>
<td>- appropriate grammar, spelling, legibility, successful completion of written assignments, documentation skills?</td>
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<tr>
<td><strong>Initiative</strong></td>
<td>0</td>
<td>1</td>
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<td>- the ability to seek and acquire information from a variety of sources, uses downtime efficiently/productively?</td>
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<td><strong>Verbal Communication</strong></td>
<td>0</td>
<td>1</td>
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<tr>
<td>- the ability to interact appropriately with patients, families and staff, such as eye contact, limit setting, use of authority etc., degree/quality of verbal interactions, use of body language and non-verbal communication, exhibits confidence, handles conflict constructively ?</td>
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<tr>
<td><strong>Empathy</strong></td>
<td>0</td>
<td>1</td>
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<tr>
<td>- showing compassion for others, responding appropriately to the emotional response to clients and family members, demonstrating respect for others, demonstrating a calm, compassionate and helpful demeanor toward those in need, being supportive and reassuring</td>
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<tr>
<td><strong>Professional and Personal Boundaries</strong></td>
<td>0</td>
<td>1</td>
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<tr>
<td>- the ability to recognize/handle personal/professional frustration, balance personal/professional obligations, handle responsibilities, work with others cooperatively, considerately, effectively; responsive to social cues ?</td>
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<tr>
<td><strong>Flexibility</strong></td>
<td>0</td>
<td>1</td>
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<tr>
<td>- Adapts, adjusts and copes with change well, (time schedule, assignments etc.), manages stressors in a positive and constructive manner, modifies own behavior accordingly to manage a variety of simultaneous clinical demands?</td>
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<tr>
<td><strong>Responsiveness to constructive feedback</strong></td>
<td>0</td>
<td>1</td>
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<tr>
<td>- the ability to modify performance after feedback, demonstrates ability to profit from constructive feedback, attentive learning, clarification of problem areas and appropriate attempts to change behavior</td>
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<tr>
<td><strong>Team –Building &amp; Interprofessional Skills</strong></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>- Strive to achieve team goals, is proactive in meeting needs of others, assists with problem solving, works efficiently in a group or with other disciplines</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OT CLINICAL REASONING SKILLS</strong></td>
<td><strong>Score</strong></td>
<td><strong>Comments</strong></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>Does the student demonstrate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Observation Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the ability to actively observe relevant behaviors for performance areas and performance components and to verbalize perceptions and observations?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Clinical Problem Solving Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the ability to use self-reflection, willingness to ask questions, ability to analyze, synthesize and interpret information, &amp; understand the OT Process?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Use of professional terminology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the ability to respect confidentiality, appropriate apply professional terminology such as OTPF vocabulary, acronyms, abbreviations etc.) in written and oral communication</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Evaluation Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- an understanding of the various evaluation tools and methods used, evidence of expanding clinical observations, can obtain appropriate data via interview (i.e occupational profile)?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Treatment Planning Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the ability to analyze an activity to demonstrate which goals can be addressed through patient participation in such an activity, strives to use occupation-based interventions?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Treatment Implementation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the use of more than one activity to address patient goals, demonstrates and ability to grade activities, is able to modify activities based upon client’s response/needs, adheres to safety/diagnostic precautions during treatment?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Treatment Termination</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- an understanding of quality of care, ability to decipher appropriateness of discontinuing/discharging services, provides appropriate recommendations for next level of care, disposition needs, suggests appropriate adaptations in environment and activities to accommodate to client’s functional level?</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Score** – Add score of each behavior and skill (38 pts maximum)

Please mark the following items as satisfactory (S) or unsatisfactory (U). If unsatisfactory, please give example(s)

<table>
<thead>
<tr>
<th><strong>Compliance</strong></th>
<th><strong>Score</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complies with dress code of facility</td>
<td>S</td>
<td>U</td>
</tr>
<tr>
<td>Observes and adheres to safety precautions</td>
<td>S</td>
<td>U</td>
</tr>
<tr>
<td>Demonstrates a positive attitude</td>
<td>S</td>
<td>U</td>
</tr>
<tr>
<td>Complies with policies, procedures and rules of your facility</td>
<td>S</td>
<td>U</td>
</tr>
</tbody>
</table>

Score: S = 3 pts, U = 0 pts (12 pts maximum)

**Total Score**

**Score from Professional Behaviors and Clinical Reasoning Skills**

**Score from Compliance**

**Total (50 pts maximum)**
Student Areas of Strength:

Student Areas of Growth/ Improvement:

______________________________  ____________________
OT Student’s Signature            Date

______________________________  ____________________
Fieldwork Educator’s Signature    Date
Duquesne University  
Department of Occupational Therapy  
Evaluation of Fieldwork II Community Engaged Learning Student Group Performance  
Community Setting

Students’ Names in Group:

Name of Community Site:

Population Served:

Fieldwork Educator’s Name and TITLE(PRINT): ____________________________

The purpose of this performance report is to identify the level of growth of the students’ professional behavior skills and clinical reasoning skills. This initial Community Engaged Learning (CEL) experience provides the students with the opportunity to identify needs of the population and organization and begin to experience the role of occupational therapy within community practice.

Please complete this form in entirety, indicating the students’ level of performance using the scale below. Please do not indicate any items as N/A. We are aware that not all behaviors may be observed or demonstrated during their CEL experience. If an item on this evaluation is not applicable at your site, please attempt in assisting the students to achieve competency via discussion, role-play, etc. Comments are appreciated.

0 = Below Standards: Opportunities for improvement exist. Student has not demonstrated adequate response to feedback. Work/performance/behaviors are occasionally unacceptable

1 = Meets Standards: Carries out required tasks and activities. This rating represents good, solid performance and should be used more than all the others.

2 = Exceeds Standards: Frequently carries out tasks and activities that surpass requirements. Performance is exceptional.

Thank you for your service, dedication and assistance in the educational process for our occupational therapy students. We deeply appreciate the unique learning opportunities you provide and the time and energy extended by you and other staff in creating stimulating and successful experiences.

Please return this form to your student group during the final week of the CEL experience.

Please mark the following items as satisfactory (S) or unsatisfactory (U). If unsatisfactory please give examples.

<table>
<thead>
<tr>
<th>Complies with dress code of facility</th>
<th>S</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observes and adheres to safety precautions</td>
<td>S</td>
<td>U</td>
</tr>
<tr>
<td>Demonstrates a positive attitude</td>
<td>S</td>
<td>U</td>
</tr>
<tr>
<td>Complies with policies, procedures, and rules of facility</td>
<td>S</td>
<td>U</td>
</tr>
</tbody>
</table>
Please mark the following items as a 0, 1, or 2. Comments are appreciated.

<table>
<thead>
<tr>
<th>Does the group demonstrate:</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Interact appropriately with individuals (such as eye contact, empathy, limit setting, respectfulness, use of authority, use of body language and non-verbal communication)</td>
<td>Fall Midterm 0</td>
<td>1</td>
</tr>
<tr>
<td>- Exhibits confidence, handles conflict constructively, quality of verbal instructions</td>
<td>Spring Final 0</td>
<td>1</td>
</tr>
<tr>
<td>- Appropriate use of email</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Adaptability</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Adapts, adjusts and copes with change well, manages stressors in a positive and constructive manner</td>
<td>Fall Midterm 0</td>
<td>1</td>
</tr>
<tr>
<td>- Modifies own behavior accordingly to manage a variety of simultaneous clinical demands</td>
<td>Spring Final 0</td>
<td>1</td>
</tr>
<tr>
<td>- Modifies performance after feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-Directed Learning, Initiative, &amp; Innovation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Students have apparent level of interest and participation while on site</td>
<td>Fall Midterm 0</td>
<td>1</td>
</tr>
<tr>
<td>- Volunteers or takes on additional responsibilities</td>
<td>Spring Final 0</td>
<td>1</td>
</tr>
<tr>
<td>- Acquires information from a variety of sources and demonstrates flexibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participation in Supervisory Process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Consider ability to give, receive and respond to feedback</td>
<td>Fall Midterm 0</td>
<td>1</td>
</tr>
<tr>
<td>- Seeks guidance when necessary</td>
<td>Spring Final 0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Professional Competence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The student group incorporates occupational therapy into every session</td>
<td>Fall Midterm 0</td>
<td>1</td>
</tr>
<tr>
<td>- The student group manages time and resources effectively</td>
<td>Spring Final 0</td>
<td>1</td>
</tr>
<tr>
<td>- The role of occupational therapy is clearly visible to the supervisor and to the clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accurate Assessment of Needs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Program proposal is based on the interests, desires, and needs of their clients. The group has a client-centered focus</td>
<td>Fall Midterm 0</td>
<td>1</td>
</tr>
<tr>
<td>- Summary of needs assessment accurately represents the mission and goals of the organization</td>
<td>Spring Final 0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Group’s Areas of Strength:**

**Group’s Areas of Growth/Improvement:**

**Group’s sustainable impacts on clients, staff, procedures:**
Other comments:

Fieldwork Educator’s Signature: Date:

Please return this form to your student group during the final week of the CEL experience.

Students’ Signatures: Date:
Duquesne University Department of Occupational Therapy
Student’s Evaluation of Fieldwork II Experience

Student Names: ________________________________ Date: __________________

Name of Site: ________________________________
Site address: ________________________________

FWED: ________________________________

Dates of Experience: From ________________ to ________________

Please circle your choice using rating scale below.

Rating Scale:
5: Consistently or Strongly Agree
4: Frequently or Agree
3: About Half the Time or Neither Agree nor Disagree
2: Seldom or Disagree
1: Never or Strongly Disagree

PART I: Supervision
1. We were able to meet with our fieldwork educator early in this Fall community experience to discuss our goals and objectives and the site’s expectations for this fieldwork placement.
   1 2 3 4 5 Comments:

2. Our fieldwork educator provided a positive role model of professional behavior
   1 2 3 4 5 Comments:

3. Our fieldwork educator encouraged me to ask questions and seek additional information
   1 2 3 4 5 Comments:

4. We were provided constructive and useful feedback regarding my strengths and weaknesses
   1 2 3 4 5 Comments:

5. We were provided supervision at a level appropriate to my current education and experience
   1 2 3 4 5 Comments:

6. Our fieldwork educator demonstrated a genuine interest in the student as an individual
   1 2 3 4 5 Comments:

7. Our fieldwork educator approached teaching enthusiastically
   1 2 3 4 5 Comments:

8. Our fieldwork educator was accessible to the student as needed
   1 2 3 4 5 Comments:
PART II: Community Experience

9. We were provided the opportunity for direct, hands-on involvement in evaluation of clients.
   1 2 3 4 5 Comments:

10. We were provided the opportunity for direct, hands-on involvement in client intervention.
    1 2 3 4 5 Comments:

11. We were provided the opportunity to observe & interact directly with other care providers at the site.
    1 2 3 4 5 Comments:

PART III: Student Feedback

12. After completing your psychosocial fieldwork experience, what components of this affiliation did you feel were most helpful in your clinical and professional development?

13. If we could change one thing about this fieldwork experience, it would be….

14. The most surprising thing about this fieldwork experience was…….

15. The most challenging thing about this fieldwork experience was…….

16. Name 3 things that you would like to share with other OT students who would attend this community site:

_________________________________________  __________________________
Students’ Signatures                                           Date

_________________________________________  __________________________
Fieldwork Educator’s Signature                                 Date

NOTE: This evaluation must be completed by the student, reviewed by the Clinical Fieldwork Educator, signed by both parties and returned to the Academic Fieldwork Coordinator before the student will receive a grade for this fieldwork experience. Return to: Dr. Ann Stuart, 225 Rangos School of Health Sciences, Duquesne University, Pittsburgh, PA 15282
DUQUESNE UNIVERSITY
John G. Rangos School of Health Sciences
Department of Occupational Therapy

LEVEL II FIELDWORK (OCCT555-558)

Total = 16 Credits

Academic Fieldwork Coordinator Contact Info (AFWC)

Elizabeth D. DeIuliis, OTD, OTR/L
Phone: (412) 396-5411
Fax: (412) 396-4343
Email: deiuliise@duq.edu

Please contact me either by email or phone if you have any questions or concerns regarding your fieldwork experience. Plan on up to 24 hours for email responses, excluding weekends. Understanding that you will be busy with your fieldwork responsibilities during normal work hours, I will be available to talk on the phone with you during evening and weekend hours on a case by case basis, or if an emergency arises. With this in mind, you can expect me to communicate in an efficient manner and with compassion and courtesy. Please let me know any other expectations you have of me. Course expectations of you are outlined below.

Course Description

Clinical education including exposure to a wide range of diagnoses and treatment in a variety of settings that will be supervised by a registered occupational therapist. The fieldwork site specific objectives will be designed for the development of specialized clinical skills.

The purpose of the fieldwork experience is to provide students with the opportunities to integrate the theory and skills learned in the classroom within the clinical setting. Upon completion of the fieldwork experiences, the student is expected to perform at or above the minimum skill level of the entry-level occupational therapy professional.

Each student must successfully complete a minimum of 940 hours of Level II Fieldwork experience.

Relationship to Curricular Design

<table>
<thead>
<tr>
<th>CURRICULUM THREAD</th>
<th>PHASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Engaged Learning, FW Education and DEC</td>
<td>Professional</td>
</tr>
</tbody>
</table>

Students are expected to view the entire curricular philosophy and design at http://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/curriculum-framework/curriculum-threads

Prerequisite Courses

Successful completion of all previous coursework in the professional phase of the occupational therapy curriculum.
*Site hours for clinical affiliation are **not negotiable**. The hours of the affiliation are set by the facility. The weekly schedule will be determined by each clinical instructor and/or site. Some centers require occasional evening or weekend hours. You may be expected to work 4 (10 hour) days as required by your clinical instructor. Some clinical instructors work different schedules such as Tuesday-Saturday. You are expected to maintain the same work schedule as your clinical instructor. Any changes to the dates for the fieldwork experience **must be approved and documented in writing by the Academic Clinical Education Coordinator AND the clinical instructor before the start of the fieldwork experience.**

**Text Book(s):**

Students are required to refer to the DU OT FW Manual and have all course related textbooks, notes, articles, and related resources available to them throughout the fieldwork experience.

**Outcome Objectives:**

1. The student will demonstrate competency in utilizing assessment tools and evaluation procedures routinely used by OTRs and COTAs at the fieldwork centers to which they have been assigned.

2. The student will demonstrate proficiency in the analysis, adaptation, grading and application of therapeutic activities in evaluation and treatment of patients referred for occupational therapy services.

3. The student will demonstrate effective oral and written communication skills as demonstrated by their documentation of service provision; interactions with patients, staff and other professionals; and dissemination of information.

4. The student will demonstrate professional characteristics including:
   a) the ability to establish and sustain therapeutic relationships
   b) the ability to work as a member of a treatment team (i.e. work collaboratively with others, to relinquish or assume responsibility when appropriate, demonstrates an understanding of the roles of other health professionals)
   c) respect for patient confidentiality
   d) the ability to assume an active role in the student-supervisory relationship (i.e. assumes responsibility for maintaining, assessing and improving self-competency; seeks and utilizes supervision as a tool for self-directed learning)
   e) the development of a positive professional self-image and the development of a broad sense of professional responsibility (i.e. to the occupational therapy community and the community at large, concern for social and health care issues)
   f) the ability to integrate evidence into the selection of appropriate activities for patient/ client care.

**Course Materials**

- AOTA Fieldwork Evaluation*
- Student Evaluation of Fieldwork Experience**
- DU OT Fieldwork Manual***
- Fieldwork Blackboard Site ****

*AOTA Fieldwork Performance Evaluation is mailed out to fieldwork sites 4 weeks prior to start date.

** Student Evaluation forms are given to students during their fieldwork orientation. Students are responsible for custody of evaluation forms while on fieldwork.
Students sign an acknowledgement form prior to engaging in fieldwork denoting their understanding of fieldwork related processes and policies. The fieldwork manual is also available at: http://www.duq.edu/occupational-therapy/fieldwork.cfm

Students must have access to Internet and email throughout level II FW

Learning Activities/Assignments

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard Discussion Reflection Postings</td>
<td>50%</td>
</tr>
<tr>
<td>Submission of Site Objectives</td>
<td>25%</td>
</tr>
<tr>
<td>Submission of updated AOTA Fieldwork Data Form (FDF)</td>
<td>25%</td>
</tr>
<tr>
<td>Fieldwork Evaluations (see below)</td>
<td>P/F</td>
</tr>
</tbody>
</table>

All assignments, except the Fieldwork Evaluation Forms, must receive a 70% of higher to receive an overall final passing grade for the course(s). See addendum page with established deadlines.

A. Blackboard Discussion Board Postings

The student will be required to participate in an online discussion board and respond to posted topics during each FW experience. The questions and topics are designed to foster reflection and thought on the fieldwork experience and relate to DU’s curriculum design and courses. Reflective postings are designed to assist students in their learning process and provide useful information in determining student progress prior to the mid-term and final evaluations. The purpose is to reflect upon your fieldwork experience by sharing with peers, on-campus students and faculty as well as with the fieldwork coordinator in order to make it a more meaningful experience. There will be periodic reflection prompts posted throughout your level II FW, and students will be required to briefly reflect upon their experience. There is flexibility for the student to write when they feel that they have something to share and when they have the time to do it. The purpose is to reflect upon your fieldwork experience by sharing with peers, on-campus students and faculty as well as with the fieldwork coordinator in order to make it a more meaningful experience. Note: students are required to adhere to HIPPA guidelines with all postings.

Students will need to have regular access to computer with internet connection & email during fieldwork. A level II FW blackboard site has been created. It is the student’s responsibility to check site/email on a regular basis to maintain correspondence with AFWC. Failure to achieve a 70% or higher comply with postings could result in an unsatisfactory fieldwork experience.

B. Site Objectives

If the site has site-specific fieldwork objectives, the student is responsible of acknowledging these and turning in a copy of the signed objective sheet to the AFWC. If the site does not have site-specific student objectives, the site must adopt Duquesne University’s level II FW behavioral objectives, and acknowledge by signing objective form. The student must return this complete form to AFWC. It is encouraged for the student to assist in developing site-specific objectives as a student project if the site does not have any. Full credit is awarded when the objectives are returned prior to midterm (week 6 of FW). 2 points will be deducted each week late after midterm point.

C. AOTA Fieldwork Data Form (FDF)

Per ACOTE standards, the University needs an annual updated copy of the AOTA fieldwork Data Form for each facility. The student is encouraged to assist in completing this form as requested by the site. Full credit is awarded when the FDF is returned prior to midterm (week 6 of FW). 2 points will be deducted each week late after midterm point.

D. Curriculum Philosophy Review

Per ACOTE standards (B.10.4.) (B.10.5.), it is necessary for the academic university to demonstrate how the curriculum philosophy and behavioral objectives of the program is communicated and congruent with the fieldwork site. Students are required to present the Curriculum Philosophy to their fieldwork educator, and gain signature.
You are to review the completed PowerPoint with your site. Note on the last slide there is a place for your fieldwork educator or clinical coordinator to sign that they have reviewed the material with you.

In addition, they will need to sign the curriculum philosophy, and level I objectives in the appropriate space acknowledging their understanding and agreement.

Please return ALL of these completed/signed documents with your fieldwork assignments by the established deadline.

D. Assignments given by fieldwork site - Each Level II fieldwork facility has a unique set of requirements and may have assignments directed toward meeting the site specific objectives. These may be listed in student manuals or described on the Fieldwork Data forms in the facility files. All requirements should be made clear to you by each facility during the orientation phase. It is each student's responsibility to clarify requirements of the facility and to follow the established deadlines provided by the site. Please ask the fieldwork supervisor at the facility to answer any questions relating to site-specific assignments.

Evaluation/Assessment Procedures

Level II Fieldwork is graded as pass/fail. Students are evaluated by the fieldwork educator, using the AOTA Fieldwork Performance Evaluation (FWPE). However, the final grade is issued by the AFWC. Students are expected to show progression on the AOTA FWPE from midterm to final evaluation. Grading criteria includes the FWPE, other specified fieldwork education assignments and professionalism. Students must earn a minimum of passing scores in the FWPE AND at least 70% on all assignments to receive an overall final passing grade for the fieldwork education course(s).

Evaluation Forms

In order to receive a satisfactory grade, students must have a passing score as defined by the Fieldwork Performance Evaluation for the Occupational Therapy Student. Attainment of the minimal passing score at midterm and final on the AOTA Fieldwork Performance Evaluation (Midterm 90 or above Final 122 or above AND the student must receive a 9 or above in Section 1 of the AOTA FWE.)

Failure to meet this criterion may result in a delayed or unsatisfactory grade. Students must complete all Level II fieldwork at a satisfactory level in order to graduate and be eligible to sit for the occupational therapy certification exam.

A. The AOTA Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation scores will reflect development of student competency and growth. Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competency the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence. A copy of the midterm evaluation is required to be sent to AFWC if there are any present or anticipated performance issues.

Upon completion of fieldwork, the fieldwork educator is responsible for returning the original evaluation form (signed by both the student and fieldwork educator) to the Academic fieldwork coordinator at Duquesne University. The final/completed FEW must be post-marked/mailed no later than 3 days after your last day of fieldwork.

B. The Student Evaluation of Fieldwork Experience (SEFWE) form, developed by the AOTA Commission on Education, will be used by students to critique Level II fieldwork. This form must be completed and received by the fieldwork coordinator in order to receive a grade. The original form, signed by both student and supervisor, must be submitted to the fieldwork coordinator prior to assignment of a passing grade and prior to
submission of the student’s name for licensure. The final/completed SEFWE must be post-marked/mailed no later than 3 days after your last day of fieldwork.

*Please note that it is required for students to MAKE COPIES AND KEEP COPIES of all weekly review forms, mid-term/ final evaluations and learning plans for your personal files.

C. It is necessary that the original evaluation forms are returned to the AFWC (signed by BOTH the student and fieldwork educator), within a timely fashion. The evaluation forms should be post-marked no later than 3 business days from last day of fieldwork. Full credit is awarded when the evaluation forms are received on time and complete (signed by both parties). Deduction of 5 points per week will occur until forms are received.

D. Due to deadlines established by the Office of the Registrar for submission of final grades, it may be necessary to enter final grades for level II FW, prior to receipt of evaluation forms. Therefore, per University policy, an “Incomplete” (I) may be processed as initial grade for level II FW. Passing grades will only be given when the completed AOTA FWE and Student Evaluation of Fieldwork Experience forms has been received by the Academic Fieldwork Coordinator. Final fieldwork evaluations are kept in the individual student’s record in the Department of Occupational Therapy at Duquesne University.

E. While the fieldwork educator provides input regarding the student’s clinical performance on level II FW, the final responsibility for your grade assignment rests with the Academic Fieldwork Coordinator. The AFWC will record a grade of Satisfactory or Unsatisfactory. The grade is determined by achievement of a minimum score on the FWPE, student attendance, active participation in discussion boards, and satisfactory completion of all other required assignments as stated in course syllabi for level II FW. The AFWC reserves the right, on behalf of the Department of Occupational Therapy, to assign a grade other than that which is reflected by earned points alone. Justification for doing so could include such things as the failure of the student to maintain and/or provide in a timely fashion proof of health requirements/clearances/evaluation forms, evidence of academic misconduct, failure to maintain required correspondence with AFWC and/or Faculty, unethical behavior or violation of the Department of Occupational Therapy Professional Behavior Policy.

**Course Policy and Procedures**

All occupational therapy students are responsible for being familiar with and ensure that the policies and procedures stated in University, School and Department student handbooks and procedures publications

1. Uphold all of the rights, responsibilities and ethical behaviors of the University and the Code of Ethics for the Occupational Therapy Profession in all activities related to this course as defined in the student handbook. [http://www.healthsciences.duq.edu/ot/hb09appendix.html#ethics](http://www.healthsciences.duq.edu/ot/hb09appendix.html#ethics)

2. Follow all academic policies, rules and regulations as defined in the Student Handbook. [http://www.healthsciences.duq.edu/ot/hb01contents.html](http://www.healthsciences.duq.edu/ot/hb01contents.html)

3. Occupational therapy students are expected to be an active member of the America Occupational Therapy Association throughout this course. [www.aota.org](http://www.aota.org)

4. Follow all policies & procedures as defined in *Fieldwork Manual*, including signed acknowledgement which can be found at: [http://www.duq.edu/occupational-therapy/Fieldwork-Education/Fieldwork-Manual.cfm](http://www.duq.edu/occupational-therapy/Fieldwork-Education/Fieldwork-Manual.cfm)

5. **Pre-requisites.** Students must pass all previous coursework and matriculation examinations. All university health and site specific requirements must be met before the student can begin clinical education.

6. **Attendance.** Attendance is required for all fieldwork education experiences. *see fieldwork manual for specifics

7. **Supervision.** Students must work under the direct supervision of a licensed occupational therapist with at least one year of experience. All fieldwork educator changes must be discussed with the AFWC

8. **Confidentiality.** Students are required to maintain confidentiality in both the clinical and academic settings in compliance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) regulations. *see fieldwork manual for specifics*
9. **Critical Incidents.** Students are required to report critical incidents to the AFWC. When the incident occurs, the student should notify the fieldwork educator, and AFWC. The student should complete an incident report as directed by the fieldwork site and facility policy. The student is then to contact the AFWC. Critical incidents include: patient falls, patient injured, patient upset with student, and other incidents considered critical. If a student is unsure if an incident is considered critical, they are to contact the AFWC.

10. **Professional Attire** – see fieldwork manual & site-specific expectations

11. **Recognize learning problems and seek assistance.** Students are expected to recognize when they are experiencing a learning problem and ask the FWEd for assistance. Notify AFWC if any problems/concerns arise while on fieldwork, and after seeking assistance from fieldwork educator.

12. **Assignments.** Specific assignment criteria are listed in the grading matrix. Assignments must be completed by the due date in order to seek potential for full credit.

13. **Correspondence** Maintain appropriate and timely correspondence with AFWC and other DU faculty while on fieldwork (including but not limited to: returning phone calls, responding to emails etc, checking related blackboard sites...in a consistent & timely manner). *It is expected that students respond to phone-call or email within 48 hours.*

14. Check DU email and FW blackboard site on regular basis to ensure appropriate communication and notification

15. **Online participation** – Students are expected to participate fully in discussion board postings on blackboard when requested.

16. **Disability accommodation.** Students with disabilities as defined by the Americans with Disabilities Act of 1990 (ADA), and who require special accommodations, are to provide the required data by law. Reasonable accommodations will be made in accordance with the documented disability.

17. **Electronic/Communication Devices.** As a courtesy to everyone involved in the course and as per the John G. Rangos Sr. School of Health Sciences Academic Student Handbook electronic devices such as beepers and cell phones are **to be turned off** (no sound, vibration, or text) during fieldwork education. In many clinical sites, electronic devices are prohibited from use and may cause technical difficulties with medical equipment.

18. **Students with Special Needs.** Any student who requires assistance to accommodate a documented special need should inform the ACCE. If you need additional assistance contact Dr. Lorensen in the Office of Freshman Development and Special Student Services.

19. **Academic Dishonesty.** Cheating will not be tolerated under any circumstances. Issues of academic improprieties will be addressed according to the guidelines outlined in the RSHS Student Handbook.

20. **Professional Behavior Policy.** Violations of the professional behavior policy appearing in the Program in Occupational Therapy manual will initiate the professional behavioral protocol described in the Fieldwork Manual

21. It is strongly recommended that each student write a letter or email their fieldwork center **four to six weeks before the beginning date to confirm arrangements.** The letter must be typed and professional in appearance. (See suggested outline for this letter.) Students should send a copy of the letter to the fieldwork educator/clinical coordinator and maintain a personal copy. Many fieldwork educators now have email access and an email letter is an acceptable form of communication.

22. Upon completion of Level II Fieldwork, we strongly recommend that you send a thank you letter to the OT Staff of your site (see posted sample).
**Level II Fieldwork Grading Rubric**

**Assignment 1: Blackboard Discussion Postings**

Key: 1 = Inadequate, 2 = Below average, 3 = Average, 4 = Above average, 5 = Exceptional

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<thead>
<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. Answered questions relevant to clinical sites attended, focused on topic</td>
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<tr>
<td>2. Evidence of student reflection and learning. Critical thinking evident in responses contain rich and fully developed new ideas, connections, or applications</td>
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<tr>
<td>3. Organization of ideas/thoughts</td>
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<td>4. Clarity &amp; mechanics (spelling, grammar, use of professional language)</td>
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**Total / 20 / **

**Assignment 2 Site Objectives / Curriculum Philosophy**

_____ Pass (submitted on time) _______ Fail

**Assignment 3 AOTA FDF**

_____ Pass (submitted on time) _______ Fail

**Assignment 4 Submission of Evaluation Forms**

_____ Student Evaluation of Fieldwork Experience Received (date)

_____ signed by both parties

_____ AOTA Fieldwork Evaluation of Fieldwork Experience received (date)

_____ signed by both parties

_____ Pass*identify passing score from evaluation _______ Fail
Fieldwork level II Assignment Checklist (For AFWC Use – only)

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline met</th>
<th>Assignment Complete</th>
<th>Score from Grading matrix</th>
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<tbody>
<tr>
<td>Blackboard posting 1 (2A)</td>
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<td>Blackboard posting 3(2A)</td>
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<td>Blackboard posting 4 (2A)</td>
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<td>Blackboard posting 5 (2B)</td>
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<td>Blackboard posting 6 (2B)</td>
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<td>Blackboard posting 8 (2B)</td>
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<tr>
<td>Submission of site objectives</td>
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<tr>
<td>Submission of site Fieldwork data form</td>
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<tr>
<td>Submission of Student Evaluation of FW experience (2A)</td>
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<tr>
<td>Submission of Student Evaluation of FW Experience (2B)</td>
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<tr>
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<tr>
<td>Submission of AOTA FW Performance (2)</td>
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### Fieldwork Performance Evaluation
For The Occupational Therapy Student

<table>
<thead>
<tr>
<th>MS/MD</th>
<th>NAME: (LAST)</th>
<th>(FIRST)</th>
<th>(MIDDLE)</th>
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<table>
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<th>FIELDWORK SETTING:</th>
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<table>
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<th>NAME OF ORGANIZATION/FACILITY</th>
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<th>TYPE OF FIELDWORK</th>
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<tr>
<th>ORDER OF PLACEMENT 1 2 3 4 OUT OF 1 2 3 4</th>
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<th>TO:</th>
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<tr>
<th>NUMBER OF HOURS COMPLETED</th>
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<tr>
<th>FINAL SCORE</th>
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<tr>
<th>PASS: _ _ _ _ _</th>
<th>NO PASS: _ _ _ _ _</th>
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<tr>
<th>SUMMARY COMMENTS: (ADDRESSES STUDENTS CLINICAL COMPETENCE)</th>
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**SIGNATURES:**

I HAVE READ THIS REPORT.

**SIGNATURE OF STUDENT**

**NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT**

**SIGNATURE OF RATER #1**

**PRINT NAME/CREDENTIALS/POSITION**

**SIGNATURE OF RATER #2 (IF APPLICABLE)**

**PAINT NAME/CREDENTIALS/POSITION**

---

**AFFIA grants permission to photocopy the Fieldwork Performance Evaluation for the Occupational Therapy Student for training purposes only. Training purposes encompass using the FWPE forms in student notebooks and training manuals for clinical fieldwork sites, in training sessions for practitioners on the proper use and scoring of the forms, and in students to complete a self-analysis during their fieldwork training. Permission to use the forms must be submitted to copyright@aota.org.**
Fieldwork Performance Evaluation
For The Occupational Therapy Student

This evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission on Education.

PURPOSE
The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy.

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 1988 Accreditation Council for Occupational Therapy Education Standards and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results. In addition, the evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT
The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation scores will reflect development of student competency and growth. In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: (1) a student exhibits unsatisfactory behavior in a substantial number of tasks or (2) a student’s potential for achieving entry-level competence by the end of the affiliation is in question.

DIRECTIONS FOR RATING STUDENT PERFORMANCE

• There are 42 performance items.
• Every item must be scored, using the one to four point rating scale (see below).
• The rating scales should be carefully studied prior to using this evaluation. Definitions of the scales are given at the top of each page.
• Circle the number that corresponds to the description that best describes the student’s performance.
• The ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience. If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on his/her performance.
• Record midterm and final ratings on the Performance Rating Summary Sheet.
• Compare overall midterm and final score to the scale below.

OVERALL MIDTERM SCORE
Satisfactory Performance ............................ 90 and above
Unsatisfactory Performance ........................ 89 and below

OVERALL FINAL SCORE
Pass ...................................................... 122 points and above
No Pass ................................................ 121 points and below

RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.
3 — Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.
2 — Needs Improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.
1 — Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.
All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

1. **Adheres to ethics**: Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures including when relevant, those related to human subject research.
   - Midterm: 2 3 4
   - Final: 2 3 4

2. **Adheres to safety regulations**: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
   - Midterm: 2 3 4
   - Final: 2 3 4

3. **Uses judgment in safety**: Uses sound judgment in regard to safe activities.
   - Midterm: 4
   - Final: 2 3 4

**Comments on strengths and areas for improvement:**

- Midterm

- Final
15. Interprets evaluation results to determine client's occupational performance strengths and challenges.

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<thead>
<tr>
<th></th>
<th>Midterm</th>
<th>Final</th>
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<td>2 3 4</td>
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16. Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.

<table>
<thead>
<tr>
<th></th>
<th>Midterm</th>
<th>Final</th>
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<tr>
<td></td>
<td>2 3 4</td>
<td>2 3 4</td>
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17. Documents the results of the evaluation process that demonstrates objective measurement of client's occupational performance.

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<thead>
<tr>
<th></th>
<th>Midterm</th>
<th>Final</th>
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<tbody>
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<td>1 2 3 4</td>
<td>1 2 3 4</td>
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18. Articulates a clear and logical rationale for the intervention process.

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<thead>
<tr>
<th></th>
<th>Midterm</th>
<th>Final</th>
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<td></td>
<td>2 3 4</td>
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19. Utilizes evidence from published research and relevant resources to make informed intervention decisions.
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<tbody>
<tr>
<td>Final</td>
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</tr>
<tr>
<td>Midterm</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>Final</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>
20. Chooses occupations that motivate and challenge clients.
   *Midterm* 2 3 4
   *Final* 2 3 4

21. Selects relevant occupations to facilitate clients meeting established goals.
   *Midterm* 2 3 4
   *Final* 2 3 4

22. Implements intervention plans that are client-centered.
   *Midterm* 2 3 4
   *Final* 2 3 4

23. Implements Intervention plans that are occupation-based.
   *Midterm* 1 2 3 4
   *Final* 2 3 4

   *Midterm* 2 3 4
   *Final* 2 3 4

25. Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client's status.
   *Midterm* 2 3 4
   *Final* 2 3 4

26. Documents client's responses to services in a manner that demonstrates accuracy of intervention.
   *Midterm* 2 3 4
   *Final* 2 3 4

Comments on strengths and areas for improvement:
   • Midterm

27. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.
   *Midterm* 2 3 4
   *Final* 2 3 4

28. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.
   *Midterm* 2 3 4
   *Final* 2 3 4

29. Demonstrates understanding of the costs and funding related to occupational therapy services.
   *Midterm* 2 3 4
   *Final* 2 3 4

30. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.
   *Midterm* 2 3 4
   *Final* 2 3 4

31. Produces the volume of work required in the expected time frame.
   *Midterm* 1 2 3 4
   *Final* 1 2 3 4

Comments on strengths and areas for improvement:
   • Midterm

   • Final

   • Final
32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
   Midterm 2 3 4
   Final 2 3 4

33. Produces clear and accurate documentation requirements.
   Midterm 2
   Final 2

34. All written communication is grammatically correct and free of punctuation errors.
   Midterm
   Final

35. Uses language appropriate to the recipient of the information, including but not limited to funding agencies and regulatory agencies.
   Midterm 2 3 4
   Final 2 3 4

Comments on strengths and areas for improvement:
• Midterm
• Final

36. Collaborates with supervisor(s) to maximize the learning experience.
   Midterm 2 3 4
   Final 2 3 4

37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
   Midterm 2 3 4
   Final 2 3 4

38. Responds constructively to feedback.
   Midterm 2 3 4
   Final 2 3 4

39. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
   Midterm 2 3 4
   Final 2 3 4
   

   3 4
   2 3 4

   Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
   Midterm 2 3 4
   Final 2 3 4

42. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socio-economic, spiritual, and lifestyle choices.
   Midterm 2 3 4
   Final 2 3 4

Comments on strengths and areas for improvement:
• Midterm
• Final
**PERFORMANCE RATING SUMMARY SHEET**

<table>
<thead>
<tr>
<th>Performance Items</th>
<th>Midterm Ratings</th>
<th>Final Ratings</th>
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<tbody>
<tr>
<td>1. Adheres to ethics</td>
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<tr>
<td>2. Adheres to safety regulations</td>
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<td></td>
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<tr>
<td>3. Uses judgment in safety</td>
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<tr>
<td>4. Articulates values and beliefs</td>
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<tr>
<td>5. Articulates value of occupation</td>
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<tr>
<td>6. Communicates role of occupational therapist</td>
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<tr>
<td>7. Collaborates with clients</td>
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<tr>
<td>8. Articulates clear rationale for evaluation</td>
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<tr>
<td>9. Selects relevant methods</td>
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<td>10. Determines occupational profile</td>
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<tr>
<td>11. Assesses client and contextual factors</td>
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<tr>
<td>12. Obtains sufficient and necessary information</td>
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<tr>
<td>13. Administers assessments</td>
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<td>14. Adjusts/modify assessment procedures</td>
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<td>15. Interprets evaluation results</td>
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<tr>
<td>16. Establishes accurate plan</td>
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<td>17. Documents results of evaluation</td>
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<td>18. Articulates clear rationale for intervention</td>
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<td>19. Selects relevant occupations</td>
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<td>20. Determines occupational profile</td>
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<tr>
<td>21. Assesses client and contextual factors</td>
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<tr>
<td>22. Implements client-centered interventions</td>
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<td>23. Implements occupation-based interventions</td>
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<td>24. Modifies approach, occupation-based interventions</td>
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<td>25. Updates, modifies, or terminates intervention plan</td>
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<td>26. Documents intervention plan</td>
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<tr>
<td>27. Demonstrates ability to think through practice or discussion</td>
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<td>28. Demonstrates ability to collaborate through practice or discussion</td>
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<tr>
<td>29. Understands costs and benefits</td>
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<td>30. Accomplishes or communicates goals</td>
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<tr>
<td>31. Produces workable time frame</td>
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<tr>
<td>32. Communicates verbally and non-verbally</td>
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<td></td>
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<tr>
<td>33. Produces clear documentation</td>
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<td>34. Written communication is legible</td>
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<tr>
<td>35. Uses language appropriate to recipient</td>
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<tr>
<td>36. Collaborates with supervisor</td>
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<td>37. Takes responsibility for professional competence</td>
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<td>38. Responds constructively to feedback</td>
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<td>39. Demonstrates consistent work behaviors</td>
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<tr>
<td>40. Demonstrates time management</td>
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<tr>
<td>41. Demonstrates positive interpersonal skills</td>
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<tr>
<td>42. Demonstrates respect for diversity</td>
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**TOTAL SCORE**

**MIDTERM:**
Satisfactory Performance .................. 90 and above
Unsatisfactory Performance .............. 89 and below

**FINAL:**
Pass ........................................... 122 points and above
No Pass ........................................ 121 points and below
REFERENCES


GLOSSARY

Client Factors: Those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures

- body functions (a client factor, including physical, cognitive, psychological aspects) — “the physiological function of bodily systems (including psychological functions)” (WHO, 2001, p. 10)
- body structures — anatomical parts of the body such as organs, limbs and their components that support body functions (WHO, 2001, p.10)


Evidence-based Practice: “Conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based health care means integrating individual clinical expertise with the best available external clinical evidence from systematic research.” (Sackett and colleagues, Evidence-based medicine: How to practice and teach EBM, 1997, p.2) (From the Mary Law article “Evidence-Based Practice: What Can It Mean for ME?”; www.aota.org)

Occupation: Groups of activities and tasks of everyday life, named, organized, and given value and meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity), the domain of concern and the therapeutic medium of occupational therapy. (Townsend, ed., 1997, Enabling Occupation: An Occupational Therapy Perspective, p.181)

Occupational Profile: A profile that describes the client’s occupational history, patterns of daily living, interests, values and needs. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606-639)

Spiritual: (a context) The fundamental orientation of a person’s life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606-639)

Theory: “An organized way of thinking about given phenomena. In occupational therapy the phenomenon of concern is occupational endeavor. Theory attempts to (1) define and explain the relationships between concepts or ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational therapy theory is concerned with four major concepts related to occupational endeavor: person, environment, health, and occupation.” (Neistadt and Crepeau, eds., Willard & Spackman’s Occupational Therapy, 9th edition, 1998, p.521)
**Student Evaluation of Fieldwork Experience**  
The American Occupational Therapy Association, INC.

**Purpose:** This form is important feedback for your fieldwork experience supervisor, your faculty and other students at your school.

**Directions:** Complete this Student Evaluation of Fieldwork Experience (SEFWE) form in ink prior to your final meeting with your fieldwork supervisor. Your supervisor, too, will have completed your student performance evaluation for review at this meeting. Share the completed SEFWE with your supervisor, and the form should be co-signed. One copy remains with the fieldwork site and one copy is returned to your educational program.

---

**Part I: IDENTIFYING INFORMATION**

Academic Program__________________________________________________________

Facility Name______________________________________________________________

Address_____________________________________________________________________

Placement Dates: from________________________to___________________________

Order of Placement: 1 2 3 4 5 out of 1 2 3 4 5

Type of Fieldwork:___________________________________________________________

*Specialty/ Practice Area*

Living Accommodations: *(include type, cost, location, condition)*
**Part II: STRUCTURE OF FIELDWORK EDUCATION PROGRAM**

A. Student Orientation

1. Was a formal orientation provided? Yes _____  No _____

2. If yes, indicate your view of the orientation by checking “satisfactory” (S) or “Needs Improvement” (I) regarding the three factors of adequacy, organization, and timeliness.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Adequate</th>
<th>Organized</th>
<th>Timely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S  I</td>
<td>S  I</td>
<td>S  I</td>
</tr>
<tr>
<td>a. Staff introductions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Physical facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Organizational structure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Facility/Department philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Facility services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Facility/Department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Occupational Therapy services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Departmental documentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Safety/Emergency procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Confidentiality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Fieldwork objectives/requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Student supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Community resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Department frame(s) of reference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Quality Improvement Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. Requirements/Assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q. Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Comments or suggestions regarding your orientation to this fieldwork placement:
B. Written and Oral Assignments

1. Indicate whether the following assignments were required by *checking* “Yes” or “No”.

If required, indicate the number you did; also, indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Required</th>
<th>How Many</th>
<th>Educational Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Client/patient screening</td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>b. Client/patient evaluations <em>(use specific names of evaluations)</em></td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>c. Written treatment/care plans</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Discharge summary</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Team meeting presentation</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Inservice presentation</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Case study</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. QI/Outcome/Efficacy study</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Activity analysis</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Other</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Other</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Comments or suggestions regarding assignments:
C. Caseload Description

1. List approximate number of each age category in your caseload.

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years old</td>
<td></td>
</tr>
<tr>
<td>6-12 years old</td>
<td></td>
</tr>
<tr>
<td>13-21 years old</td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td></td>
</tr>
<tr>
<td>Older adult</td>
<td></td>
</tr>
</tbody>
</table>

2. List diagnostic categories in your caseload and approximate number of each diagnosis.

<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

3. List major therapeutic interventions frequently used and indicate whether it was provided in group or individually.

<table>
<thead>
<tr>
<th>Therapeutic Interventions</th>
<th>Group</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
4. Suggestions for changes in caseload assignment that would improve your learning experience.

5. How were client psychosocial factors influencing engagement in occupation integrated for the development of client-centered, meaningful, occupation-based outcomes during this experience?

---

**Part III: SUPERVISION**

A. List all your supervisors

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Frequency</th>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
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<td></td>
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<td></td>
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<tr>
<td>10.</td>
<td></td>
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</tr>
</tbody>
</table>
B. Check categories which seem descriptive of your supervision.
(You may wish to complete one chart for each clinical supervisor.)

<table>
<thead>
<tr>
<th></th>
<th>1= Rarely</th>
<th>2= Occasionally</th>
<th>3= Frequently</th>
<th>4= Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught knowledge and skills as required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presented clear explanations and expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided supervision as needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used constructive feedback methods to address weaknesses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided positive reinforcement for strengths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraged student to provide feedback to supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitated student’s problem-solving skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraged self-directed learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approachable and interested in students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted workload to facilitate student’s growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewed written work in timely manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made me feel comfortable and part of the department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrated interest and commitment to job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided a positive role model of professional behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided a positive attitude towards other staff and students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided feedback in timely manner</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

C. General comments on supervision:
## Part IV: PROFESSIONAL RELATIONSHIPS

### A. Check categories which seem descriptive of your experience, referring to the code.

<table>
<thead>
<tr>
<th>Category</th>
<th>1= Rarely</th>
<th>2= Occasionally</th>
<th>3= Frequently</th>
<th>4= Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided with exposure to OTR/COTA/ Service Extender roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided with opportunities to network with other professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experienced interdisciplinary approach to care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observed OT staff modeling therapeutic relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informed of additional educational opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in additional educational opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided chance to network with related agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided with opportunity to expand interdisciplinary knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expanded knowledge of community resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B. Which professionals were role models for you in your professional growth?

Please describe:
C. List the schools, disciplines and academic levels of students present during your fieldwork experience.

D. Describe how this affected your learning experience.

E. Comments or suggestions regarding professional relationships.
Part V: ACADEMIC PREPARATION

A. Rate the relevance and adequacy of your academic coursework relative to the needs of THIS fieldwork placement, circling the appropriate number.

<table>
<thead>
<tr>
<th>Course</th>
<th>Preparation</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations &amp; Concepts of OT (or OT Overview)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Lifespan Occupational Perf.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Anatomy</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Human Motion and Movement</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Neuroscience</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Occ. Perf. Perspectives</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Practice (or OT Overview)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Occupational Perf. Evaluation</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Medical Conditions in OT</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Clinical Reasoning and FW 1A</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Humans, Groups &amp; Occupations</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Psychosocial Function</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Biomechanical Function</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Sociocultural Systems &amp; Networks</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Clinical Reasoning &amp; FW 1B</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Neurosensorimotor I</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Principles of Research</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Qualitative Research</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Neurosensorimotor II</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Evidence Based Practice</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>OT Administration</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Com. &amp; World Healthcare Issues</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Env. Adapt. &amp; Rehab. Technology</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Intervention Seminar</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Fieldwork Proposal</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
B. What are the strongest aspects of your academic program relative to the needs of THIS Level II Fieldwork Experience? Be specific and include course references as appropriate.

C. Did you find correlation between theories and concepts and skills learned at school and their practical application at this center. Give examples of this type of correlation.

C. What changes would you recommend in your academic program relative to the needs of THIS Level II Fieldwork Experience?
Part VI: SUMMARY

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

B. Overall, what changes would you recommend in this Level II Fieldwork Experience?

C. Would you recommend this center as a student Fieldwork Experience? YES______No______Why?

Part VII: ADDITIONAL COMMENTS
Please feel free to add any further comments, descriptions or information concerning your fieldwork at this center. Please use another sheet if necessary.

We have mutually shared and clarified this Student Evaluation of Fieldwork Experience report.

OT Student Signature ____________________________    FW Educator Signature ____________________________

______________________________    ______________________________
Date                                  Date
Occupational Therapy Code of Ethics (2015)

Preamble

The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:
1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code’s Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees,
ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

**Core Values**

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

**Principles and Standards of Conduct**

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

**Beneficence**

**Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.**

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).
Related Standards of Conduct

Occupational therapy personnel shall

A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.

B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.

C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice.

D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.

E. Provide occupational therapy services, including education and training, that are within each practitioner’s level of competence and scope of practice.

F. Take steps (e.g., continuing education, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice.

G. Maintain competency by ongoing participation in education relevant to one’s practice area.

H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.

I. Refer to other providers when indicated by the needs of the client.

J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

Nonmaleficence

Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

Nonmaleficence “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of Nonmaleficence also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of due care “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

Related Standards of Conduct
Occupational therapy personnel shall

A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.

B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.

C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.

D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.

E. Address impaired practice and when necessary report to the appropriate authorities.

F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.

G. Avoid engaging in sexual activity with a recipient of service, including the client’s family or significant other, student, research participant, or employee, while a professional relationship exists.

H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.

I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one’s own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.

J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

Autonomy

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

The Principle of Autonomy expresses the concept that practitioners have a duty to treat the client according to the client’s desires, within the bounds of accepted standards of care, and to protect the client’s confidential information. Often, respect for Autonomy is referred to as the self-determination principle. However, respecting a person’s autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person’s right “to hold views, to make choices, and to take actions based on [his or her] values and beliefs” (Beauchamp & Childress, 2013, p. 106). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.
Related Standards of Conduct

Occupational therapy personnel shall

A. Respect and honor the expressed wishes of recipients of service.

B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.

C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.

D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision making.

E. Respect the client’s right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.

F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.

G. Respect a research participant’s right to withdraw from a research study without penalty.

H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications, in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act).

I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.

J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

Justice

Principle 4. Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

Related Standards of Conduct
Occupational therapy personnel shall

A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.

B. Assist those in need of occupational therapy services to secure access through available means.

C. Address barriers in access to occupational therapy services by offering or referring clients to financial aid, charity care, or pro bono services within the parameters of organizational policies.

D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.

E. Maintain awareness of current laws and AOTA policies and Official Documentsthath apply to the profession of occupational therapy.

F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.

G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.

H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.

I. Obtain all necessary approvals prior to initiating research activities.

J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts.

K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.

L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.

M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.

N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.

O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.

P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

Veracity
Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

Related Standards of Conduct

Occupational therapy personnel shall

A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.

B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.

C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities.

D. Identify and fully disclose to all appropriate persons errors or adverse events that compromise the safety of service recipients.

E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.

F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.

G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.

H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).

I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

**Fidelity**

Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of Fidelity comes from the Latin root *fidelis*, meaning loyal. Fidelity refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client’s reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

**Related Standards of Conduct**

Occupational therapy personnel shall

A. Preserve, respect, and safeguard private information about employees, colleagues and students unless otherwise mandated or permitted by relevant laws.

B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.

C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.

D. Avoid using one’s position (employee or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations.

E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.

F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.

G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.

H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.

J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.

K. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization’s official and authorized positions.

L. Refrain from actions that reduce the public’s trust in occupational therapy.

M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

References


Ethics Commission (EC)

Yvette Hachtel, JD, OTR/L, EC Chair (2013–2014)
Lea Cheyney Brandt, OTD, MA, OTR/L, EC Chair (2014–2015)
Ann Moodey Ashe, MHS, OTR/L (2011–2014)
Joanne Estes, PhD, OTR/L (2012–2015)
Loretta Jean Foster, MS, COTA/L(2011–2014)
Linda Scheirton, PhD, RDH (2012–2015)
Kate Payne, JD, RN (2013–2014)
Margaret R. Moon, MD, MPH, FAAP (2014–2016)
Adopted by the Representative Assembly 2015AprilC3.

Note. This document replaces the 2010 document Occupational Therapy Code of Ethics and Ethics Standards (2010), previously published and copyrighted in 2010 by the American Occupational Therapy Association in the American Journal of Occupational Therapy, 64, S17–S26. http://dx.doi.org/10.5014/ajot.2010.64S17

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**Fieldwork Educator /Site Mentor Contact Info**

**Student Name:**

**Fieldwork Site Name:**

**Type of Practice Setting (CIRCLE)**

<table>
<thead>
<tr>
<th>Hospital-based settings</th>
<th>Community-based settings</th>
<th>School-based settings</th>
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<tbody>
<tr>
<td>1.1 In-Patient Acute</td>
<td>2.1 Pediatric Community</td>
<td>3.1 Early Intervention</td>
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<tr>
<td>1.2 In-Patient Rehab</td>
<td>2.2 Behavioral HealthCommunity</td>
<td>3.2 School</td>
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<td>1.3 SNF/ Sub-Acute/ Acute Long-TermCare</td>
<td>2.3 Older Adult CommunityLiving</td>
<td>4. Other</td>
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<td>1.4 General Rehab Outpatient</td>
<td>2.4 Older Adult Day Program</td>
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<td>1.5 Outpatient Hands</td>
<td>2.5 Outpatient/hand privatepractice</td>
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<tr>
<td>1.6 Pediatric Hospital/Unit</td>
<td>2.6 Adult Day Program for DD</td>
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<tr>
<td>1.7 Pediatric Hospital Outpatient</td>
<td>2.7 Home Health</td>
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<td>1.8 In-Patient Psych</td>
<td>2.8 Pediatric Outpatient Clinic</td>
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<td>2.9 Community</td>
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**Fieldwork Educator(s) Name AND CREDENTIALS:**

**Address where FWed would like PDU Certificate mailed to:**

**Fieldwork Educator WORK phone number:**

**Fieldwork Educator WORK/professional email address:**

**Verification of CREDENTIALS, QUALIFICATIONS & EXPERIENCE *** (C.1.9, C.1.4, C.2.4)**

- Licensure Number: ________________________________
  
  [http://www.healthguideusa.org/occupational_therapy_license_lookup.htm](http://www.healthguideusa.org/occupational_therapy_license_lookup.htm)

- NBCOTCertification Number: __________________________
  

**Qualifications & Experience Level (LEVEL 2 FWed ONLY)**

Please see reverse side of this form for guidelines

**Mail/fax /email this form to:**

Elizabeth Deluliis, OTD, OTR/L  
Duquesne University # 221 Health Science Building  
600 Forbes Ave, Pittsburgh, PA 15282  
Phone 412-396-5411 Fax 412-396-4343 deiuliise@duq.edu
Acknowledgement of Engaging in Self-Study Regarding Preparation to Serve as a Fieldwork Educator

ACOTE requires fieldwork educators to be *adequately prepared* to serve as a fieldwork educator.

*Standard C.1.14 Ensure that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.*

The Department of Occupational Therapy at Duquesne University offers many educational resources available to the Fieldwork Educator designed to increase best practice in fieldwork education. Please access the website, review the materials in a self-study and complete the acknowledgment below. Return this form to Elizabeth DeLuliiis at deiuliise@duq.edu or 412-396-4343 (fax).

Access and review fieldwork resource here: [http://duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/resources-for-fw-educators](http://duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/resources-for-fw-educators)

I, ______________________ accessed and reviewed the fieldwork educator materials posted on the duq.edu/ot website on ___________. In addition, I acknowledge understanding of my expectations & responsibilities as a fieldwork educator, as outlined by ACOTE.

Signature of FWed ______________________

Date ______________________

-------------------------------------------------------------------------------------------------------------------------------------

*Received from FWed on Date ______________________*

*Initial of AFWC ______________________*

Mail/fax/email this form to:

Elizabeth DeLuliiis, OTD, OTR/L
Duquesne University,
# 221 Health Science Building
600 Forbes Ave, Pittsburgh, PA 15282
Phone 412-396-5411 Fax 412-396-4343
deiuliise@duq.edu
<table>
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<tr>
<th>Performance Issue/ Concern (Be specific)</th>
<th>Expected Performance Goal (Behavioral Goal- SMART)</th>
<th>Strategies, Actions &amp; Resource(s) required to meet the goal</th>
<th>Plan for Follow-up / Timeline (establish date/ time for performance to be re-evaluated)</th>
<th>Consequences if performance not improved</th>
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BY providing signature, all parties are acknowledging the above performance issues and agree to participate in the performance improvement plan as outlined above. It is the student’s responsibility to access resources, carry out these and/or other strategies to improve their performance and implement feedback in the identified problem areas. Failure to meet expected performance in established timeline may indicate disciplinary action and/or failed fieldwork experience.

Students signature: ________________________________
Date: ________________________________

Fieldwork Educator(s) signature(s): ________________________________
Date: ________________________________

Academic Fieldwork Coordinator signature: ________________________________
Date: ________________________________

---------------------------------------------------------------------------------------------------------------------

For use at follow-up meeting

Learning Contract/ Action Plan REVIEW OUTCOME
Evidence to demonstrate change in performance / Outcome:

- Review met expectations
- Review did not meet expectations *Disciplinary action may be necessary.

Students signature: ____________________________
Date: ____________________________

Fieldwork Educator(s) signature(s): ____________________________
Date: ____________________________

Academic Fieldwork Coordinator signature: ____________________________
Date: ____________________________

*Encourage all parties involved to keep copy for their records
Dear level I Fieldwork Educator:

To meet ACOTE standards, we are required to present to you, the mission statement for the Department of Occupational Therapy at Duquesne University, our curriculum philosophy and the objectives for the Level I fieldwork experience for Duquesne University Department of Occupational Therapy.

If you feel that that, to the best of your knowledge, your program design is consistent with the curriculum philosophy of our Duquesne University occupational therapy and that these level I FW objectives can be met in your program, please indicate your agreement with your signature and date on both of the forms below and return to Duquesne University. Please return by fax or mail one week before Fieldwork begins. I encourage you to keep a copy for your records, as well.

Thank you again for your dedication and commitment to the education of our occupational therapy students.

Mission Statement

The mission of the Department of Occupational Therapy is to educate students to be excellent, holistic, practitioners, practice-scholars who serve, do, question and lead occupational therapy. As practice scholars our graduates will demonstrate the requisite skills and habits to use and create evidence to support their practice, to facilitate change as engaged leaders, to think critically and creatively as practice innovators. The Department of Occupational Therapy’s mission is consistent with the mission of Duquesne University and the John G. Rangos, Sr. School of Health Sciences. Graduates of the occupational therapy program will be able to act responsibly, reasonably, morally, and ethically in their decisions related to personal lifestyle, occupational therapy, leadership, and citizenship within their local, national and world communities.

CURRICULUM PHILOSOPHY

The Department of Occupational Therapy holds sacred its fundamental obligations to serve God by serving students and to animate the Spiritan Charism of Duquesne University which call us to educate students who have a profound concern for moral and spiritual values, a hospitality to diversity and multiculturalism, and a commitment to service to the community, the nation and the world. The Spiritan Charism is consistent with and compliments the philosophies, ethics, and standards of the American Occupational Therapy Association (AOTA, 2011).

As a profession, occupational therapists have come to understand that occupation is a critical dimension of human existence. Occupations are “daily activities that reflect the cultural values, provide structure to living, and meaning to individuals; these activities meet human needs for self-care, enjoyment and participation in society. (Crepeau, et al., 2013, p. 1031). Occupations are multidimensional and participation in occupation is the essence of productive living (Christiansen & Baum, 2015).

Engaging in occupation is “the active process of being, becoming and belonging as well as performing or doing occupations” (Townsend & Polatajko, 2007, pp. 370). Engagement in occupation is a dynamic process that supports the person’s continuous adaptation. Throughout their life span, humans engage in occupations in a variety of contexts. This person-occupation-environment interaction is essential to an individual’s ability to effectively engage in meaningful, purposeful occupations throughout their life. A deeper understanding of the interplay between the person, occupations, and their environments is gained by considering important related concepts such as quality of life, meaningful productivity, independent living, full participation, social and occupational justice, multiculturalism, and healthy lifestyles (AOTA, 2011).

A guiding component of the Department of Occupational Therapy’s curriculum philosophy is that occupational performance is developed and enhanced by treating the “whole person” and attending to physical, psychological, social and cultural issues as influenced by the environment. Our students are trained to recognize occupation as the critical link between the person and their environment and to appreciate the impact of personal (e.g., spiritual, cultural, physical) and environmental (e.g., social, physical, political) influences on occupational function and performance. Our consistent focus on person-environment interaction as the dynamic process whereby an individual has the potential to influence their environment, and vice versa through the use of occupation and engagement in occupational roles is integrated throughout the curriculum. This focus on occupation and occupational performance
Department of Occupational Therapy
Duquesne University

as an integrated and consistent theme in the curriculum ensures the graduates develop the capacity to critically examine the occupations people perform and enables them to use occupation as the medium to assist people to live their lives to the fullest extent possible.

Developing practice scholars is another guiding component of the occupational therapy curriculum. Practice scholars have established the requisite habits to use and create evidence that supports occupation and evidence-based practice (Crist, Muñoz, Witchger-Hansen, Benson & Provident, 2005). The scholarship of practice is a constant consideration in curricular design, educational pedagogy, community-university partnership, community engaged learning (service learning), and program outcome evaluations. Students in our program are consistently challenged to recognize that scholarship is an essential element in their success as leaders and practice scholars (Townsend, Polatajko, Craik & von Zweck (2011). To that end, the Duquesne University program generates consistent opportunities for students to critically reflect on their practice and to embed scholarship activities in their everyday practice. Students learn and practice knowledge, skills, attitudes and habits that allow them to assume leadership roles as practitioners, research collaborators, and advocates. Our emphasis on practice scholarship challenges students to intentionally link occupational therapy theory and practice and to ensure that the best available evidence guides their practice.

The educational philosophy of the Department of Occupational Therapy is organized around five core components, which are integrated into and guide instruction. These include:

• a graded developmental approach to acquiring the knowledge, skills and attitudes to be a practice scholar who reflects on and engages in the scholarly application of occupational therapy and has a skill set to deliver person-centered, evidence- based occupational therapy.

• a concentration on occupation as the link between person and environment and as an organizing framework for understanding the interaction of these factors on occupational performance.

• a central focus on occupation, on humans as occupational beings, and on the complex processes by which people find meaning and health through the interactive person-environment process of ‘doing’ or engagement in occupations.

• a comprehensive understanding of both personal factors and context or environmental influences on occupational performance and function in the areas of occupation.¹

• an intentional use of engaged, active learning educational pedagogies that embed learning in context.²

Please visit our webpage for full list of citations. http://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/programs-design

---

Signature of Fieldwork Educator ___________________________________________ Date __________

Name of Fieldwork Educator (printed) __________________________________________

Name of fieldwork site _______________________________________________________

Mail/fax to: Elizabeth D. Delaliis,OTD, OTR/L Duquesne University Health Science Building 600 Forbes Ave Pittsburgh, 15282 Fax:412-396-4343
Level I Fieldwork Objectives for students in the Duquesne University Occupational Therapy Program

Upon completion of Level I Fieldwork, the student will be able to:

1. Elicit the client’s view of the meaningfulness of the rehabilitation process.
3. Utilize clinical reasoning skills including procedural, interactive and conditional reasoning in identifying and evaluating patient/client occupational performance issues during fieldwork.
4. Utilize self-reflection to develop insight into how one contributes to or detracts from the therapeutic partnership.
5. Re-evaluate and modify intervention plans in response to cues from the client and others in the environment.
6. Utilize objective data obtained in the evaluation and re-evaluation process.
7. Actively prepare for supervision sessions by identifying specific issues to discuss.
8. Adjust behavior and/or practice in response to supervision.
9. Observe, document and discuss the interaction between supervising therapist and patient/client or self and patient/client during fieldwork experience.
10. Document his/her affective and cognitive responses to fieldwork experience.
11. Achieve at least 1 personal goal in each section of the Level IA Fieldwork evaluation.
12. Use sound judgment in regard to safety of self and others, and adhere to safety regulations throughout the occupational therapy process.
13. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.
14. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
15. Terminate occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. This includes developing a summary of occupational therapy outcomes, appropriate recommendations and referrals, and discussion with the client and with appropriate others of post-discharge needs.
16. Students will consider psycho-social factors related to client’s occupation in every setting.

______________________________  ____________________________
Signature of Fieldwork Educator          Date

______________________________
Name of Fieldwork Educator (printed)

______________________________
Name of Fieldwork Site

Mail/fax to: Elizabeth DeIuliis, OTD, OTR/L Duquesne University, Health Science Building 600 Forbes Ave, Pittsburgh, PA 15282 fax: 412-396-4343.
Dear level II Fieldwork Educator:

To meet ACOTE standards, we are required to present to you, the mission statement for the Department of Occupational Therapy at Duquesne University, our curriculum philosophy and the objectives for the Level II fieldwork experience for Duquesne University Department of Occupational Therapy.

If you feel that, to the best of your knowledge, your program design is consistent with the curriculum philosophy of our Duquesne University occupational therapy and that these level II FW objectives can be met in your program, please indicate your agreement with your signature and date on both of the forms below and return to Duquesne University. Please return by fax or mail one week before Fieldwork begins. I encourage you to keep a copy for your records, as well.

Thank you again for your dedication and commitment to the education of our occupational therapy students.

Mission Statement

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As a profession, occupational therapists have come to understand that occupation is a critical dimension of human existence. Occupations are "daily activities that reflect the cultural values, provide structure to living, and meaning to individuals; these activities meet human needs for self-care, enjoyment and participation in society. (Crepeau, et al., 2013, p. 1031). Occupations are multidimensional and participation in occupation is the essence of productive living (Christiaansen & Baum, 2015).

Engaging in occupation is "the active process of being, becoming and belonging as well as performing or doing occupations" (Townsend & Polatajko, 2007, pp. 370). Engagement in occupation is a dynamic process that supports the person's continuous adaptation. Throughout their life span, humans engage in occupations in a variety of contexts. This person-occupation-environment interaction is essential to an individual's ability to effectively engage in meaningful, purposeful occupations throughout their life. A deeper understanding of the interplay between the person, occupations, and their environments is gained by considering important related concepts such as quality of life, meaningful productivity, independent living, full participation, social and occupational justice, multiculturalism, and healthy lifestyles (AOTA, 2011).

A guiding component of the Department of Occupational Therapy's curriculum philosophy is that occupational performance is developed and enhanced by treating the "whole person" and attending to physical, psychological, social and cultural issues as influenced by the environment. Our students are trained to recognize occupation as the critical link between the person and their environment and to appreciate the impact of personal (e.g., spiritual, cultural, physical) and environmental (e.g., social, physical, political) influences on occupational function and performance. Our consistent focus on person-environment interaction as the dynamic process whereby an individual has the potential to influence their environment, and vice versa through the use of occupation, engagement, and other occupational roles is integrated throughout the curriculum. This focus on occupational performance as an integrated and consistent theme in the curriculum ensures the graduates develop the capacity to critically examine the occupations people perform and enables them to use occupation as the medium to assist people to live their lives to the fullest extent possible.
Developing practice scholars is another guiding component of the occupational therapy curriculum. Practice scholars have established the requisite habits to use and create evidence that supports occupation and evidence-based practice (Crist, Munoz, Witchger-Hansen, Benson & Provident, 2005). The scholarship of practice is a constant consideration in curricular design, educational pedagogy, community-university partnership, community engaged learning (service learning), and program outcome evaluations. Students in our program are consistently challenged to recognize that scholarship is an essential element in their success as leaders and practice scholars (Townsend, Polatajko, Crail< & von Zweck (2011). To that end, the Duquesne University program generates consistent opportunities for students to critically reflect on their practice and to embed scholarship activities in their everyday practice. Students learn and practice knowledge, skills, 

attitudes and habits that allow them to assume leadership roles as practitioners, research collaborators, and advocates. Our emphasis on practice scholarship challenges students to intentionally link occupational therapy theory and practice and to ensure that the best available evidence guides their practice.

The educational philosophy of the Department of Occupational Therapy is organized around five core components, which are integrated into and guide instruction. These include:

- a graded developmental approach to acquiring the knowledge, skills and attitudes to be a practice scholar who reflects on and engages in the scholarly application of occupational therapy and has a skill set to deliver person-centered, evidence-based occupational therapy.

- a concentration on occupation as the link between person and environment and as an organizing framework for understanding the interaction of these factors on occupational performance.

- a central focus on occupation, on humans as occupational beings, and on the complex processes by which people find meaning and health through the interactive person-environment process of 'doing' or engagement in occupations.

- a comprehensive understanding of both personal factors and context or environmental influences on occupational performance and function in the areas of occupation.¹

- an intentional use of engaged, active learning educational pedagogies that embed learning in context.²

Please visit our webpage for full list of citations. http://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/programs-design

Signature of Fieldwork Educator Date

Name of Fieldwork Educator (printed) ___________________________ 

Name of fieldwork site ___________________________

Mail/fax to: Elizabeth D. Deluliis, OTD, OTR/L Duquesne University Health Science Building 600 Forbes Ave Pittsburgh, 15282 Fax: 412-396-4343
Department of Occupational Therapy  
Duquesne University

Dear Level II Fieldwork Educator,

All occupational therapy academic programs are now required by the revised "Standards for an Accredited Education Program for the Occupational Therapist" to assure a documented plan for collaboration between the academic institution and the fieldwork site and verify that all aspects of the fieldwork program are consistent with the academic institution's curriculum design. The objectives for the Level II fieldwork experience for students in Duquesne University's Occupational Therapy Program are listed below.

We will need you to review the objectives, verify that they are currently being met at your fieldwork site and that they are consistent with the educational philosophy and curriculum design of Duquesne University. If you have any changes to the objectives or would like to add additional objectives, please do so below. **We will need you to sign and date this letter, make a copy for your files and return the original to us by mail or fax (412)-396-4343.**

As always, thank you for the invaluable learning experience and support you provide to our students.

C.1.1 Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.

C.1.3 Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.

1. The student will demonstrate competency in utilizing assessment tools and evaluation procedures routinely used by OTRs and COTAs at the fieldwork centers to which they have been assigned.

2. The student will demonstrate proficiency in the analysis, adaptation, grading, and application of therapeutic activities in evaluation and treatment of patients referred for occupational therapy services.

3. The student will demonstrate effective oral and written communication skills as demonstrated by their documentation of service provision; interactions with patients, staff, and other professionals; and dissemination of information.

4. The student will demonstrate professional characteristics including:
   a. the ability to establish and sustain therapeutic relationships
   b. the ability to work as a member of a treatment team (i.e., collaboratively with others, to relinquish or assume responsibility when appropriate, demonstrates an understanding of the roles of other health professionals)
   c. respect for patient confidentiality
   d. the ability to assume an active role in the student-supervisory relationship (i.e., assumes responsibility for maintaining, assessing, and improving self-competency; seeks and utilizes supervision as a tool for self-directed learning)
   e. the development of a positive professional self-image and the development of a broad sense of professional responsibility (i.e., to the occupational therapy community and the community at large, concern for social and health care issues)
   f. the ability to integrate evidence into the selection of appropriate activities for patient/client care.

5. The student will appropriately consider and address psychosocial factors related to client's occupational performance.

6. The student will develop entry level competencies for the Level II fieldwork by the end of the experience (entry level competency is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Evaluation).

Name of Site ____________________ Signature of Fieldwork Educator __________ Date ______________

Return signed form to: Elizabeth Deluiliis, OTD, OTR/L  
Duquesne University, #221 Health Science Building 600 Forbes Ave, Pittsburgh, PA 15282 deiuliise@dug.edu
Introduction:

The primary purpose of the Fieldwork Data Form is to summarize information regarding the program at a fieldwork site. Occupational therapy (OT) and occupational therapy assistant (OTA) students will find valuable information describing the characteristics of the fieldwork setting; the client population; commonly used assessments; interventions; and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the *Occupational Therapy Practice Framework: Domain and Process, 3rd Edition* (American Occupational Therapy Association [AOTA], 2014) terminology and best practice in occupational therapy to promote quality fieldwork experiences. The data gathering processes used in completion of this form entails a collaborative effort that facilitates communication between OT and OTA academic programs, students, and fieldwork educators. This form may be completed by the combined efforts of the fieldwork educator, the OT or OTA student assigned to the site for fieldwork, and/or the Academic Fieldwork Coordinator (AFWC) from the program. Fieldwork sites are encouraged to update the form annually and provide a copy to the educational program(s) where they have a current memorandum of understanding (MOU).

The secondary purpose of the Fieldwork Data Form is to document the connection between the curriculum design of a given OT or OTA educational program with its fieldwork component. The AFWC will use the data entered on the form to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards (ACOTE, 2012). The standards are outlined in Section C of the 2011 ACOTE standards and are denoted on the form. Educational programs can revise the form to suit the needs of their respective fieldwork programs.

The Fieldwork Data Form was developed through the joint efforts of the Commission on Education (COE) and the Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.
AOTA FIELDWORK DATA FORM

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

<table>
<thead>
<tr>
<th>FW I</th>
<th>FW II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Person:</strong></td>
<td><strong>Contact Person:</strong></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td><strong>Phone:</strong></td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><strong>Email:</strong></td>
</tr>
<tr>
<td><strong>Initiation Source:</strong></td>
<td><strong>Corporate Status:</strong></td>
</tr>
<tr>
<td>□ FW Office</td>
<td>□ For Profit</td>
</tr>
<tr>
<td>□ FW Site</td>
<td>□ Nonprofit</td>
</tr>
<tr>
<td>□ Student</td>
<td>□ State Gov’t</td>
</tr>
<tr>
<td>□ Federal Gov’t</td>
<td></td>
</tr>
<tr>
<td><strong>Preferred Sequence of FW:</strong></td>
<td>□ Second/Third only; First must be in:</td>
</tr>
<tr>
<td>□ Full-time only</td>
<td>□ Part-time option</td>
</tr>
</tbody>
</table>

**Director:**  
Phone:  
Fax:  
Website address:  

**OT Fieldwork Practice Settings:**  

**Hospital-based settings**  
- □ Inpatient Acute  
- □ Inpatient Rehab  
- □ SNF/Sub-Acute/Acute Long-Term Care  
- □ General Rehab Outpatient  
- □ Outpatient Hands  
- □ Pediatric Hospital/Unit  
- □ Pediatric Hospital Outpatient  
- □ Inpatient Psychiatric  

**Community-based settings**  
- □ Pediatric Community  
- □ Behavioral Health Community  
- □ Older Adult Community Living  
- □ Older Adult Day Program  
- □ Outpatient/hand private practice  
- □ Adult Day Program for DD  
- □ Home Health  
- □ Pediatric Outpatient Clinic  

**School-based settings**  
- □ Early Intervention  
- □ School  
- □ Other area(s)  
- Please specify:  

**Age Groups:**  
- □ 0–5  
- □ 6–12  
- □ 13–21  
- □ 22–64  
- □ 65+  

**Number of Staff:**  
- □ OTRs:  
- □ OTAs/COTAs:  
- □ Aides:  
- □ PT:  
- □ Speech:  
- □ Resource Teacher:  
- □ Counselor/Psychologist:  
- □ Other:  

**Student Prerequisites (check all that apply)**  
- □ CPR  
- □ Medicare/Medicaid fraud check  
- □ Criminal background check  
- □ Child protection/abuse check  
- □ Adult abuse check  
- □ Fingerprinting  
- □ First aid  
- □ Infection control training  
- □ HIPAA training  
- □ Prof. liability ins.  
- □ Own transportation  
- □ Interview  
- □ HepB  
- □ MMR  
- □ Tetanus  
- □ Chest x-ray  
- □ Drug screening  
- □ TB/Mantoux  
- □ Physical Check up  
- □ Varicella  
- □ Influenza  
- □ Please list any other requirements:  

**Health requirements:**  

Please list how students should prepare for a FW II placement such as doing readings, learning specific evaluations and interventions used in your setting:  

**Student work schedule and outside study expected:**  
- □ Schedule hrs/week/day:  
- □ Do students work weekends? □ yes □ no  
- □ Do students work evenings? □ yes □ no  

**Describe level of supervisory support for student:**  
- □ High  
- □ Moderate  
- □ Low  

**Describe the FW environment/atmosphere for student learning:**  

**Describe available public transportation:**
Types of OT interventions addressed in this setting (check all that apply):

### Occupations; Client-directed occupations that match and support identified participation level goals (check all that apply):

- ACOTE Standards C.1.8, C.1.11, C.1.12

<table>
<thead>
<tr>
<th>Activities of Daily Living (ADL)</th>
<th>Instrumental Activities of Daily Living (IADL)</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathing/showering</td>
<td>Care of others/pets</td>
<td>Formal education participation</td>
</tr>
<tr>
<td>Toileting and toilethgiene</td>
<td>Care of pets</td>
<td>Informal personal education needs or interests exploration</td>
</tr>
<tr>
<td>Dressing</td>
<td>Child rearing</td>
<td>Informal personal education participation</td>
</tr>
<tr>
<td>Swallowing/eating</td>
<td>Communication management</td>
<td>Work</td>
</tr>
<tr>
<td>Feeding</td>
<td>Driving and community mobility</td>
<td>Employment interests and pursuits</td>
</tr>
<tr>
<td>Functional mobility</td>
<td>Financial management</td>
<td>Employment seeking and acquisition</td>
</tr>
<tr>
<td>Personal device care</td>
<td>Health management and maintenance</td>
<td>Job performance</td>
</tr>
<tr>
<td>Personal hygiene and grooming</td>
<td>Home establishment and management</td>
<td>Retirement preparation and adjustment</td>
</tr>
<tr>
<td>Sexual activity</td>
<td>Meal preparation and clean up</td>
<td>Volunteer exploration</td>
</tr>
<tr>
<td>Rest and Sleep</td>
<td>Religious / spiritual activities and expression</td>
<td>Volunteer participation</td>
</tr>
<tr>
<td>Rest</td>
<td>Safety and emergency maintenance</td>
<td>Social Participation</td>
</tr>
<tr>
<td>Sleep preparation</td>
<td>Shopping</td>
<td>Community</td>
</tr>
<tr>
<td>Sleep participation</td>
<td></td>
<td>Family</td>
</tr>
<tr>
<td>Play</td>
<td></td>
<td>Peer/friend</td>
</tr>
<tr>
<td>Play exploration</td>
<td></td>
<td>Education: describe</td>
</tr>
<tr>
<td>Play participation</td>
<td></td>
<td>Training: describe</td>
</tr>
<tr>
<td>Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement</td>
<td>Preparatory Methods and Tasks: Methods, adaptations and techniques that prepare the client for occupational performance</td>
<td>Advocacy: describe</td>
</tr>
<tr>
<td>Practicing an activity</td>
<td>Preparatory tasks</td>
<td>Group Interventions: describe</td>
</tr>
<tr>
<td>Simulation of activity</td>
<td>Exercises</td>
<td></td>
</tr>
<tr>
<td>Role play</td>
<td>Physical agent modalities</td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td>Splinting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistive technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wheelchair mobility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examples:</td>
<td></td>
</tr>
</tbody>
</table>

### Method of Intervention

<table>
<thead>
<tr>
<th>Direct Services/Caseload for entry-level OT</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-to-one:</td>
</tr>
<tr>
<td>Small group(s):</td>
</tr>
<tr>
<td>Large group:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discharge/Outcomes of Clients (% clients)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
</tr>
<tr>
<td>Another medical facility</td>
</tr>
<tr>
<td>Home health</td>
</tr>
</tbody>
</table>

### Outcomes of Intervention

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

### OT Intervention Approaches

- Create, promote health/habits
- Establish, restore, remedy
- Maintain
- Modify, facilitate compensation, adaptation
- Prevent disability

### Theory/Frames of Reference/Models of Practice

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

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

<table>
<thead>
<tr>
<th>Identify safety precautions important at your FW site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medications</td>
</tr>
<tr>
<td>Postsurgical (list procedures)</td>
</tr>
<tr>
<td>Contact guard for ambulation</td>
</tr>
<tr>
<td>Fall risk</td>
</tr>
<tr>
<td>Other (describe):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theory/Frames of Reference/Models of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swallowing/choking risks</td>
</tr>
<tr>
<td>Behavioral system/ privilege level (locked areas, grounds)</td>
</tr>
<tr>
<td>Sharps count</td>
</tr>
<tr>
<td>1 to 1 safety/suicide precautions</td>
</tr>
</tbody>
</table>
Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply): ACOTE Standard C.1.12

<table>
<thead>
<tr>
<th><strong>Performance Skills:</strong></th>
<th><strong>Client Factors:</strong></th>
<th><strong>Context(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor skills</td>
<td>Values</td>
<td>Cultural</td>
</tr>
<tr>
<td>Process skills</td>
<td>Beliefs</td>
<td>Personal</td>
</tr>
<tr>
<td>Social interaction skills</td>
<td>Spirituality</td>
<td>Temporal</td>
</tr>
<tr>
<td></td>
<td>Mental functions (affective, cognitive, perceptual)</td>
<td>Virtual</td>
</tr>
<tr>
<td></td>
<td>Sensory functions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Neurumusculoskeletal and movement-related functions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Muscle functions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Movement functions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cardiovascular, hematological, immunological, and respiratory system functions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Voice and speech functions; digestive, metabolic, and endocrine system functions;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skin and related-structure functions</td>
<td></td>
</tr>
</tbody>
</table>

Performance Patterns:

**Person:**
- Habits
- Routines
- Rituals
- Roles

**Group or Population:**
- Habits
- Routines
- Rituals
- Roles

Client Factors:
- Values
- Beliefs
- Spirituality
- Mental functions (affective, cognitive, perceptual)
- Sensory functions
- Neurumusculoskeletal and movement-related functions
- Muscle functions
- Movement functions
- Cardiovascular, hematological, immunological, and respiratory system functions
- Voice and speech functions; digestive, metabolic, and endocrine system functions;
- Skin and related-structure functions

Context(s):
- Cultural
- Personal
- Temporal
- Virtual

**Environment:**
- Physical
- Social

Most common services priorities (check all that apply):
- Direct service
- Meetings (team, department, family)
- Consultation
- Discharge planning
- Client education
- In-service training
- Roles
- Evaluation
- Intervention
- Billing

Target caseload/productivity for fieldwork students:

Productivity (%) per 40-hour work week:

Caseload expectation at end of FW:

Productivity (%) per 8-hour day:

Number groups per day expected at end of FW:

Documentation: Frequency/Format (briefly describe):
- Handwritten documentation:
- Computerized medical records:
- Time frame requirements to complete documentation:

Target caseload/productivity for fieldwork students:

Productivity (%) per 40-hour work week:

Caseload expectation at end of FW:

Productivity (%) per 8-hour day:

Number groups per day expected at end of FW:

Student Assignments. Students will be expected to successfully complete:
- Research/EBP/Literature review
- In-service
- Case study
- In-service participation/grand rounds
- Fieldwork project (describe):
- Field visits/rotations to other areas of service
- Observation of other units/disciplines
- Other assignments (please list):

Administrative/Management Duties or Responsibilities of the OT/OTA Student:
- Schedule own clients
- Supervision of others (Level I students, aides, OTA, volunteers)
- Budgeting
- Procuring supplies (shopping for cooking groups, client/intervention-related items)
- Participating in supply or environmental maintenance
- Other:
OPTIONAL DATA COLLECTION:
The question includes in this section may be used by academic programs to demonstrate compliance with the Accreditation Council for Occupational Therapy Education (ACOTE) Standards documentation for fieldwork.

1. Please identify any external review agencies that accredit / recognize this FW setting and year of accreditation/ recognition. Examples: JCAHO, CARF, Department of Health, etc.

   Agency for External Review: (name)  
   Year of most recent review:  
   Summary of outcomes of OT Department review:

   Agency for External Review: (name)  
   Year of most recent review:  
   Summary of outcomes of OT Department review:

   Agency for External Review: (name)  
   Year of most recent review:  
   Summary of outcomes of OT Department review:

2. Describe the fieldwork site agency stated mission or purpose (can be attached).

3. OT Curriculum Design Integrated with Fieldwork Site (insert key OT academic curricular themes here)  
   ACOTE Standards C.1.2, C.1.3, C.1.7, C.1.8, C.1.11, C.1.12  
   a. How are occupation-based needs evaluated and addressed in your OT program??  
   b. Describe how you seek to include client-centered OT practice. How do clients participate in goal setting and intervention activities?  
   c. Describe how psychosocial factors influence engagement in occupational therapy services.  
   d. Describe how you address clients’ community-based needs in your setting.

4. How do you incorporate evidence-based practice into interventions and decision making? Are FW students encouraged to provide evidence for their practice?  
   ACOTE Standards C.1.3, C.1.11

5. Please describe the FW Program and how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, and monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of an entry-level job description with essential job functions to the AFWC.  
   ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.4, C.1.8, C.1.9

6. Please describe the background of supervisors by attaching a list of practitioners who are FW educators including their academic program, degree, years of experience since initial certification, and years of experience supervising students).  
   ACOTE Standards C.1.9, C.1.14, C.1.17, C.1.19

7. Describe the training provided for OT staff for effective supervision of students (check all that apply).  
   ACOTE Standards C.1.9, C.1.15, C.1.16
   □ Supervisory models  
   □ Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation–FWPE, the Student Evaluation of Fieldwork Experience–SEFWE, and the Fieldwork Experience Assessment Tool–FEAT)  
   □ Clinical reasoning  
   □ Reflective practice  
   Comments:
8. Please describe the process for record keeping of supervisory sessions with a student, the student orientation process to the agency, OT services, and the fieldwork experience. *ACOTE Standards C.1.2, C.1.3, C.1.10*

**Supervisory Patterns–Description** (respond to all that apply)

- ☐ 1:1 Supervision model:
- ☐ Multiple students supervised by one supervisor:
- ☐ Collaborative supervision model:
- ☐ Multiple supervisors share supervision of one student; number of supervisors per student:
- ☐ Non-OT supervisors:

9. Describe funding and reimbursement sources and their impact on student supervision.

**STATUS/TRACKING INFORMATION SENT TO FACILITY:**

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

*ACOTE Standard C.1.6*

**Which documentation does the fieldwork site need?**

- ☐ Fieldwork Agreement/Contract?
- **OR**
- ☐ Memorandum of Understanding (MOU)?

**Which FW Agreement will be used?:** ☐ OT Academic Program Fieldwork Agreement ☐ Fieldwork Site Agreement/Contract

<table>
<thead>
<tr>
<th>Title of parent corporation (if different from facility name):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of business organization (Corporation, partnership, sole proprietor, etc.):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State of incorporation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork site agreement negotiator:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address (if different from facility):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of student:</th>
<th>Potential start date for fieldwork:</th>
</tr>
</thead>
</table>

Any notation or changes that you want to include in the initial contact letter:

**Information Status** *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.8, C.1.10, C.1.10*

- ☐ New general facility letter sent:
- ☐ Level I Information Packet sent:
- ☐ Level II Information Packet sent:
- ☐ Mail contract with intro letter (sent):
- ☐ Confirmation sent:
- ☐ Model behavioral objectives:
- ☐ Week-by-week outline:
- ☐ Other information:
- ☐ Database entry:
- ☐ Facility information:
- ☐ Student fieldwork information:
- ☐ Make facility folder:
- ☐ Print facility sheet:

Revised 7/23/2019
The Personal Data Sheet is a self-profile sent to your FW sites prior to your arrival. It provides the FWed/Site with information about you that will familiarize them with your learning style and your supervisory preferences. It should be well written and informative. It is also used to maintain updated contact information over the course of the Program.

1. The Personal Data Sheet will be used consistently for FW I and FW II. Students should retain an electronic copy of their data sheet, as the AFWC will require updates for each fieldwork experience. This is necessary because of changes in contact information over the 30 months of the program.

2. Please submit your personal data sheet electronically to the AFWC by the deadlines specified.

3. The initial draft is due to the AFWC on the due date. If additional information is needed, you will be asked to revise it.

4. The “Additional Comments” section should be single-spaced and limited to the available space. Only one set of comments will be written so your comments must apply to both FW II settings.

5. The comments section is important to fill out. You may want to state your goals for fieldwork. You can do this without being population specific, if you want. When you write something like "I'm very interested in pediatrics", think about what your physdys or MH supervisor would think if you don't indicate interest in their arena as well. Consider the following points when you compose your “Comments” section:
   - What are your goals and expectations for your FW II experiences?
   - How do you best learn? Discuss your needs for structure, freedom, independence, etc.
   - What are your major academic strengths?
   - What might be areas of difficulty for you?
   - How do you envision the supervisory process?
   - Describe your interpersonal style (manner of relating to others including peers, authority; ability to engage; ease of communication, etc.)

6. You must fill out the date of your most recent 2-step PPD test.

7. Your Personal Data Form must fit on 2 pages.

8. Be sure to include all Level I and all Level II (anticipated) information on both the resume and form.
9. Check for spelling and grammatical errors; I will not be reading at that level of detail and I'm sure I won't catch them all. Please have someone proof read for you.

10. Must be typed - no handwritten copies

11. Many of you had a PPD test before you entered or shortly after. That means you may need a new one for your 2nd placement.

12. **Resumes: will be required for FW II.** Students must submit them electronically to the AFWC by the deadline requested. Resume should be visually appealing, so formatting should be considered. Resumes should be no more than 2 pages in length.
PERSONAL INFORMATION
Name: ______________________________________________________

Mailing Address: __________________________________________

Phone Number: ____________________________________________

DU Email Address: _________________________________________

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

Education Information
1. Anticipated month & year of graduation with Master’s Degree: ________________

2. Prior degrees obtained: _________________________________________________

3. Foreign languages read: _______________ Spoken: _______________

HEALTH INFORMATION
1. Name of health insurance provider: _________________________________

   Group # ___________________ Subscriber # _______________________

2. Date of last 2-step TB test: ________________________________

3. Do you hold a current CPR certification card? Yes ______ No ______

   Date of expiration: ________________________________

RELATED WORK/VOLUNTEER EXPERIENCE:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
LIST NAME OF FACILITY FOR ALL FIELDWORK EXPERIENCES:
FW I  Dec 16 - 20, 2019
FW III April 27 – May 1, 2020
FW IV June 29 – Sept 18, 2020
FW V Sept 28 – Dec 18, 2020

PERSONAL PROFILE

1. Strengths: ______________________________________________________
   ______________________________________________________

2. Special Skills or interests:
   ______________________________________________________

3. Describe your preferred learning style:
   ______________________________________________________

4. Describe your preferred style of supervision:
   ______________________________________________________

5. Will you have your own transportation during your affiliation?  
   Yes___No_____

6. (Optional) Are there any disability-related challenges that will impact your ability to complete fieldwork?  
   ______________________________________________________

ADDITIONAL COMMENTS:

Student signature below acknowledges accuracy of information on this form

__________________________ Signature of OTS  ______________________ Date
Occupational Therapy Doctoral Capstone Experience Behavioral Objectives

Dear Site Mentor:

All occupational therapy academic programs are required by ACOTE (2018) to assure a documented plan for collaboration between the academic institution and the site and verify that all aspects of the doctoral capstone are consistent with the academic institution’s curriculum design. (Standard D.1.1 & D.1.2)

The objectives for the 14-week Doctoral Capstone Experience for OTD students in Duquesne University’s Occupational Therapy Program are listed below. In addition, you will see that there is space provided for the OTD Student and you, the Site Mentor, to mutually decide upon 3 student-specific objectives that would be achievable within the 14-week experience.

Please collaborate with the OTD Student in setting student-specific learning objectives. Please sign and date this form, (verifying that these objectives can be met at your site) make a copy for your files, and return the original to us by email (cookak@duq.edu) or fax 412-396-4343. As always, thank you for the invaluable learning experience and support you provide to our students!

The OTD student will:

1. Demonstrate effective communication skills and work interprofessionally with those who receive and provide care/services

2. Display positive interpersonal skills and insight into one’s professional behaviors to accurately appraise one’s professional disposition strengths and areas for improvement.

3. Exhibit the ability to practice educative roles for consumers, peers, students, interprofessionals and others

4. Develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.

5. Apply a critical foundation of evidence based professional knowledge, skills, and attitudes.

6. Apply principles and constructs of ethics to individual, institutional and societal issues, and articulate justifiable resolutions to these issues and act in an ethical manner.

7. Perform tasks in a safe and ethical manner and adheres to the site’s policies and procedures, including those related to human subject research when relevant

8. Demonstrate competence in following program methods, quality improvement and/or research procedures utilized at the site.
9. Learn, practice, and apply knowledge from the classroom and practice settings at a higher level than prior fieldwork experiences with simultaneous guidance from Site Supervisor and DU OT Faculty.

10. Relate theory to practice and demonstrate synthesis of advanced knowledge in a specialized practice area through completion of a doctoral field experience and scholarly project.

11. Acquire in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

12. (Student identified objective)

13. (Student identified objective)

14. (Student identified objective)

I agree with the above stated objectives and feel that all learning objectives are obtainable within the established timeframe and encompass all aspects of the OTD student role at this site.

Name of Site ___________________________ Signature of Site Mentor ___________________________ Date ____________

Mail to:
Ann Cook, OTD, OTR/L
Duquesne University #216 Health Science Building
600 Forbes Ave
Pittsburgh, PA 15282
Or fax to: 412-396-4343
Course Instructor/Capstone Coordinator
Ann Cook, OTD, OTR/L
Phone: (412) 396-4216
Fax: (412) 396-4343
Email: cooka3@duq.edu
Office Hours: 12 p.m. – 1 p.m. Tuesday/Thursday (can be accessed virtually via ZoomMeeting link on BlackBoard or in-person) or by appointment

Course Description
Students pursuing an occupational therapy doctoral degree (OTD) are required to complete a 14-week Doctoral Capstone Experience (DCE). The goal of this capstone experience is to develop occupational therapists with in-depth skills (those beyond a generalist level), and it is integral to acquiring deeper practice-scholar competencies as reflected in the program’s curriculum design.

This 12-credit course provides an in-depth, customized experience specific to the doctoral pursuit of the occupational therapy student, and the opportunity to extend and refine knowledge and skills acquired in the curriculum. Students may participate in learning experiences that include a focus on theory development, research, policy, advanced clinical practice, advocacy, teaching, administration, leadership, etc. Each OTD student must successfully complete a minimum of 14 weeks (560 hours) of the DCE.

ACOTE Objectives: C.2.0, C.2.1, C.2.2, C.2.3, C.2.4, C.2.5

<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist</th>
<th>Related Forms &amp; Assignments</th>
</tr>
</thead>
</table>
| C.2.0           | The goal of the DCE is to develop occupational therapists with advanced skills (those that are beyond a generalist level). The DCE shall be an integral part of the program’s curriculum design and shall include an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. The student must successfully complete all coursework and Level II fieldwork and pass a competency requirement prior to the commencement of the DCE. The specific content and format of the competency requirement is determined by the program. Examples include a written comprehensive exam, oral exam, NBCOT certification exam | - BlackBoard Discussion Board
                                        - Journal Reflection Postings |
| C.2.1 | Ensure that the DCE is designed and administered by faculty and provided in setting(s) consistent with the program’s curriculum design, including individualized specific objectives and plans for mentorship. | • OTD DCE Behavioral Objectives  
• DU Faculty Capstone Mentor Approval Form |
| C.2.2 | Ensure that there is a memorandum of understanding that, at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. | • External Mentor Agreement Form with Resume  
• Site Mentor Agreement Form with Resume |
| C.2.3 | Require that the length of this DCE be a minimum of 14 weeks (560 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and culminating project. No more than 20% of the 560 hours can be completed outside of the mentored practice setting(s). Prior fieldwork or work experience may not be substituted for this DCE. | • DCE Action Plan  
• OTD DCE Behavioral Objectives  
• Log of DCE Hours |
| C.2.4 | Ensure that the student is mentored by an individual with expertise consistent with the student’s area of focus. The mentor does not have to be an occupational therapist. | • External Mentor Agreement Form with Resume  
• Site Mentor Agreement Form with Resume |
| C.2.5 | Document a formal evaluation mechanism for objective assessment of the student’s performance during and at the completion of the DCE. | • DCE Evaluation of the OTD Student |

**Placement Dates:**
Summer semester of doctoral year (14 weeks)

*Note that these dates are flexible based on the doctoral capstone experience site’s needs but any change in dates must be pre-approved by the Capstone Coordinator.

**Prerequisite Courses**
OTD students must successfully complete all Level II fieldwork experiences and all previous coursework prior to the DCE including ALL Capstone Project requirements thus far. It is highly recommended that the OTD student complete at least 1 clinically-based FW II prior to the DCE. Prior fieldwork or work experience may NOT be substituted for this capstone experience. Students wishing to utilize their current work setting to satisfy the 14-week requirement must seek approval from the Capstone Coordinator and/or Department Chair, and additional experiential activities and learning objectives must be established. All university, RSHS, and site-specific health/security requirements must be in place and in good standing before the student can begin the DCE.

**Doctoral Capstone Experience Behavioral Learning Objectives:**
The OTD student will:
1. Demonstrate effective communication skills and work interprofessionally with those who receive and provide care

2. Display positive interpersonal skills and insight into one’s professional behaviors to accurately appraise one’s professional disposition strengths and areas for improvement

3. Exhibit the ability to practice educative roles for consumers, peers, students, interprofessionals, and others

4. Develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities

5. Apply a critical foundation of evidence-based professional knowledge, skills, and attitudes

6. Apply principles and constructs of ethics to individual, institutional and societal issues, and articulate justifiable resolutions to these issues and act in an ethical manner

7. Perform tasks in a safe and ethical manner and adheres to the site’s policies and procedures, including those related to human subject research when relevant

8. Demonstrate competence in following program methods, quality improvement, and/or research procedures utilized at the site

9. Learn, practice, and apply knowledge from the classroom and practice settings at a higher level than prior fieldwork experiences with simultaneous guidance from Site Mentor, External Mentor, and DU OT Faculty

10. Relate theory to practice and demonstrate synthesis of advanced knowledge in a specialized practice area through completion of a doctoral field experience and scholarly project

11. Acquire in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development

In addition to the above DU OTD Behavioral objectives to guide the DCE, OTD Students and the Site Mentor will mutually decide upon 3 individualized student-learning objectives to customize the concentration of the doctoral capstone experience to the learning needs and interest of the OTD student.

**Text Book(s):**
Students are required to refer to the DU OT FW Education & OTD DCE Policy Manual and have all course related textbooks, notes, articles, and related resources available to them throughout the residency experience. A link to the DU OT FW Education & DCE Policy Manual can be found here: [http://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/fieldwork-manual](http://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/fieldwork-manual)

**Course Materials**
• OTD DCE Course BlackBoard Site
• DU OT FW Education & OTD DCE Policy Manual
• DCE Objectives
• DCE Action Plan
• DCE Data Form
• DCE Evaluation of the OTD Student
• OTD Student Evaluation of DCE
• DU Faculty Capstone Mentor Approval Form (previously completed)
• DCE Site Mentor Agreement Form with Resume
• DCE External Mentor Agreement Form with Resume
• Log of DCE Hours

Learning Activities/Assignments
BlackBoard discussion reflection and journal postings 25%
Submission and approval of DCE Objectives 25%
Submission of required agreements, contact info., and data forms 50%
DCE Evaluations (see below) P/F

All assignments, except the Evaluation Forms, must receive a 70% of higher to receive an overall final passing grade for the course.

BlackBoard Discussion Reflection Postings
Blackboard postings are completed throughout the semester in order to further integrate and understand the course content. The learning that takes place depends on a dynamic discussion. Throughout the semester students will post and respond to Bb discussion questions. In order to promote the sharing of ideas, you are expected to make an initial posting, respond to at least 3 postings from classmates, and respond to classmates who have posted on your initial post for each forum.

Each discussion will run the course of one week. On weeks with a discussion (see schedule posted below), each discussion prompt will be released Sunday at 12:00 p.m. (noon) for the following week. Students’ initial post in response to the discussion prompt is due by Tuesday 12:00 p.m. (noon) EST but can be posted sooner. Initial responses to classmate due on scheduled weeks by Thursday 12:00 p.m. (noon) EST. All final postings should be submitted by Saturday 12:00 (noon) EST.

Students are expected to exhibit appropriate, engaged, professional student behavior by regularly posting to the discussion forum. Additionally, students are expected to:
(a) complete an initial posting that makes a clear point, supported by experiences and evidence-based/peer-reviewed literature, but is no more than 150 words
(b) attend and log on to the online classroom by submitting all required postings and assignments on or before the due date
(c) actively and appropriately participate in the online environment discussions with evidence of critical thinking
(d) Failure to post and meet the required number of posts will lower the total percentage by 2% for each offense (e.g. 25% to 23% the first time)
Peer feedback: Your reply postings may be brief but must be substantive, no more than 75 words. “Substantive” means that the posting clearly demonstrates critical thinking by expanding the discussion – not “Great job” or “Sounds like an interesting idea.” For example: raise a question to move the discussion forward; share evidence-based literature related to the topic; relate a similar experience and how you were affected; offer clinical advice or suggestions based on evidence and/or experience. Reflection and evidence of student learning is expected. Participation in discussions and postings must be professional and respectful of all (peers and faculty).

Grading of discussion: Faculty will assign point scores (0-10) based on quality of responses. Exemplary responses include insight, integration of material, additional evidence-based/peer-reviewed references, responding to multiple postings, and dialoguing. See rubric on BlackBoard for criteria and point values.

BlackBoard Journal Postings

Journal entries are to be completed throughout the semester in order to further integrate and understand the course content, as well as to explore your own growth and competencies. The journals are meant to be reflective in nature. Throughout the semester students will post and respond to private journal prompts. Only the student and faculty will be able to access the students’ journal prompts.

You will have one week to respond to the prompt. On weeks with a journal prompt (see schedule posted below), the prompt will be released Sunday at 12:00 p.m. (noon) for the following week. Students’ reflection will be due the following Saturday at 12:00 p.m. (noon) but may be posted sooner.

Your journal is different from a discussion board posting. It is to be thoughtful, reflective, and honest. The length of the post is flexible, as some prompts may ask for more information, or you may feel motivated to expand on one topic more than another.

Grading of journals: Faculty will assign point scores (0-10) based on quality of responses. Exemplary responses include insight, reflection, and discussion of challenges and growth with specific examples. See rubric on BlackBoard for criteria and point values.

Grading for Course:

H Honors
P Pass
F Fail

Requirements for successful completion of the DCE include the following:

1. Satisfactory completion of the 14 week, full-time experience
2. Satisfactory completion and submission of all learning objectives, learning activities, and evidence via completion of the DCE Evaluation of the OTD Student Form
3. Satisfactory completion of all required assignments
4. Completion of the Student Evaluation of DCE Form

The Capstone Coordinator will be responsible for assigning the final grade for the DCE. This course will be graded by the following distinctions: Honors, Pass or Fail.
| Honors          | Beyond Exceeded Score for 80% of DCE Evaluation of the OTD Student  
|                 | Exceptional Comments on DCE Evaluation of the OTD Student         | 95 – 100% on Assignments |
| Pass            | Beyond Exceeded and met for 70% of DCE Evaluation of the OTD Student  
|                 | Above average comments on DCE Evaluation of the OTD Student         | 80-94% on Assignments   |
| Fail/Not Pass   | Did not receive a passing score on DCE Evaluation of the OTD Student | Did not turn in assignments, or missed the assignment deadlines |

**Course Policy and Procedures**

All occupational therapy students are responsible for being familiar with and ensuring that the policies and procedures stated in University, School and Department student handbooks and procedures publications are adhered to:

1. Uphold all of the rights, responsibilities and ethical behaviors of the University and the Code of Ethics for the Occupational Therapy Profession in all activities related to this course as defined in the student handbook. [http://www.duq.edu/Documents/occupational-therapy/Fieldwork-Education/OT%20student%20handbook%202015.pdf](http://www.duq.edu/Documents/occupational-therapy/Fieldwork-Education/OT%20student%20handbook%202015.pdf)

2. Follow all academic policies, rules and regulations as defined in the Student Handbook. [http://www.duq.edu/Documents/occupational-therapy/Fieldwork-Education/OT%20student%20handbook%202015.pdf](http://www.duq.edu/Documents/occupational-therapy/Fieldwork-Education/OT%20student%20handbook%202015.pdf)

3. Occupational therapy students are expected to be an active member of the America Occupational Therapy Association throughout this course. [www.aota.org](http://www.aota.org)

4. Follow all policies & procedures as defined in DU OT FW/DCE Policy Manual, including signed acknowledgement which can be found at: [http://www.duq.edu/Documents/occupational-therapy/Fieldwork-Education/FW%20DEC%20MANUAL%2002%202016.pdf](http://www.duq.edu/Documents/occupational-therapy/Fieldwork-Education/FW%20DEC%20MANUAL%2002%202016.pdf)

5. **Attendance.** Attendance is required for all clinical education experiences. *see DUOT FW/DCE Policy Manual for specifics*

6. **Supervision.** The OTD student should be mentored by an individual with expertise consistent with the student’s area of focus. The DCE site will provide mentorship to OTD students on site by a qualified and competent (but not necessarily an occupational therapy practitioner) personnel. This individual assists the OTD student in applying knowledge to practical situations; develop problem solving skills and learning practical competencies. This individual will be called the Site Mentor. The site mentor will instruct and orient the OTD Student as needed to perform specific negotiated learning activities consistent with the student’s learning objectives. Direct clinical practice activities performed by the OTD student should be supervised by a professional who meets the state and national requirements to perform the area of practice. When the most appropriate professional to mentor students performing direct clinical practice activities is an occupational therapist,
then the mentoring occupational therapist must meet the state regulations and have a minimum of one year practice experience post initial NBCOT certification.

7. **Confidentiality.** Students are required to maintain confidentiality in both the clinical and academic settings in compliance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) regulations. *see DU OT FW/DCE Policy Manual for specifics*

8. **Critical Incidents.** Students are required to report critical incidents to the Doctoral Capstone Coordinator. When the incident occurs, the student should notify the site mentor and Capstone Coordinator. The student should complete an incident report as directed by the site and facility policy. The student is then to contact the Capstone Coordinator. Critical incidents include: patient falls, patient injured, patient upset with student, and other incidents considered critical. If a student is unsure if an incident is considered critical, they are to contact the Capstone Coordinator.

9. **Professional Attire.** See DU OT FW/DCE Policy Manual and site-specific expectations

10. **Recognize learning problems and seek assistance.** Students are expected to recognize when they are experiencing a learning problem and ask the site mentor for assistance. Notify the Doctoral Capstone Coordinator if any problems/concerns arise while on the capstone experience, and after seeking assistance from site mentor.

11. **Assignments.** Specific assignment criteria are listed in the grading matrix. Assignments must be completed by the due date in order to seek potential for full credit.

12. **Correspondence** Maintain appropriate and timely correspondence with Capstone Coordinator and other DU faculty while on the DCE (including but not limited to: returning phone calls, responding to emails etc, checking related BlackBoard sites…in a consistent and timely manner). It is expected that students respond to phone-call or email within 48 hours.

13. Check DU email and DCE BlackBoard site on regular basis to ensure appropriate communication and notification

14. **Online participation** – Students are expected to participate fully in discussion board postings on BlackBoard when requested.

15. **Disability accommodation.** Students with disabilities as defined by the Americans with Disabilities Act of 1990 (ADA), and who require special accommodations, are to provide the required data by law. Reasonable accommodations will be made in accordance with the documented disability.

16. **Electronic/Communication Devices.** As a courtesy to everyone involved in the course and as per the John G. Rangos Sr. School of Health Sciences Academic Student Handbook electronic devices such as beepers and cell phones are to be turned off (no sound, vibration, or text) during fieldwork/DCE education. In many clinical sites, electronic devices are prohibited from use and may cause technical difficulties with medical equipment.
17. **Students with Special Needs.** Any student who requires assistance to accommodate a documented special need should inform the Capstone Coordinator. If you need additional assistance contact the Office of Freshman Development and Special Student Services.

18. **Academic Dishonesty.** Cheating will not be tolerated under any circumstances. Issues of academic improprieties will be addressed according to the guidelines outlined in the RSHS Student Handbook.

19. **Professional Behavior Policy.** Violations of the professional behavior policy appearing in the Program in Occupational Therapy manual will initiate the professional behavioral protocol described in the DU OT FW/DCE Policy Manual.

**STUDENT RESOURCES**

1. Students are encouraged to create informal learning groups to facilitate learning of course material. The Learning Skills Center offers a broad range of programs including skill assessment, learning strategies and techniques, and tutoring. [http://www.duq.edu/life-at-duquesne/student-services/tutoring-and-mentoring](http://www.duq.edu/life-at-duquesne/student-services/tutoring-and-mentoring)

2. The University Counseling Center offers personal and career counseling, workshops and support groups. [http://www.duq.edu/counseling/](http://www.duq.edu/counseling/)

3. The Writing Center provides students assistance with their writing including writing tutors and proofreading guidelines. [http://www.duq.edu/writing-center/](http://www.duq.edu/writing-center/)

4. The Office of Multicultural Affairs provides individual counseling and workshop on adjustment to college life, success habits, goal setting and financial aid. [http://www.duq.edu/multicultural-affairs/](http://www.duq.edu/multicultural-affairs/)

5. Students requiring educational accommodations or considerations should contact the [Office of Freshman and Special Student Services](http://www.duq.edu/life-at-duquesne/student-services/special-student-services) (OFSS) at 309 Duquesne Union (x 6657). The OFSS will evaluate the student’s request and when appropriate, send a confidential letter to the instructor outlining approved accommodations. When the instructor has received this official notification, the student and instructor can meet to coordinate reasonable accommodations as approved by OFSS [http://www.duq.edu/life-at-duquesne/student-services/special-student-services](http://www.duq.edu/life-at-duquesne/student-services/special-student-services)

6. Occupational Therapy Classrooms and laboratories are equipped with *Laboratory and Safety Policy Manuals* that contain emergency and safety guidelines, RSHS certified Profile Screening process, OT student health status procedures, use of assessment resources and lab equipment, material safety data sheet form, and manuals related to therapeutic equipment available for use in the respective classroom. Students are encouraged to access the manual as needed as well as seek clarification from faculty.

**TECHNOLOGY**

The most essential requirements are a good Internet connection and good computer. Technologically speaking, the items will most influence your experience with online education. It is highly recommended that you have a DSL or Cable Internet connection; a Dial-up connection will
work but access will be slow and you may be frustrated with download and upload speeds for course materials and activities. Suggested hardware, peripherals and software applications are listed below. Please note that a tablet such as an iPad is not adequate to meet the requirements.

<table>
<thead>
<tr>
<th>Hardware and Peripherals</th>
<th>Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Windows 7 or later or Mac OS X 10.10 or later</td>
<td>• PC - Microsoft Office 2010 or later</td>
</tr>
<tr>
<td>• Intel Core i5 processor or higher</td>
<td>• Mac - Microsoft Office 2011 or later</td>
</tr>
<tr>
<td>• 8GB RAM or greater recommended</td>
<td>• Java version 8 or greater</td>
</tr>
<tr>
<td>• Cable/DSL broadband connection or better</td>
<td>• Adobe® Reader DC or later</td>
</tr>
<tr>
<td>• Webcam for video conferencing</td>
<td>• Microsoft® Internet Explorer 11.0 or later (Windows only)</td>
</tr>
<tr>
<td>• Headphones or speakers</td>
<td>• Apple Safari (Mac only)</td>
</tr>
<tr>
<td>• Inkjet or laser printer</td>
<td>• Mozilla Firefox</td>
</tr>
<tr>
<td></td>
<td>• Google Chrome</td>
</tr>
</tbody>
</table>
Assignments and Due Dates While On DCE*

PLEASE NOTE: THE COURSE INSTRUCTOR RESERVES THE RIGHT TO AMEND THE COURSE SCHEDULE AS NEEDED. AN UPDATED SYLLABUS/SCHEDULE WILL BE PROVIDED TO YOU SHOULD THIS OCCUR.

Weekly

*Note – if you negotiated a different start date/end date for your DCE, you should follow the BlackBoard discussions and journal entries at the same time as your cohort; However, paperwork should be completed according to your altered schedule. Please contact the primary instructor with any questions.

If your site mentor prefers to review and sign off on your hours each week, then at the end of every week have your site mentor sign off on your hours; otherwise, follow the weekly outline below which requires a periodic review of hours.

Prior to DCE

Journal Entry

Discussion Board Participation

Week 1

Forms (Copies may be uploaded to Blackboard.)
- OTD DCE Behavioral Objectives & DCE Action Plan
- DCE Data Form
- External Mentor Agreement Form with Resume (within first two weeks or when applicable)
- Log of DCE Hours with Signature from Site Mentor

Week 3

Journal Entry

Forms (Copies may be uploaded to Blackboard.)
- Log of DCE Hours with Signature from Site Mentor

Week 5

Discussion Board Participation

Week 7

Forms (Copies may be uploaded to Blackboard.)
- DCE Evaluation of the OTD Student
- Log of DCE Hours with Signature from Site Mentor

Week 9
Journal Entry

Forms (Copies may be uploaded to Blackboard.)
- Update Log of DCE Hours with Signature from Site Mentor

Week 11

Discussion Board Participation

Week 14

Journal Entry

Forms (Copies may be uploaded to Blackboard.)
- DCE Evaluation of the OTD Student (this should include the original midterm grades)
- OTD Student Evaluation of DCE
- Log of DCE Hours with Signature from Site Mentor
1. Student Name:

Please complete this survey in order to define the area of interest for your doctoral experiential. According to ACOTE, the goal of the doctoral experiential component is to develop an occupational therapist with skills that are more advanced (skills that are beyond the generalist level). (C.2.0).

2. Choose the top 3 areas of interest for your doctoral experiential component.

- Research (collaborating with researchers on a particular project of interest, conducting research as it pertains to practice - scholarship. Ex: Constraint induced movement therapy compared to robotics in improving AROM of affected extremity)
- Policy (analyzing local, state, or national health care policy, proposing a change in the policy. Ex: collaborating with recognized individuals to lobby for change related to a current policy)
- Advanced Clinical Practice (gaining advanced skills by working with a specific population as overseen by expert mentor. Ex: Hand therapy, work hardening programs, NICU)
- Advanced Community Practice (working with underserved populations or community settings in which the need for OT is emerging. Ex: establishing new relationship with a community site, identifying the need for OT, implementing a sustainable program at the site)
- Advocacy (advocating for the profession at the state or federal level. Ex: representing the profession at legislative meetings)
- Education (gaining knowledge related to the role of the educator as well as advanced skills related to academia, such developing curriculum and mentoring students. Ex: developing and delivering a continuing education course)
- Administration (collaborating with distinguished OTs who manage private practices and OT departments or specialized sites. Ex: gaining skills related to billing, insurance, and entrepreneurship)
- Leadership (developing skills to lead and represent the profession at the national and international level. Ex: serving on the board of an organization or developing information and presenting at a conference)
- Theory Development (actively working with individuals to test models related to occupational therapy in regards to specific types of intervention. Ex: analyzing neurodevelopment treatment techniques and outcomes)
- Other (please describe)

3. Of the three answers you chose above, please rank them in order of priority.

#1

#2

#3
4. In what type of practice setting would you like to complete your doctoral experiential component? (You may select more than one.)

- Inpatient adult/geriatric
- Skilled Nursing Facility
- Home health agency
- School-based pediatrics
- Early intervention
- Outpatient adult
- Outpatient pediatric
- Inpatient pediatric
- Academia
- Community setting
- Other (please specify)

5. Please describe your rationale as it pertains to your area of interest.

6. Please select your preference for the location of your experiential. Keep in mind that housing and transportation is your responsibility.

   - Greater Pittsburgh Area
   - Hometown
   - No preference
   - Other (please specify)

7. If you chose your hometown or other in Q5, please list the city, state, and zip code.
Please complete this survey in order to define the area of interest for your doctoral experiential. According to ACOTE, the goal of the doctoral experiential component is to develop an occupational therapist with skills that are more advanced (skills that are beyond the generalist level). (C.2.0).

* 2. Choose the top 3 areas of interest for your doctoral experiential component.

- Research (collaborating with researchers on a particular project of interest, conducting research as it pertains to practice-scholarship. Ex: Constraint induced movement therapy compared to robotics in improving AROM of affected extremity)
- Policy (analyzing local, state, or national health care policy, proposing a change in the policy. Ex: collaborating with recognized individuals to lobby for change related to a current policy)
- Advanced Clinical Practice (gaining advanced skills by working with a specific population as overseen by expert mentor. Ex: Hand therapy, work hardening programs, NICU)
- Advanced Community Practice (working with underserved populations or community settings in which the need for OT is emerging. Ex: establishing new relationship with a community site, identifying the need for OT, implementing a sustainable program at the site)
- Advocacy (advocating for the profession at the state or federal level. Ex: representing the profession at legislative meetings)
- Education (gaining knowledge related to the role of the educator as well as advanced skills related to academia, such developing curriculum and mentoring students. Ex: developing and delivering a continuing education course)
- Administration (collaborating with distinguished OTs who manage private practices and OT departments or specialized sites. Ex: gaining skills related to billing, insurance, and entrepreneurship)
- Leadership (developing skills to lead and represent the profession at the national and international level. Ex: serving on the board of an organization or developing information and presenting at a conference)
- Theory Development (actively working with individuals to test models related to occupational therapy in regards to specific types of intervention. Ex: analyzing neurodevelopment treatment techniques and outcomes)
- Other (please describe)

* 3. Of the three answers you chose above, please rank them in order of priority.

#1
#2
#3
4. In what type of practice setting would you like to complete your doctoral experiential component? (You may select more than one.)

- [ ] Inpatient adult/geriatric
- [ ] Skilled Nursing Facility
- [ ] Home health agency
- [ ] School-based pediatrics
- [ ] Early intervention
- [ ] Outpatient adult
- [ ] Outpatient pediatric
- [ ] Inpatient pediatric
- [ ] Academia
- [ ] Community setting
- [ ] Other (please specify)

5. Please describe your rationale as it pertains to your area of interest.

6. Please select your preference for the location of your experiential. Keep in mind that housing and transportation is your responsibility.

- [ ] Greater Pittsburgh Area
- [ ] Hometown
- [ ] No preference
- [ ] Other (please specify)

7. If you chose your hometown or other in Q5, please list the city, state, and zip code.
8. Please provide a brief description (3-5 sentences) regarding your area of interest for your doctoral experiential component.

9. Please indicate a potential faculty advisor to assist in advising you during your experiential. Consider their area of expertise as it relates to your experiential when making this consideration.

- Dr. Jaime Munoz
- Dr. Elizabeth Deluliis
- Dr. Jeryl Benson
- Dr. Kimberly Szucs
- Dr. Elena Donoso Brown
- Dr. Audrey Kane
- Dr. Ann Cook
- Dr. Ann Stuart
- Dr. Jing Wang

10. Please describe your rationale as it pertains to the person you selected to be your potential faculty advisor for your experiential.


FACULTY CAPSTONE MENTOR AGREEMENT FORM  
(Submit to OTD Capstone Coordinator)

Doctoral Candidate:                  Date:  

General Overview of Capstone Project (100 - 150 words):

Possible Site Setting(s)/Location(s) (type/site name(s)/address(es)):

Possible Population(s):

Potential DU Faculty Mentor and rationale for top 3 choices: (DU Faculty Advisor is a collaborative decision between student, faculty mentor, Doctoral Capstone Coordinator, and Director of Community & Clinical Education)

1.  

2.  

3.  

Potential External Mentor (name, title, credentials, phone, and email - if no potential external mentor has been established enter "not established"):
AGREEMENT

I, __________________________, agree to the following:

(Print-faculty capstone mentor name)

1. I will serve as Faculty Capstone Mentor for __________________________ throughout their OTD program beginning in the spring semester of their 6th year through the end of the fall semester of their 6th year.

2. I will review and provide feedback on the individualized learning objectives the student creates (in collaboration with their site supervisor) in order to customize their doctoral experience.

3. I will participate in a mentoring meeting with my mentee at least once a month using GoToMeeting, Skype, phone, or other negotiated form of contact.

4. I will communicate with Doctoral Capstone Coordinator (Dr. Ann Cook) regarding any concerns or needs during the experience.

______________________________  __________________________
Capstone Mentor Signature Date

______________________________  __________________________
OTD Student Signature Date

Approved By:

______________________________  __________________________
Department Chair Signature (Dr. Jaime Munoz) Date

______________________________  __________________________
Doctoral Capstone Coordinator (Dr. Ann Cook) Date

------------------------------------------------- Doctoral Capstone Coordinator Use only ----------------------------------------

Date Received: Notes:

Education for the Mind, Heart, and Spirit
DOCTORAL CAPSTONE EXPERIENCE SITE MENTOR AGREEMENT FORM

OTD Student Name: ___________________________ Date: ______________________

Setting and Location of Doctoral Capstone Experience (DCE): ______________________

__________________________________________________________________________

__________________________________________________________________________

Focus area(s) of DCE:

☐ Research ☐ Administration ☐ Teaching
☐ Adv Clinical Practice ☐ Leadership ☐ Theory Development
☐ Adv Community Practice ☐ Advocacy ☐ Other: please describe: ____________

Tentative Title of Capstone Project: ___________________________________________

General Overview of Capstone Project (100 words or less):*
*This may be subject to change based on the completion of the needs assessment but is meant to ensure the Site Mentor and OTD Student are considering the capstone project in similar ways.
Site Mentor Agreement

I, ________________________________, agree to:

(Site Mentor name)

1. Serve as ________________________________ Site Mentor during a 14-week DCE placement.
   (insert OTD Student name above)

2. Collaborate with the OTD Student to create 3 individualized student learning objectives to customize this capstone experience using the DCE Behavioral Objectives Form.

3. Complete a midterm and final evaluation of the OTD Student using the DCE Evaluation of the OTD Student.

4. Communicate with the Capstone Coordinator regarding any concerns or needs during the experience.

5. Collaborate with the OTD Student and be listed as a contributing author (as appropriate) regarding scholarly products, including but not limited to, manuscripts, presentations, and posters.

6. Provide documentation of expertise in the OTD student’s chosen focus area(s) by submitting a copy of a resume, CV, or continued education in the area(s).*

*This may include years of experience, certifications, workshops, etc. Please contact the Capstone Coordinator with any questions regarding this.

Site Mentor Signature

& Credentials: ________________________________ Date: __________________

Email: ________________________________

Phone: ________________________________
DOCTORAL CAPSTONE EXPERIENCE EXTERNAL MENTOR AGREEMENT FORM

OTD Student Name: ________________________________ Date: __________________

Setting and Location of Doctoral Capstone Experience (DCE): ________________________________

Focus area(s) of DCE:

☐ Research    ☐ Administration    ☐ Teaching
☐ Adv Clinical Practice    ☐ Leadership    ☐ Theory Development
☐ Adv Community Practice    ☐ Advocacy    ☐ Other: please describe: ____________

Tentative Title of Capstone Project: ____________________________________________

General Overview of Capstone Project (100 words or less):*
*This may be subject to change based on the completion of the needs assessment but is meant to ensure the External Mentor and OTD Student are considering the capstone project in similar ways.
External Mentor Agreement

I, ____________________________, agree to:

(External Mentor name)

1. Serve as ___________________________ External Mentor during a 14-week DCE placement. (insert OTD Student name above)

2. I will discuss with and provide guidance to the student in relation to my defined area of expertise as it relates to their capstone project. I will provide documentation of expertise in the OTD student’s chosen focus area(s) by submitting a copy of a resume, CV, or continued education in the area(s).*

3. I will participate in advising meetings with the student at least once a month using GoToMeeting, Skype, phone, or other negotiated form of contact.

4. I will communicate with the Capstone Coordinator (Dr. Ann Cook) regarding any concerns or needs during the experience and provide input as requested related to the student’s planning, professionalism, and interactions with the External Mentor.

5. Collaborate with the OTD Student and be listed as a contributing author (as appropriate) regarding scholarly products, including but not limited to, manuscripts, presentations, and posters.

*This may include years of experience, certifications, workshops, etc. Please contact the Capstone Coordinator with any questions regarding this.

External Mentor Signature

& Credentials: ____________________________ Date: ____________________

Email: ____________________________

Phone: ____________________________
OTD Student Agreement

I, ____________________________, agree to:

(OTD Student name)

1. Complete a capstone project and experience based on site needs during a 14-week DCE placement.
2. Initiate communication and collaboration with the External Mentor to seek feedback regarding products and processes related to the completion of the capstone project and as it relates to their area(s) of expertise.
4. Communicate with the Capstone Coordinator regarding any concerns or needs during the experience.
5. Collaborate with and include my External Mentor, Site Mentor, Capstone Chair, and any other appropriate parties as contributing authors on scholarly products, including but not limited to, manuscripts, presentations, and posters.

OTD Student Signature: ____________________________ Date: ________________

Mail/fax/email this form & supporting documentation to the Capstone Coordinator:

Ann Cook, OTD, OTR/L
Duquesne University, #216 Health Science Building
600 Forbes Ave, Pittsburgh, PA 15282
Phone 412-396-4216 Fax 412-396-4343
Cooka3@duq.edu

--------------------------------------Capstone Coordinator Use Only----------------------------------------

Capstone Coordinator Signature: ____________________________ Date Received: ________________
Duquesne University

Doctoral Capstone Experience Evaluation of the OTD Student

STUDENT SELF-REFLECTION

Student Name: ___________________________ Site Mentor Name: ___________________________

Placement Dates: ___________________________ Site/Setting: ___________________________

Date of Midterm Review: ___________________________ Date of Final Review: ___________________________

Select the focus of the residency:

☐ Research ☐ Administration ☐ Teaching
☐ Adv Clinical Practice ☐ Leadership ☐ Theory Development
☐ Adv Community Practice ☐ Advocacy ☐ Other: please describe: ___________________________

INSTRUCTIONS:

The Site Mentor will complete this Evaluation form at midterm (7 weeks), and final (14 weeks). The Site Mentor and the OTD Student will review the evaluation collectively and sign that they agree on the evaluation. The OTD Student is encouraged to complete a self-assessment to guide discussion and the learning process. The self-reflection is to be completed by the student separate from and prior to meeting with the site mentor. This is used to foster self-reflection on the student’s performance including areas of growth and areas for improvement related to the learning objectives and student-specific objectives.

Learning objectives 1–11 are derived from the DU OTD Doctoral Capstone Experience Behavioral Objectives.

Note that there is space provided (potential objectives 12–14) for both the OTD student and the Site Mentor to add 3 student-specific objectives, mutually decided upon by the OTD student and Site Mentor based on what the student wants/needs to know, and what skills the student needs to develop. All objectives must be: (1) Relevant to the fieldwork experience setting; (2) understandable to the Student, Site Mentor, and Doctoral Capstone Coordinator AFWC; (3) measurable; (4) behavioral/observable; and (5) achievable within the specified time frame.

Please use this scale to rate the objectives below:

5 = Exceeding, 4 = Met, 3 = Making Progress, 2 = Not Making Progress, 1 = Needs Attention

Provide comments to indicate evidence, as indicated.
DU OTD Objective #1: Student will demonstrate effective communication skills and work interprofessionally with those who receive and provide care.

Evidence of Accomplishment, to be completed by Student and Site Mentor:

Midterm: □ 5 □ 4 □ 3 □ 2 □ 1

Comments:

Final: □ 5 □ 4 □ 3 □ 2 □ 1

Comments:

DU OTD Objective #2: Student will demonstrate positive interpersonal skills and insight into one’s professional behaviors to accurately appraise one’s professional disposition, strengths, and areas for improvement.

Evidence of Accomplishment, to be completed by Student and Site Mentor:

Midterm: □ 5 □ 4 □ 3 □ 2 □ 1

Comments:

Final: □ 5 □ 4 □ 3 □ 2 □ 1

Comments:

DU OTD Objective #3: Student will demonstrate the ability to practice educative roles for clients, peers, students, interprofessionals, and others.

Evidence of Accomplishment, to be completed by Student and Site Mentor:
**DU OTD Objective # 4:** Student will develop essential knowledge and skills to contribute to the advancement of occupational therapy through scholarly activities.

*Evidence of Accomplishment, to be completed by Student and Site Mentor:*

Midterm: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:

Final: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:

**DU OTD Objective # 5:** Student will apply a critical foundation of evidence-based professional knowledge, skills, and attitudes.

*Evidence of Accomplishment, to be completed by student and Site Mentor:*

Midterm: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:
DU OTD Objective # 6: Student will apply principles and constructs of ethics to individual, institutional, and societal issues, and articulate justifiable resolutions to these issues and act in an ethical manner.

Evidence of Accomplishment, to be completed by Student and Site Mentor:

Midterm: □ 5 □ 4 □ 3 □ 2 □ 1

Comments:

Final: □ 5 □ 4 □ 3 □ 2 □ 1

Comments:

DU OTD Objective # 7: Student will perform tasks in a safe and ethical manner and adhere to the site’s policies and procedures, including those related to human subject research, when relevant

Evidence of Accomplishment, to be completed by Student and Site Mentor:

Midterm: □ 5 □ 4 □ 3 □ 2 □ 1

Comments:

Final: □ 5 □ 4 □ 3 □ 2 □ 1

Comments:
DU OTD Objective # 8: Student will demonstrate competence in following program methods, quality improvement, and/or research procedures utilized at the site.

Evidence of Accomplishment, to be completed by Student and Site Mentor:

Midterm: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:

Final: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:

DU OTD Objective # 9: Student will learn, practice, and apply knowledge from the classroom and practice settings at a higher level than prior fieldwork experiences, with simultaneous guidance from Site Mentor and DU OT Faculty.

Evidence of Accomplishment, to be completed by Student and Site Mentor:

Midterm: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:

Final: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:

DU OTD Objective # 10: Student will relate theory to practice and demonstrate synthesis of advanced knowledge in a specialized practice area through completion of a doctoral capstone component and scholarly project.

Evidence of Accomplishment, to be completed by Student and Site Mentor:
DU OTD Objective #11: Acquire in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

Evidence of Accomplishment, to be completed by Student and Site Mentor:

OTD Student-Selected Objective #1:

Evidence of Accomplishment, to be completed by Student and Site Mentor:

Midterm: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:

Final: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:

Midterm: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:

Final: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:
Comments:

Final: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:

OTD Student – Selected Objective #2:

Evidence of Accomplishment, to be completed by Student and Site Mentor:

Midterm: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:

Final: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:

OTD Student – Selected Objective #3:

Evidence of Accomplishment, to be completed by Student and Site Mentor:

Midterm: □ 5 □ 4 □ 3 □ 2 □ 1
Comments:
We are interested in obtaining an accurate profile of the OTD Student’s capacity for the profession. We would appreciate your additional comments regarding the areas in which you rated the student on the previous pages.

Overall Strengths:

Areas for Growth:

☐ I have discussed by self-reflection with my site mentor.

Student’s Signature________________________ Date ______________________

Site Mentor Name (Print): ________________________________

Phone: ________________________________

Email Address: ________________________________

Site Mentor’s Signature: ____________________________ Date ______________________
Student Evaluation of Doctoral Capstone Experience

OTD Student:

Site Mentor:

Doctoral Capstone Experience Site:

Dates of Doctoral Capstone Experience:

INSTRUCTIONS: The OTD Student will complete this evaluation form at completion of the 14 week experience. Both the Site Mentor and OTD student will review the evaluation collectively and sign that they have discussed. The student will then submit the form to the OTD Experiential Director, within three days from the last day of the experiential.

I. Briefly describe the Doctoral Capstone Experience site, setting, and clientele:

II. Please use the scale below and rate the following:

1= Strongly Disagree
2= Disagree
3 =Neither Agree Nor Disagree (neutral)
4 = Agree
5 = Strongly Agree

<table>
<thead>
<tr>
<th>Objective</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My Site Mentor was accessible and available.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. My Site Mentor communicated regularly with me.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. My Site Mentor’s behavior and attitude is an example of professionalism</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. My Site Mentor made sure to provide ample time to ask questions and provide feedback.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>5. I was provided ongoing feedback in a timely manner.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. My Site Mentor reviewed written work in a timely manner.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. My Site Mentor made specific suggestions to me to improve my performance.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>8. My Site Mentor provided clear performance expectations.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9. My Site Mentor sequenced learning experiences to grade progression.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10. My Site Mentor used a variety of instructional strategies. List those used:</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>11. My Site Mentor identified resources to promote student development.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>12. My Site Mentor facilitated advanced clinical reasoning.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13. My Site Mentor demonstrated expertise in my chosen focus area(s).</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14. I learned new things about myself and how they relate to future OT practice.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15. Professional growth occurred for me during this DCE experience.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>16. Overall, this DCE Placement experience met my expectations.</td>
<td>1</td>
<td>2</td>
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</table>

### III. Student Reflections

1. Before beginning a doctoral capstone experience at this site, a student should study/read/prepare by:

   Education for the Mind, Heart and Spirit
2. The most rewarding part of this DCE was:

3. The most challenging part of this DCE was:

Site Mentor Signature: __________________________ Date: ________________

Student Signature: __________________________ Date: ________________

NOTE: This evaluation must be completed by the student, reviewed by the Site Mentor, signed by both parties, and returned to the OTD Experiential Director before the student will receive a grade for this fieldwork experience. Return to: Ann Cook, OTD, OTR/L #216 Rangos School of Health Sciences, Duquesne University, Pittsburgh, PA 15282
Doctoral Capstone Experience (DCE) Action Plan to Achieve In-Depth Skills

Outline how you will achieve your self-authored goals (designed in collaboration with your site mentor) below by indicating your learning objectives, activities to achieve your objectives, and proposed evidence of achievement of your learning objectives (add rows to the table as needed).

<table>
<thead>
<tr>
<th>Individualized Learning Objectives</th>
<th>Activities, Strategies and/or Actions to Achieve Objectives</th>
<th>Proposed Timeline for Each Objective</th>
<th>Proposed Evidence of Achievement of Learning Objective</th>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
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Signatures below signify acceptance of the above proposal and approval to move forward with implementation. It is the student’s responsibility to access resources, carry out these and/or other strategies to increase their knowledge and skill, aligned with their chosen focus area.

Student signature: ____________________________ Date: ____________________________

Site Mentor signature: ____________________________ Date: ____________________________
Proposed Time-Line for the 14-Week Doctoral Experiential Component  
*Please include Doctoral Capstone Project components as well

Please complete the following schedule as a tentative plan of how you foresee your time spent during the 14-week doctoral experience. This plan may be general at this point and subject to change. This is a tool to help you consider how you will spend time to meet your learning objectives as well as complete your culminating capstone project. Experiences, actions, and steps that you will take should align with your chosen focus area(s). Please share this with your entire capstone team.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Experiences, Actions, Steps</th>
<th>Notes/Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 7</td>
<td>MIDTERM EVALUATION DUE</td>
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<td>Week 8</td>
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<td>Week 9</td>
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<td>Week 13</td>
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<td>Week 14</td>
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<tr>
<td>FINAL EVALUATION DUE</td>
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