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Western Michigan University

Fieldwork Team

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for the

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__________________________

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Western Michigan University’s Occupational Therapy Program Curriculum Threads:

***These same threads will be embedded throughout the WMU OT Fieldwork Program

OT PROUD!

· Develop professional reasoning skills through scholarly exploration and reflection.

· Support resiliency in themselves and their clients at the individual, family, community, and population levels.

· Utilize evidence-based, occupation-focused practice to support participation throughout the lifespan.

· Recognize how the uniqueness of each individual impacts all facets of their occupational engagement.

· Explain the distinct value of occupational therapy to clients, team members, and community members.

______________________________________________

ACOTE

Standards For An Accredited OT Educational Program:

The Accreditation Council for Occupational Therapy Education (ACOTE) accredits educational programs for occupational therapy degrees. Standards comply with the United States Department of Education (USDE) criteria for accrediting agencies. These are the standards that the curriculum is designed to address throughout the students professional preparation as an OT.

2018 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide (effective July 31, 2020) is the official document that governs fieldwork supervision rules and the length and types of fieldwork required for all OT/OTA students in the United States. The standards documents may be viewed at www.acoteonline.org. *** The Fieldwork ACOTE Standards are in section “C” of the document. “C” standards references will be seen in all WMU OT Level I and Level II Fieldwork syllabi
General Information for Fieldwork Students
At Western Michigan University

Level I Fieldwork

Western Michigan University has three Level I Fieldwork experience, spanning over four courses, **all of equal rigor, provided through our faculty-facilitated clinics** (“faculty practice”) C.1.9:

**OT 6501 (Level I Fieldwork A)/OT 6502 (Level I Fieldwork B):** both courses are one rotation spanning over the Summer I and Summer II terms, with midterm feedback provided at the end of Summer I term, final feedback provided at the end of Summer II term). OT 6501 is 2 credits, OT 6502 is 2 credits

**OT 6503 (Level I Fieldwork C):** fall term (4 credits)

**OT 6504 (Level I Fieldwork D):** spring term (4 credits)

The Academic Fieldwork Coordinator and the WMU faculty members serve as fieldwork educators, to ensure the following two ACOTE (2018) Level I Fieldwork Standards are being met during OT 6501/6502, OT 6503, OT 6504.

**ACOTE Fieldwork Standard C.1.8:** Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience.

- The supervision in all of WMU’s Level I fieldwork experiences is provided by an occupational therapist.
- The Department Head approves workload for WMU faculty (core and part-time) supervising fieldwork experiences and reviews the credentials of the faculty hired to teach the Level I fieldwork experiences. Each WMU OT core or part-time faculty member signs an offer letter committing to teach the Level I Fieldwork course for a specific academic term. The Level I fieldwork educator is the instructor of record for the OT 6501/6502, OT 6503 and OT 6504 courses. The Academic Fieldwork Coordinator collaborates with the fieldwork educator to support any students struggling with professional behaviors and/or clinical skills during Level I Fieldwork.
- The OT PROUD! WMU Curriculum Themes are embedded in every Level I Fieldwork course, as most fieldwork educators are also WMU faculty members teaching within the curriculum and very aware of the curriculum progression.

**ACOTE Fieldwork Standard C.1.9:** Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and include mechanisms for formal evaluation of student performance. Level I Fieldwork is met through the following
**Instructional Method:** Faculty practice/supervision by a fieldwork educator in a practice environment.

- WMU’s Level I fieldwork experiences allow students to practice the assessment, intervention skills, and documentation skills they have learned in the classroom curriculum with real clients in the community.
- The three WMU Level I fieldwork experiences: OT 6501/6502, OT 6503, and OT 6504 have a formal midterm and final performance assessment; the OT faculty-fieldwork educator provides this feedback with the AOTA Level I Fieldwork Competency Evaluation for the OT Student. Students are given a credit or no credit grade at the end of the course based on the performance evaluation results (AOTA Level I Fieldwork Competency Evaluation). The Level I Fieldwork evaluations are shared with the Academic Fieldwork Coordinator. OT 6501/6502, OT 6503, OT 6504 must be successfully completed before starting the Level II fieldwork courses (OT 7901/OT 7902).
- The Level I Fieldwork syllabi list the WMU didactic course(s) content connected with a specific clinic.

**OT 6501/6502, OT 6503, OT 6504 Level I Fieldwork Course Description:**

Students will provide occupational therapy evaluation and treatment under the supervision of an OT core or part-time faculty member. Students will develop professional behaviors, documentation skills, and clinical skills as they participate in the OT process with clients in the community. A group supervision model is used to facilitate peer learning (6 students: 1 OT Fieldwork Educator); students working in pairs for assessment and treatment.

Students will meet with a faculty fieldwork educator on a regular basis in both experiences to process the “hands-on” learning. Students should expect to spend extra hours (in addition to the on-site hours scheduled at their FW clinics), to meet with their faculty supervisor, plan for evaluations and treatment, and research their clients’ diagnoses, needs, literature related to evidence-based practice, and the psychosocial discussion board requirement.

**Selection and Matching Process for Level I Fieldwork:**

Students will select their OT 6501/6502 Level I Fieldwork clinic on a first come first serve basis, when registration opens for the Summer I Term.

Students will be assigned to their OT 6503 and OT 6504 Level I Fieldwork clinics in different practice settings from their OT 6501/6502 Level I Fieldwork sites. All students must complete at least one Level I Fieldwork experience in a clinic that focuses on addressing psychological and social factors.
Clinic Focus: Behavioral Health, Psychosocial and Social Factors
All WMU OT students will meet the following ACOTE standard during Level I Fieldwork.

**ACOTE Standard C.1.7:** At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.

The primary focus of the occupational therapy process in these clinic experiences will be on the psychological and social factors impacting the occupational performance of the clients. OT students will learn how to address concerns related to psychological and social factors in their assessment and treatment care plans.
Level II Fieldwork

At the end of the students’ didactic work, they are required to participate in two Level II fieldwork experiences (each 10-14 full-time weeks) in duration (OT 7901 and OT 7902). The student is required to have two different types of Level II fieldwork experiences. Different fieldwork settings include: acute care hospitals, rehabilitation centers, outpatient programs, schools, home health agencies, or day treatment settings. Different areas of practice include: pediatrics (outpatient clinic or school system), psychosocial/mental health and adult disabilities (inpatient or outpatient). To attain competency for practice and for the NBCOT Certification Examination, students will not be allowed to complete both experiences in settings that focus on the same area of disability or two experiences in the same type of practice setting. Level II Fieldwork is scheduled at centers and agencies that have entered into a legal contract with WMU (student affiliation agreement), outlining the responsibilities of both parties, liability insurance/health insurance coverage, health requirements, background checks/drug screens, and CPR certification. To be eligible for FW Level II, students must have a cumulative grade point average of 3.00 or above (based on a 4.00 scale) and successfully completed: OT 6501/6502, OT 6503 and OT 6504 (all Level I Fieldwork courses).

Level II Fieldwork Information Folders

The Level II Fieldwork advising process begins in the student’s first semester of the OT program. The WMU OT FW office maintains electronic files on facilities that have been used by WMU OT students in the past. Material about our fieldwork sites is uploaded to the shared Microsoft One-Drive: OT Fieldwork Information. Students will be granted access to the E-Learning Site: Fieldwork Requirements and the Microsoft One-Drive Folder: OT Fieldwork Information during the first semester in the OT program.

Differences Between the Shared Fieldwork Folders:

Microsoft One-Drive Folder: OT Fieldwork Information: Fieldwork Site information (contract, feedback from past students, site-specific objectives)

E-Learning Site: Fieldwork Requirements: WMU OT Fieldwork Program and external fieldwork site requirements (CastleBranch Account information, CPR certification, BBP/HIPPA training, health requirements, fieldwork/departmental policies)

WMU has contracts with 200+ FW sites throughout the United States. Most sites are in Michigan and Illinois (Chicago area) and the remainder are in the Midwest, with a few connections in the East, South, and West regions. A contract with a site, however, does not guarantee an opening for a fieldwork position at any given time; since most centers rotate their openings among different OT academic programs.

Students will attend mandatory fieldwork advising sessions during each semester of the program, run by the Academic Fieldwork Coordinator. These sessions will cover the purpose of Level I and II fieldwork education, the options for Level I and II fieldwork sites, the forms to complete for the Level II fieldwork matching process, and the Level II fieldwork matching process timeline (based on site availability).
Level II Fieldwork Matching Process

(can change at anytime due to the COVID-19 pandemic)

**WMU Preferred Areas of Practice Form and Fieldwork Site Development Worksheet:**

All students complete the WMU Preferred Areas of Practice Form (Appendix A) to guide/track their entire fieldwork path: Level I and Level II fieldwork in addition to their psychosocial focused placement. The form ensures the student has completed a variety of types of fieldwork placements and gives input to the AFWC on their desired practice settings for fieldwork placements. The student provides the initial version of the electronic form to the AFWC by January 1st of the first year in the program. The form should be saved by the student and updated as they complete each Level I fieldwork rotation.

The AFWC asks for Level II Fieldwork placements based on student feedback from the WMU Preferred Areas of Practice Form. If a student is requesting to go to a new site or geographic area no other student has requested, the AFWC may move forward with securing a new contract with that site, after the student completes the WMU OT Fieldwork Site Development Worksheet (Appendix B).

**Popular Site Interviews:**

The AFWC coordinates formal 1:1 interviews for “popular sites” (those sites requested by many different students). “Popular sites” can vary each year, depending on availability. The AFWC matches students to the “popular sites” after the interview process and prior to the final matching process.

**Priority Practice Area Forms:**

During the final matching process, all students receive a list of the available fieldwork placements. Students complete two electronic forms: First Priority Practice Area (can list up to 15 sites from the same area of practice) and Second Priority Practice Area (can list up to 15 sites from the same area of practice). The AFWC uses these lists to complete the final matching process for the Level II Fieldwork placements.

**Fieldwork Site Cancellations:**

Students should also be aware that FW reservations may be canceled at any time by the site if unforeseen circumstances occur, such as staff changes, program re-organization, maternity leave, furlough days, lay offs, and other impact factors due to the COVID-19 pandemic, etc.

**Level II Fieldwork Cost Considerations:**

Few fieldwork settings offer housing. During the six months of fieldwork, the following costs should be anticipated: onboarding process of the site ($50-$75), additional background checks, titers, drug screens, COVID-19 testing, housing, travel/gas, parking, meals, and, three to twelve hours of tuition for each three-month placement. There may be additional expectations from a FW site such as additional background checks, drug screens, and COVID-19 testing; which are the student’s expense, not WMU. This financial information is critical for you to read and
consider as you select and prepare for your 24 weeks of Level II fieldwork.

**General Information for Level II Fieldwork Sites**

**Contracts/Student Placement Agreements (SPAs)**
A contract specifies expectations for both WMU (AFWC and the student) and the fieldwork site. All WMU contracts must be approved and signed for WMU by the Department Chair, the Dean of the College of Health and Human Services, and the Vice Provost of Budget and Personnel. A student can’t complete hands-on skills at a fieldwork at a site until the contract with WMU is executed.

Contracts can take up to a year to process at times, if there are disagreements with the legal language. Sometimes contracts are not executed, even after a year of work. When a student wants the AFWC to pursue a new contract the student completes the Level II Fieldwork Development Worksheet (Appendix B). The AFWC will determine if WMU will move forward with a new contract based on numerous factors (feasibility of using the site more than one time, academic performance of the student, etc.).

**Pre-Arrival Information**
Approximately six weeks before the beginning of each FW period, numerous fieldwork forms will be emailed to each site accepting a student. These forms include: access to the AOTA Fieldwork Performance Evaluation (FWPE) (Appendix E) the WMU ACOTE Collaboration Form (Appendix H), the WMU Weekly Meeting Sheet (Appendix C) and the Student Evaluation of the Fieldwork Experience (SEFWE) (Appendix F). Level II Fieldwork is a credit/no credit course.

**Supervision**
Quality supervision consists of:
1) An orientation phase (see Appendix D)
2) Instruction, guidance, and evaluation
3) Determination of the knowledge base of the student
4) Guidance to encourage the student to correct any gaps of knowledge
5) Opportunity for the student to apply knowledge under direct observation
6) Feedback on the student’s performance

Supervision varies according to:
1) The practice of the center
2) The needs of the student
3) The discretion of the supervising therapist

Information may be presented formally (e.g. regularly scheduled meetings), or informally (e.g. between treatment sessions). Opportunity should be provided for daily spontaneous discussions, as well as for a regularly scheduled supervisory conference (usually 30 – 45 minutes per week). The amount of direct supervision will typically decrease as the student becomes more proficient and assumes greater responsibility. At all times, however, the supervisor should be aware of the student’s case load and treatment plans. The goal of FW is for students to perform basic clinical skills with a degree of proficiency that approximates the entry level expectations of the FW site.

**Feedback**
The AFWC advises fieldwork sites on the importance of feedback to students during fieldwork experience. The AFWC conveys the following message:
“More feedback” and “more positive feedback” are most frequently identified by students, as the characteristics they believe would have improved the supervision on their FW experience. Feedback that is concrete (e.g., “You followed protocol exactly during administration of that test”) is more helpful than feedback that is more general (e.g., “Good Job”). A combination of both is most rewarding to the student. Often, students do not recognize feedback, particularly when it is positive. It is important to help students recognize feedback, to internalize it, and to learn to give themselves feedback on their own performance (self-assessment).

Withdrawal
Students are encouraged to stay for the duration of the 10-14 week experience. Students may withdraw from FW with a grade of “W”; withdrawal will count as an unsuccessful enrollment and is subject to the WMU – OT Departments Dismissal Policy. Withdrawals are usually made for extenuating circumstances. If a student wishes for extended absence due to illness, mental health needs, death in the family, or other personal circumstances, and if the site is willing to have the student return or the AFWC has an alternative placement, a grade of “I” (Incomplete) may be assigned. If approved by the AFWC and the site, the student can take extended time off, and return to a Level II Fieldwork rotation in the future.

Failure
If a student is unable to successfully remediate identified areas of concern, or correct professional behavior issues; the student may be asked to leave the site, or the fieldwork experience may be terminated at any point in time due to extreme safety concerns (such as dropping or almost dropping a client during a transfer). In all cases of failure, whether it occurs before midterm, immediately following midterm, or during the final evaluation process, a grade of “E” (no credit) will be assigned. Fieldwork Educators are asked to complete the AOTA FWPE form for a failure. If circumstances prevent completion of the FWPE, a narrative report can be substituted and should be sent immediately to the AFWC for review. The student will be required to meet with the AFWC prior to repeating a placement or a previously scheduled placement. Placement of a student following a failing experience is a sensitive and individualized process. The following guidelines have evolved during the years; however, they are open to change depending on individual circumstances.

1) If a student has failed a previous academic course and is on departmental probation, failure in FW is likely to result in discontinuation in the program.

2) If FW is the student’s first experience with failure, the student will be placed on academic probation and must schedule a remediation conference with the AFWC. Following identification of strengths and weaknesses, a remediation plan will be developed. Depending on circumstances, the student may or may not be allowed to immediately schedule a repeat experience or go to the second previously scheduled field placement.

3) In scheduling repeat placements, the FW coordinator shares with the new FW educator, only information deemed to be helpful for ensuring the success of the student. The students is always encouraged to tell the future site the truth about the challenges from previous fieldwork placements.
All students will need to provide documentation that they have WMU’s minimum medical requirements by the end of the first term in the program and upload all information to their CastleBranch Account. CastleBranch will verify all health requirements.

1) Current Healthcare Provider CPR certification:
   a. American Heart Association: Basic Life Support (BLS) for the Healthcare Providers
   b. America Red Cross: Basic Life Support (BLS) for the Healthcare Providers

   ****Please note CPR certification must be hands-on training. On-line certification or recertification is not acceptable.

2) Physical Examination
3) First year in the program: two-step TB test within the past year (or the QuantiFeron TB Gold test) - then annual one-step TB test (or the QuantiFeron TB Gold test), fieldwork sites can require a two-step TB test
4) MMR, Hepatitis B, Varicella immunization records (titers may be required by fieldwork sites)
5) TD/Tdap within 10 years
6) Influenza Vaccination (“Flu Shot”) - annual
7) Bloodborne Pathogens– annual
8) HIPPA Training - annual
9) Criminal Background Check
10) Drug Screen (10 panel)

*****The COVID-19 vaccination (Pfizer, Moderna, or J &J) is highly encouraged but not mandatory for WMU's OT Program at this time. This requirement could change at any time after admission to the program. Most Level II Fieldwork sites require proof of vaccination, some Level I fieldwork sites also require proof of vaccination.

Falsification or tampering of medical records will result in automatic failure of the course (Level I or Level II Fieldwork) and may be grounds for dismissal from the program. Many clinical sites may require an annual physical examination, Fit Mask testing and updated drug testing, fingerprinting and criminal background checks within particular timeframes, just before the start of the placement.

All students should check with the site regarding any additional medical requirements above and beyond WMU’s requirements. All of the medical requirements must be completed at the student’s expense and are typically due four - eight weeks prior to the start of your fieldwork placement. Students will be withheld from working with clients until all requirements are satisfied.

WMU carries professional liability insurance coverage. The fee for this insurance is assessed automatically to you, through your enrollment in the program and registration for your fieldwork courses.
FW Remediation and Continuance Guidelines

- Successful completion of OT 6501/6502 is a prerequisite for OT 6503. Successful completion of OT 6503 is a prerequisite for OT 6504.
  - Successful completion of OT 6504 and all professional and prerequisite coursework is required for starting OT 7901 and a minimum GPA of 3.0.
- Students who receive a failing grade a Level I or Level II Fieldwork course are subject to the academic policy for remediation and continuance, and will repeat the course with a different fieldwork site.
- Students who fail a fieldwork course, or who are asked to withdraw, are subject to review in accordance with the departmental remediation and continuance policy. A student may appeal this decision by following the procedures outlined in the Student Academic Rights section of the Graduate College Catalog.
  - All FW Level II experiences must be completed within 24 months of the completion of didactic coursework.

Western Michigan University Occupational Therapy Department Fieldwork Dress Code

These guidelines extend to all students participating in Level I or Level II Fieldwork. Additionally, they apply to any OT student participating in service or client-related activities that their coursework may include. Their intent is to ensure professionalism among the OT students of Western Michigan University. Please be advised that these are general guidelines and some sites may have additional requirements. Students must abide by any additional guidelines their specific site may require.

Identification
Students must wear WMU Occupational Therapy name tag during fieldwork experiences. Some sites may require additional identification or their own site-specific name tag.

Personal Appearance

a. Hair
   Hair must be clean, combed, and neat. If hair poses a danger to self or patients, long hair must be worn off the shoulders and away from the face. Facial hair must be clean and trimmed. Hair color should be of natural hues (i.e. no blue or purple).

b. Nails
   Nails should be clean and well groomed. Polish should be of soft hues (no neon colors). Artificial nails may be prohibited in some settings.

c. Makeup
   Makeup, if worn at all, should be worn in moderation.

d. Jewelry/Accessories
   Students may wear watches and wedding bands. Students may wear post type earrings located only in the ear lobes. Visible facial piercings (eyebrows, nose, and tongue) and tattoos must be concealed or discussed with the site prior to arrival. Baseball caps or hats are not allowed.
**Clothing**

Student clothing is to be neat and professional. Clothes should fit comfortably and not be too tight or restrict movement.
- Pants must come to the waist and must not be shorter than ankle length, unless they are Capri pants. Undergarments are required but must not be visible. Jeans or shorts are not allowed.
- Students are required to wear the official WMU OT polo shirts unless otherwise specified. These shirts come in a variety of colors and can be purchased twice a year through the SOTA T-shirt sales.
- Shoes must be clean and in good condition. Backs or backstraps are required on all shoes to avoid potential slip/trip hazards. Heel height may be determined by site and patient population should be taken into consideration when choosing shoes. The option of wearing tennis shoes will be determined by site. Clean socks without holes should be worn with appropriate footwear.

**Pagers/Cell Phones**

Pagers/cell phones are not allowed on a student’s body unless required by the facility. Pagers/cell phones are to be turned off while in student’s purse or jacket. Students may check their pagers/cell phones on breaks, when allowed by the facility.

**Miscellaneous**

Gum chewing is not allowed at fieldwork sites. Students must shower and control body odor as some clients are very sensitive to smell. Strong perfume or scented lotion should not be used, to avoid distressing clients.

**WMU Fieldwork Attendance Policy**

In order to be eligible for graduation and the National Board for Certification in Occupational Therapy (NBCOT) exam, students are required to successfully complete two Level I fieldwork experiences in addition to two full-time, twelve-week Level II fieldwork experiences (for a total of 24 weeks). Circumstances requiring prolonged absences jeopardize the attendance requirement; you may need to remain at the facility until the required number of weeks has been completed. This is determined by the Fieldwork Educator and the Academic Fieldwork Coordinator.

**Purpose**

In order to establish guidelines for all enrolled WMU OT students the following are established as minimum standards. Fieldwork site standards may exceed these guidelines. The following have been taken into consideration in defining the Fieldwork Attendance Policy:

- AOTA and ACOTE requirements
- NBCOT exam
- Level I and Level II experiences
- Professional responsibilities
The establishment of departmental standards must be consistent for all students participating in fieldwork. Students are expected to attend and report on-time for all fieldwork responsibilities.

For Level I fieldwork, the following policy applies:

a.  Tardy/Absence Calculation:
Tardiness is not acceptable.
Three (3) unexcused absences may result in one of the following Instructor Choices:
   o  Lower final grade
   o  Student fails fieldwork experience and the course
A total of 4 or more absences (excused, unexcused or combination) = student meeting with WMU instructor to discuss plans for course completion. If WMU instructor deems appropriate, student may be withdrawn from class.

b. Excused Unplanned Absence:
   ·  Student is sick: doctor’s note required
   ·  Students child is sick: doctor’s note required
   ·  Immediate family member is sick or requires immediate medical attention: note from hospital staff person required
   ·  Death in immediate and/or extended family: note from funeral home required

c. Unexcused Planned Absence:
   ·  Wedding
   ·  Vacation
   ·  Non-emergency doctor or dentist appointment
   ·  Other job schedule conflicts
   ·  Travel time to and from fieldwork site

For Level II fieldwork, the following policy will apply when the fieldwork site does not have a specific attendance policy. If the site has a policy, the student and school will defer to the site.

Students must attend all scheduled days of fieldwork, for a total of 24 weeks, full-time. Students are allowed to miss up to three (3) work days per experience. This time should be used for excused absences only (see below for definition). Students are not permitted “vacation days”, or “days off,” during the experience, other than what has been provided or determined appropriate by the fieldwork site.
a. **Tardy/Absence Calculation**
   - Tardiness is not acceptable.
   - A total of 3 or more absences (excused/unplanned, unexcused/planned or combination) = student must meet or speak with the WMU Academic Fieldwork Coordinator and Fieldwork Educator to discuss plans for course completion.
     - Options:
       - If fieldwork site and school deem appropriate the fieldwork experience may be terminated.
       - Students must make up the missed days either by working extra days during the experience (e.g. Saturdays), or may extend the experience beyond the scheduled completion date.
       - Student must make up all missed days if there are performance concerns. The decision for make-up time will be made by the WMU Academic Fieldwork Coordinator and the site fieldwork educator.

b. **Excused/Unplanned Absence**
   - Student is sick
   - Students child is sick
   - Immediate family member is sick or requires immediate medical attention
   - Death in immediate and/or extended family

c. **Unexcused/Planned Absence**
   - Wedding
   - Vacation
   - Non-emergency doctor or dentist appointment
   - Other job schedule conflicts
   - Travel time to and from the fieldwork site

**Flex Schedules and Work Hours**

Some fieldwork sites have flex schedules. There may be alternate work schedules required during the week such as working a ten-hour day and/or working weekends. The student must defer to this schedule.

Students are expected to be at their fieldwork sites “full time”. Each site will have a different required number of hours to define “full time” status. Most sites will require at least 35 – 40 hours a week.

**Professional Commitment**

You may be required to complete additional work outside of work hours to prepare for your patients. You are preparing for a professional career in which this type of work is a standard part of patient treatment.
Most Frequently Asked Fieldwork Questions by Students and Fieldwork Educators

Who does a fieldwork educator talk to about making arrangements to take a student?
Please contact Sara Clark to accept a level II fieldwork student. OT students should speak with Sara Clark for all fieldwork requests. WMU OT students should not directly reach out to fieldwork sites.

What is the length of level I and level II fieldwork?
Level I fieldwork length and structure look very different for each academic program.
The WMU OT Level I Fieldwork program uses a faculty practice model, providing OT services to community members in a variety of practice settings within a group supervision model (6 students: 1 OT faculty fieldwork educator). Each level I fieldwork clinic spans 14-15 weeks, with at least 8 hours a week of clinic time (Summer I/II term (OT 6501/6032), Fall term (OT 6503), Spring term (OT 6504). Students work in pairs to provide OT services to community members.

Level II fieldwork experiences are full-time as defined by the clinical site, for 10-14 weeks, but most students complete two, 12-week rotations with external community partners (C.1.10). “Level II Fieldwork can 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. 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 setting” (C.1.10).

When do students complete level II fieldwork during WMU’s academic program?
At Western Michigan University, Level II fieldwork is completed at the end of the academic program for 24 weeks, full time (C.1.10). The two Level II Fieldwork courses are: OT 7901 and OT 7902. Students must successfully complete all other academic courses prior to starting Level II fieldwork.

What are the requirements for fieldwork?
Students are required to submit evidence of a physical assessment, immunizations records, a criminal background check, drug screen, TB test, flu shot, HIPAA/BBP training, CPR certification and other site-specific documents as requested. At this time the COVID-19 vaccine is not mandated, but highly encouraged, as most community partners require students to be vaccinated.

Where can a student perform level II fieldwork?
There are a variety of practice settings in which students can perform level II fieldwork including but not limited to acute care hospitals, skilled nursing facilities, inpatient rehabilitation facilities, outpatient pediatric rehabilitation, mental health facilities, school systems, outpatient adult rehabilitation, home health care and nontraditional community-based settings.
WMU’s OT program meets the Accreditation Council of Occupational Therapy Education (ACOTE) requirement that both level I or level II fieldwork experiences “include a psychosocial objective” (C.1.3) and one Level I or Level II fieldwork rotation “must address practice in behavioral health, or psychological and social factors influencing engagement in occupation” (C.1.7).

What is WMU’s attendance policy for fieldwork?

The Level II Fieldwork site and the academic program together decide time off during fieldwork. The student is responsible to meet the time requirements of the placement. Please see the WMU Fieldwork Attendance Policy for more information.

When a student completes a placement in a school system, WMU has a specific school system tracking form to track the days off and make-up projects and experiences to account for those days. (see Appendix J)

Does the fieldwork educator need to be on site all the time and/or every day with their level II fieldwork student?

The ACOTE Standard C.1.13 states that "supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client’s condition, and the ability of the student to support progression toward entry-level competence." Supervision should also be consistent with state licensure regulations, reimbursement guidelines such as Medicare and Medicaid, and facility policy. Unless specified by reimbursement guidelines or other regulatory requirements, supervision need not always be "line of sight." Telephones, mobile phones, or other communications technologies may supplement on-site supervision.

Other professionals can participate in student supervision, but the primary supervisor must be an OT practitioner. The ACOTE Standards (2018) permit Level II Fieldwork to be in a setting where there is no occupational therapist employed by the facility. In such cases, the program must document that there is a plan for the provision of supervision by an OTR (C.1.14). WMU uses the following form in these circumstance: Appendix I = Supervision Plan for Non-Traditional Fieldwork Sites. On-site supervision must be provided in accordance with the plan and state credentialing requirements, and the student must receive a minimum of eight hours of occupational therapy supervision per week, including direct observation of client interaction. Additionally, the OT fieldwork educator must be readily available for communication and consultation during work hours.
What happens if the fieldwork educator or student becomes ill or if the fieldwork educator goes on vacation during part of the fieldwork experience?

These situations should be discussed with the student's academic fieldwork coordinator. Any time that the fieldwork educator is away, another person must be designated as the responsible party and contact person to whom the student can go for guidance. Any state licensure regulations and reimbursement guidelines for supervision, such as Medicare Part B or Medicaid must be followed. Each student situation is unique.

During what time of year does WMU place students for Level II Fieldwork?

At WMU the OTD students will complete Level II Fieldwork during the Summer II and Fall academic terms:

OT 7901 = Summer II/Fall Terms (spans over the course of two terms, an incomplete grade is provided for Summer II until completion of OT 7901 in the fall term)

OT 7902 = Fall Term

Can a fieldwork educator earn continuing education credit for taking a level II fieldwork student?

Yes, a fieldwork educator can earn 10-14 professional development units (PDUs) for providing 10-14 weeks of full-time level II fieldwork or one PDU for each week of Level II fieldwork supervision.

It is possible to provide split supervision with another occupational therapist during level II fieldwork?

Yes, supervision of a Level I or Level II Fieldwork student can be split in numerous ways. The fieldwork sites can collaborate with the Western Michigan University Academic Fieldwork Coordinator to develop the best plan for split supervision to maintain a quality learning experience for the student. One OT must be designated the primary OT for the purposes of the evaluation process. All supervisor can contribute to the evaluation process.

How much experience does an OT practitioner need to have in order to supervise a level II fieldwork student?

For level II fieldwork, OT students must be supervised by an occupational therapist who is licensed and has a minimum of one year of practice experience, subsequent to initial certification.
What happens if a student is at risk of failing fieldwork?

The fieldwork site should discuss performance concerns with the student-at-risk of failing fieldwork as soon as possible when concerns develop. Then the site should notify the academic fieldwork coordinator and encourage the student to call the AFWC as well. One of the roles of the academic fieldwork coordinator is to serve as a mediator between student and fieldwork educator concerns. The academic fieldwork coordinator can provide the site and student with a different perspective, advise on possible solutions, and guide all parties through the necessary next steps. Each student’s advising path is unique.

How many times can a student fail level II fieldwork at WMU?

Each academic program establishes their own policy on fieldwork failure and whether or not how many times a student will be allowed to repeat fieldwork.

WMU allows students to receive a “no credit” grade on one Level I or one Level II Fieldwork experience and then work with the WMU AFWC to develop a contingency plan for the next fieldwork placement to meet the student’s learning needs. If a student has already failed a didactic course and the fieldwork course is the second failed course, then the student is dismissed from the OT academic program. If a student fails two fieldwork rotations (Level I or Level II Fieldwork), they are dismissed from the OT academic program.

*Please refer to the WMU OT Remediation & Dismissal Policy.*

Does the academic program have to tell the fieldwork setting that the student has a disability?

The AFWC works closely with any student requesting accommodations during a fieldwork course. The AFWC encourages the student to reach out to the WMU Office of Disability Services for Students (DSS). Then the AFWC, the student and DSS discuss the optimal disability accommodations for success in a specific type of fieldwork setting, as each fieldwork setting has unique needs. DSS writes a formal accommodation request letter for the fieldwork site. The AFWC mentors the student on how to present the accommodations request. The student decides whether or not to disclose a specific disability, when presenting the accommodations letter.

A fieldwork setting cannot refuse to place a student with a disability unless that student is unable to perform the essential job functions with or without reasonable accommodations.

Can a student complete one of their level II fieldwork experiences internationally?

To ensure adequate preparation for the NBCOT exam following graduation from our OT program, WMU requires students to complete both level II fieldwork experiences within the United States.
Can a student job shadow at a site they would like to complete fieldwork prior to committing to the site for level II fieldwork?

We strongly advise against requesting a job shadow at a potential fieldwork site due to the overwhelming amount of job shadow requests received by many facilities and national fieldwork placement shortages.

What is a passing grade for level II fieldwork?

WMU awards a credit/no credit grade for level I and II fieldwork courses. The fieldwork passing grade is based upon a student’s score/report on the AOTA Level I Fieldwork Competency Evaluation for the OT Student and a score of 111 or above on the AOTA Fieldwork Performance Evaluation (FWPE, 2020) for Level II fieldwork, completed by the site’s fieldwork educator. Currently there is no midterm “cut-off score” scores for the AOTA FWPE (2020), therefore the AFWC closely communicates with both the student and FW Educator at midterm to determine if performance is satisfactory or unsatisfactory at the halfway point of Level II fieldwork. Learning contracts will be developed if performance is unsatisfactory any point in the rotation if the student has been advised by the site they are at risk of failing. A site can terminate a fieldwork experience/fail a student at anytime if there is a significant safety concern identified by the site.
Appendix

A

Preferred Areas of Practice Form
Level II Fieldwork

Preferred Areas of Practice Form

Name:
Email:
Cell Phone:
Current Address:
Ideal Level II Fieldwork Address (City, State):

List Level I Fieldwork Clinics (Successful Completion)

<table>
<thead>
<tr>
<th>OT</th>
<th>Psychosocial Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6501/6502</td>
<td>YES</td>
</tr>
<tr>
<td>6503</td>
<td>YES</td>
</tr>
<tr>
<td>6504</td>
<td>YES</td>
</tr>
</tbody>
</table>

Do you consider yourself exempt for fieldwork relocation?

Circle One: YES     NO

Explanation:

Level II Fieldwork Preferred Practice Areas (Circle Two Boxes)

Notes:

Capstone Focus:
**Level II Fieldwork**

**Preferred Reservation Request List**

I would like the following sites (up to five) sent a reservation request. I understand that all sites on the final reservation list will be open to all students.

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Location (city, state)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

I will commit to going out of town for fieldwork to: (city, state)

Reason for relocation:
Appendix B

Fieldwork Development Worksheet
By completing this form, you are requesting the development of new legal contract with a facility that WMU currently does not have a student placement agreement with. All Fieldwork Development Worksheets will be reviewed by the WMU Fieldwork Team to determine if the contract development process should be initiated.

Developing a new contract takes a significant amount of time by the WMU Fieldwork Team and the legal teams at both WMU and the potential new fieldwork site.

The following factors are considered when determining to pursue a new contract:

- Quality of the fieldwork site
- Match of the site’s treatment philosophy with WMU’s curriculum
- Potential to use the fieldwork site again with future WMU students

Once the student signs this form and the contract request process has started, a student must commit to going to the fieldwork site, unless there is evidence of extenuating circumstances. If the student withdraws the request, he/she will be matched to a fieldwork site after the rest of the class has been placed. The student must also write a formal letter of apology to the fieldwork site that is approved by the Academic Fieldwork Coordinator.

There is always a risk associated with developing a new contract. Sometimes a new contract can take over a year to be executed, sometimes a new site contract can only work with a student during specific times, sometimes a contract can never be established, sometimes a site cancels at the last minute even if a new contract has been developed. If the contract can not be executed, there is no guarantee that the student can be placed in the same geographic area.
Level II Fieldwork
Fieldwork Development Worksheet (page 2)

Date:
Student Name:
Student Email:

Ideal Time Frame:

Fieldwork Site Name:

Address:

Clinical Coordinator Name:

Email:

Phone:

Comments:

I have read the entire Fieldwork Development Worksheet description of risks above and I understand my responsibilities.

Student Signature
Appendix C

Formal Weekly Meeting Summary Form
**WMU WEEKLY REVIEW FORM**

Week #: _____ Student: ___________________ Fieldwork Educator: ______________________

**Please note the most applicable section(s) on the FWPE for each of your comments:**

- Fundamentals of Practice
- Basic Tenets
- Evaluation and Screening
- Intervention
- Management of OT Services
- Communication/Professional Behaviors

STRENGTHS:

GROWTH AREAS:

Goals/Assignments for next week:

Feedback on Supervision:

   Helpful:

   Would like more:

Student Signature: ___________________________________________ Date:

Fieldwork Educator Signature: ____________________________ Date:
Appendix

D

Suggested Orientation Checklist
Suggested Student Orientation Checklist

FACILITY ORIENTATION

1) Type, philosophy, and purpose of facility.
2) Client census (diagnostic categories, age, total #).
3) Policies of facility regarding: work hours, absences, holidays, safety precautions, reporting accidents or emergencies, and fire procedures.
4) Introduction to key personnel and tour of facility.
5) Methods of communication with other departments (conference, team meetings, ward rounds, etc.)
6) Location and method for using client charts.
7) Orientation to appropriate services.

DEPARTMENT ORIENTATION

1) Physical layout – location of records, supplies, equipment.
2) Department organizational structure, lines of authority.
3) Objectives of services provided by OT.
4) Method and types of records used.
5) Policies and procedures of department.
6) Orientation to equipment and materials used in treatment.
7) Discussion of type of clients and referral system.
8) Discussion of type of treatment given.
9) Discussion of type of evaluation tools/tests used.
10) Discussion of amount and type of supervision given – who to refer questions to; time allocated to meet with supervisor.
11) Referral to Facility’s Student Manual.
12) Discussion of role and responsibilities expected of student.
13) Orientation to departmental daily/weekly schedule.
14) Schedule of special events – field trips, in-service training, lectures.
Appendix E

AOTA Fieldwork Performance Evaluation

(FWPE, 2020)

Level II Fieldwork

Website Links For:

Item Descriptions

Scoring Guide

FormStack Access

Appendix F

WMU Student Evaluation of Fieldwork Experience
(SEFWE)
STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

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

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

This form is designed to offer each program the opportunity to gather meaningful and useful information. Programs may adapt this form to suit their needs.

Instructions to the Student:

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

Instructions to the Fieldwork Educator(s):

Review the SEFWE with the student after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed. The SEFWE is signed by both the fieldwork educator(s) and the student. Return both the FWPE and SEFWE promptly upon completion of the fieldwork to the academic fieldwork coordinator.
STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site Address:

Type of Fieldwork:

Placement Dates: from _________________________ to_______________________

Order of Placement: [ ] First [ ] Second

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

Identify Access to Public Transportation:

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

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report on (date):

________________________________
Student's Signature

________________________________
FW Educator's Signature
FW Educator’s years of experience: __________
ORIENTATION—WEEK 1
Indicate the adequacy of the orientation by checking “Yes” (Y) or “Needs Improvement” (I).

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Adequate</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site-specific fieldwork objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student supervision process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirements/assignments for students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student schedule (daily/weekly/monthly)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency/Department policies and procedures</td>
<td></td>
<td></td>
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<tr>
<td>Documentation procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety and Emergency Procedures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CLIENT PROFILE

Check age groups worked with List most commonly seen occupational performance issues in this setting.

<table>
<thead>
<tr>
<th>Age</th>
<th>Occupational Performance Issues</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>22–65 years old</td>
<td></td>
</tr>
<tr>
<td>65+ years old</td>
<td></td>
</tr>
</tbody>
</table>

Describe the typical population:
# OCCUPATIONAL THERAPY PROCESS

## I. EVALUATION

<table>
<thead>
<tr>
<th>List assessment tools used</th>
<th>Observed</th>
<th>Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

## II. INTERVENTION

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

<table>
<thead>
<tr>
<th>Types of Intervention</th>
<th>Individual</th>
<th>Group</th>
<th>Co-Tx</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupations: client-directed life activities that match/support/address identified goals</td>
<td></td>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

<p>| Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement | | | | |
|                                                                                                                  | | | | |</p>
<table>
<thead>
<tr>
<th>Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement</td>
</tr>
<tr>
<td>Education: provides knowledge &amp; enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines</td>
</tr>
<tr>
<td>Training: develops concrete skills for specific goal attainment. Targets client performance</td>
</tr>
</tbody>
</table>
Advocacy: promotes occupational justice and empowers clients

Identify theory(ies) that guided intervention:

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

<table>
<thead>
<tr>
<th>Type of outcome</th>
<th>yes</th>
<th>no</th>
<th>Provide example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prevention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Justice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**OTPF-IV terminology**

ASPECTS OF THE ENVIRONMENT

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The current Practice Framework was integrated into practice</td>
<td></td>
</tr>
<tr>
<td>Evidence-based practice was integrated into OT intervention</td>
<td></td>
</tr>
<tr>
<td>There were opportunities for OT/OTA collaboration</td>
<td></td>
</tr>
<tr>
<td>There were opportunities to collaborate with other professionals</td>
<td></td>
</tr>
<tr>
<td>There were opportunities to assist in the supervision of others— specify:</td>
<td></td>
</tr>
<tr>
<td>There were opportunities to interact with other students</td>
<td></td>
</tr>
<tr>
<td>There were opportunities to expand knowledge of community resources</td>
<td></td>
</tr>
<tr>
<td>Student work area/supplies/equipment were adequate</td>
<td></td>
</tr>
</tbody>
</table>

Additional educational opportunities provided with comments (specify):

**DOCUMENTATION AND CASE LOAD**

Documentation Format:

- Narrative, SOAP, Checklist, Other:_______________________
- Hand-written documentation or Electronic?
- Time frame & frequency of documentation:

Ending student caseload expectation: _____ # of clients per week or day
Ending student productivity expectation: _____ % per day (direct care)

**SUPERVISION**

What was the primary model of supervision used? (check one)
- one fieldwork educator : one student
- one fieldwork educator : group of students
- two fieldwork educators : one student
- one fieldwork educator : two students
- distant supervision (primarily off-site)
- three or more fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

Frequency of meetings/types of meetings with fieldwork educator (value/frequency):
### SUMMARY of FIELDWORK EXPERIENCE

<table>
<thead>
<tr>
<th>Expectations of fieldwork experience were clearly defined</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations were challenging but not overwhelming</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Experiences supported student’s professional development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Circle one

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

_____________________________________________________________________________

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

Study the following evaluations:

_____________________________________________________________________________

Study the following intervention methods:

_____________________________________________________________________________

Read up on the following in advance:

_____________________________________________________________________________

What aspects of the WMU curriculum/labs helped you prepare the most for this specific Level II fieldwork experience?

_____________________________________________________________________________

Do you feel you needed more content in the WMU curriculum/labs to help you prepare for this specific Level II Fieldwork experience?

_____________________________________________________________________________

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

Why or why not?
**INSTRUCTIONS**

One form must be completed for each fieldwork educator who provided supervision. You can copy/paste this page as needed.

<table>
<thead>
<tr>
<th>Provided ongoing positive feedback in a timely manner</th>
<th>1 = Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided ongoing constructive feedback in a timely manner</td>
<td>2 = Disagree</td>
</tr>
<tr>
<td>Reviewed written work in a timely manner</td>
<td>3 = Neutral</td>
</tr>
<tr>
<td>Made specific suggestions to student to improve performance</td>
<td>4 = Agree</td>
</tr>
<tr>
<td>Provided clear performance expectations</td>
<td>5 = Strongly agree</td>
</tr>
<tr>
<td>Sequenced learning experiences to grade progression</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Used a variety of instructional strategies</td>
<td></td>
</tr>
<tr>
<td>Taught knowledge and skills to facilitate learning and challenge student</td>
<td></td>
</tr>
<tr>
<td>Identified resources to promote student development</td>
<td></td>
</tr>
<tr>
<td>Presented clear explanations</td>
<td></td>
</tr>
<tr>
<td>Facilitated student’s clinical reasoning</td>
<td></td>
</tr>
<tr>
<td>Used a variety of supervisory approaches to facilitate student performance</td>
<td></td>
</tr>
<tr>
<td>Elicited and responded to student feedback and concerns</td>
<td></td>
</tr>
<tr>
<td>Adjusted responsibilities to facilitate student’s growth</td>
<td></td>
</tr>
<tr>
<td>Supervision changed as fieldwork progressed</td>
<td></td>
</tr>
<tr>
<td>Provided a positive role model of professional behavior in practice</td>
<td></td>
</tr>
<tr>
<td>Modeled and encouraged occupation-based practice</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Modeled and encouraged client-centered practice</td>
<td></td>
</tr>
<tr>
<td>Modeled and encouraged evidence-based practice</td>
<td></td>
</tr>
<tr>
<td>Modeled and encouraged interprofessional collaboration</td>
<td></td>
</tr>
<tr>
<td>Modeled and encouraged intra-professional collaboration</td>
<td></td>
</tr>
</tbody>
</table>

Comments: (required)
Appendix G

OT 7901 and OT 7902 Syllabus
Course Description and Purpose:
A 10-14 week, full-time, supervised fieldwork experience in a clinic environment, hospital, school or community agency. The course will focus on developing and integrating clinical skills and professional behaviors in designated practice areas of occupational therapy for competence as an entry-level practitioner. Enrollment in the course requires consent by the Department of Occupational Therapy.

Prerequisite Course:
Successful completion of OT 6504 (Level I Fieldwork)

Graduate Credits:
3-12 credit hours
Note: Open to graduate occupational therapy students only.
**Relationship to Curriculum Design:**
The full time fieldwork experience provides significant opportunities to see the **OT PROUD! WMU curriculum themes** in community settings with a variety of client populations within multiple contexts. In a collaborative relationship with a clinical fieldwork educator (mentor), the goals of the OT 7901 and OT 7902 courses are to help Level II Fieldwork students develop **professional reasoning** through integration of new knowledge with previous didactic information, in order to competently practice as an entry-level occupational therapist. Students will develop **resiliency** in themselves and their clients, as they facilitate **occupation-focused practice** tailored for the **uniqueness of each individual**, while highlighting the **distinct value of OT** to the client, caregivers, team members at the site, and third party payers.

**Course Objectives:**
2018 **Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide** determines the objectives of the Level II fieldwork experience. Specific ACOTE standard numbers associated with Level II Fieldwork are listed throughout this syllabus.

**Standard 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. The experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model.* (ACOTE, 2018)

1. The student will identify the content in the WMU academic curriculum that influences their professional reasoning during fieldwork through reflective participation in an online discussion board assignment in the OT 7901/OT 7902 E-Learning Site, to strengthen ties between didactic and fieldwork education. (C.1.1) Discussion Board topics are centered around **OT PROUD! curricular themes:** professional reasoning, resiliency, occupation-focused practice, uniqueness of each individual, and the distinct value of OT.

2. The student will demonstrate ethical practice at the fieldwork site. (C.1.0) – Ethics E-Learning Post required, linking a site dilemma to an AOTA Code of Ethics (2020) core value, principle, and standard of conduct.

3. The student will develop entry-level competencies for a specific area of occupational therapy practice by the end of the 10-14 week experience. (C.1.13)
   - The entry-level competencies are assessed by achieving the minimal passing score or above (111 or above) with a rating of a score of 3 or higher on items #1 - #3 and no scores of a “1” on the final AOTA **Fieldwork Performance Evaluation (FWPE).**

**Topical Outline (Course Schedule) – Length of Level II Fieldwork:**
The specific dates and hours for the clinical experience are determined by the fieldwork site. The **Accreditation Council for Occupational Therapy Education** requires occupational therapy students to complete a minimum of the equivalent of 24 weeks of full-time Level II fieldwork. Western Michigan University occupational therapy students will complete this requirement through OT 7901 and OT 7902. Typically, students will complete 12 full-time weeks for OT 7901 and 12 full-time weeks for OT 7902. However, each Level II fieldwork course can be extended up to 14 weeks or shortened to down to 10
weeks, due to performance concerns, natural disasters, or a public health crisis, as long as entry level competence has been achieved with a final passing score the FWPE of 111 or above. The student must work the full-time schedule of the primary fieldwork educator, including regular weekend hours and holidays as required.

Students may complete OT 7901 or OT 7902 on a part-time basis, as long as it is at least 50% of an FTE at that site. (C.1.10)

The Fieldwork Attendance Policy is one of the WMU's departmental "Student Policies" emailed to all students before they enter the academic program, is posted on the Fieldwork E-Learning Sites, is listed in the WMU Fieldwork Handbook and is reviewed in Level II Fieldwork advising meetings.

**Level II Fieldwork Site Choices and Matching Process:**

The Academic Fieldwork Coordinator will ensure that there are enough executed legal contracts with facilities and enough number of confirmed fieldwork sites for the number of students registered for the course. (C.1.5 and C.1.6) The AFWC will ensure that the fieldwork sites are using current best practice methods through site visits, phone calls, and past student feedback. All site information is shared with current students through the Fieldwork Information folder on the One Drive (C.1.2) The AFWC will ensure that fieldwork sites at nontraditional settings or in role-emerging areas have a philosophy of practice that is connected to WMU’s curriculum design and goals through site visits or phone call/virtual meeting. (C.1.1)

The AFWC will assign the students to the fieldwork sites. The matching process will be based on student interest, the right match for the site (sometimes dictated by an interview), student academic performance, student professional behaviors, student learning style, geographical location, ensuring an overall variety of fieldwork placements for the student, and the greater good of the interests of all the students in the course. The goal of Level II fieldwork is to prepare occupational therapy students to be generalists. The AFWC will ensure the OT students participate in a variety of fieldwork experiences. The OT student can complete their fieldwork experiences in a minimum of one setting if it is reflective of a variety of practice areas and in a maximum of four different settings. (C.1.10)

The AFWC will ensure that there is an executed legal agreement, signed by both the facility and WMU, before the student starts the fieldwork experience. The responsibilities of the AFWC, the school, and the student will be clearly outlined in the contract. The AFWC and the site are responsible for communicating contract and learning objectives information to the student. The legal contract and all available site information for the student will be scanned and uploaded to the One Drive for students to access. (C.1.6) The criteria and process for selecting fieldwork sites, how site data is stored and the student matching process is communicated to students, prior to the start of the fieldwork experience, in the WMU Fieldwork Manual (located on the Fieldwork E-Learning site for all students to access remotely). (C.1.2)

**Teaching/Learning Experience:**

**Qualified Level II Fieldwork Educators:**

Level II fieldwork is a supervised practicum with an emphasis on student-centered learning needs. The primary supervisor(s) is an occupational therapist (OTR) and is called the Fieldwork Educator. Other team members at the fieldwork site can assist with the supervision and instruction of the student. Sometimes one fieldwork educator works with 2 – 3 students during the same time frame in a collaborative supervision model. The Academic Fieldwork Coordinator (AFWC) will ensure the proper
ratio of fieldwork educators to students in order to ensure a quality learning experience for the student through written and/or verbal communication with the site. (C.1.4) The AFWC will also ensure that the fieldwork site understands that the supervision of the student should progress from initial close supervision to more distant supervision over time, only if the student is demonstrating clinical competency, while protecting the safety of the site’s consumers. (C.1.13) Follow up with the student on the level of supervision will be done through formal email communication at week 6 and week 10. (C.1.12)

The AFWC will ensure that the primary Fieldwork Educator has at least one year of full-time practice experience as a licensed OT prior to the onset of the Level II Fieldwork experience, through email, the WMU ACOTE Collaboration Form, and phone or site visit communication. (C.1.11) The AFWC will ensure the primary Fieldwork Educator is adequately prepared to serve as fieldwork educator prior to the Level II Fieldwork experience through the WMU ACOTE Collaboration Form, phone calls, email, and/or site visit communication and sharing resources on Fieldwork Education from AOTA and MOTEC (Michigan Occupational Therapy Education Council). (C.1.11)

If the fieldwork experience is in a setting where occupational therapy services are not defined and/or there is no OTR on staff, the AFWC will develop a formal written plan for supervision called: Level II Fieldwork Supervision Plan in a Nontraditional Setting. This document can be found in the WMU Occupational Therapy Department Fieldwork Manual. The primary Fieldwork Educator in a nontraditional setting described in this paragraph must have at least three years of full-time practice experience prior to the start of the Level II fieldwork experience. This primary Fieldwork Educator must provide at least eight hours a week of on-site supervision in addition to providing a means for communication, through a variety of measures, when off site during all working hours. When the primary Fieldwork Educator is off site, another supervisor, of any discipline, must be assigned to the student at all times while the student is on-site. (C.1.14)

**Determining and Documenting Level II Fieldwork Learning Objectives:**
The learning objectives are collaboratively determined by the Fieldwork Educator and the Academic Fieldwork Coordinator (AFWC), prior to the start of the fieldwork experience. Ideally the fieldwork site has a graded progression of week-by-week objectives that are specific to the practice setting. The Academic Fieldwork Coordinator will communicate with the Fieldwork Educator to assess student performance progression throughout the fieldwork rotation at week one, week 6, week 10 and week 12. (C.1.3)

Site-specific objectives, site information and the site contract are provided to the student on the One Drive (available remotely) by the AFWC, prior to the start of the fieldwork experience. (C.1.2)

A psychosocial fieldwork objective(s) is/are determined by the fieldwork site. The psychosocial fieldwork objective(s) is/are written on the WMU ACOTE Collaboration Form, signed by the fieldwork educator and returned to the WMU AFWC, prior to the start of the fieldwork experience. **Every fieldwork experience must have at least one psychosocial learning objective.** (C.1.3)

**Evaluation of Student Performance on Level II Fieldwork:**
**Fieldwork Educator evaluation of the student:**
The student will be evaluated at midterm and final using the American Occupational Therapy Association Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (2020) through the
Evaluating the Effectiveness of Supervision:  
Student feedback to the fieldwork site  
The student will complete the form: WMU Student Evaluation of the Fieldwork Experience (SEFWE) on completion of the fieldwork placement and review it with the fieldwork educator(s). The student will complete the form electronically (modifiable Word document) to email to the AFWC (C.1.12)  
The AFWC will also check in with the fieldwork site educators via email/phone at midterm and week 10. If there are concerns, an action plan will be developed by the fieldwork educator, the AFWC and the student for improved performance.  

Course Grade Scale:  
WMU uses a specific grading scale (below) for OT 6900:  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
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<tbody>
<tr>
<td>X</td>
<td>failure (unofficial withdrawal)</td>
</tr>
<tr>
<td>W</td>
<td>official withdrawal</td>
</tr>
<tr>
<td>I</td>
<td>incomplete</td>
</tr>
<tr>
<td>CR</td>
<td>credit</td>
</tr>
<tr>
<td>NC</td>
<td>no credit/fail the course</td>
</tr>
</tbody>
</table>

Students receive either a final credit (CR) or no credit (NC) grade for OT 7901/OT 7902. In order to receive a credit (CR) grade, students must complete the following requirements for both courses:  

1. Must submit the completed ACOTE Fieldwork Collaboration Form (prior to first day) to the AFWC  
2. Week One: email to AFWC confirming supervision ratio, fieldwork educator(s) contact information, and assigned unit for the rotation.  
4. Week 10 email exchange with the AFWC about performance progress since midterm, level and quality of supervision  
5. Complete all online discussion board requirements (12 total), ethics, evidence-based practice, and curriculum connection posts are required  
6. Student must receive a passing score (111 or above) as defined in the course objective section above on the AOTA Fieldwork Performance Evaluation (FWPE) (2020) final completed by the FW Educator in FormStack.  
7. Student completes the self evaluation AOTA FWPE (2020) midterm and final in FormStack.  
8. Submit the Student Evaluation of the Fieldwork Experience (SEFWE): electronic version via email (modifiable Word document) to the AFWC  

Failure to complete these requirements may result in a delayed or no credit (NC) grade for OT 7901/OT 7902.
**Textbook/Learning Resources:**
Students are encouraged to use and reference required textbooks from the occupational therapy program that are applicable to the practice area of the fieldwork site.

Students are expected to access the Western Michigan University Library remotely for accessing journal articles to support best practice assessment and intervention plans for their fieldwork caseload.

The following two AOTA documents will be used in the course:


Students are required to read the *WMU Occupational Therapy Department Fieldwork Manual* and *WMU Occupational Therapy Department Fieldwork Manual* in entirety for further policies and procedures related to fieldwork education at WMU. Then turn in the signed attestation statement to AFWC to confirm understanding of fieldwork policies and procedures.

**WMU E-Mail Account is the Official Channel of Communication:**
*(Academic Policy Statement Recommended and approved by the WMU Faculty Senate)*

Students are expected to use their WMU email accounts regularly while on their fieldwork experiences, as this is the official channel of communication between the University and student. Students receive notifications of course updates, campus emergencies and closures, and other important information through this channel. Problems sending or receiving email through the WMU address may be addressed at the Help Desk (387-HELP), online at http://www.wmich.edu/oit/helpdesk/, or in person at the front desk in any on-campus computer lab.

**Professional Behavior:**
*(Academic Policy Statement Recommended and approved by the WMU Faculty Senate and adapted by Sara Clark for OT 7901 and OT 7902)*

Every student has the right to freely express his/her opinion as long as this is done in such a way as to not impede the rights of other co-workers and students at the fieldwork site. Along this line, it is expected that all participants in this class will treat all others at the fieldwork site with respect and dignity. Behavior that is disrespectful, intimidating, threatening, or disruptive of the fieldwork environment will not be tolerated. If any participant in the class has a concern regarding another co-worker or student’s behavior he/she is encouraged to speak with the instructor. If a fieldwork site contacts the instructor about professional behavior concerns, the instructor will
contact the student via email to set up a time to speak with the student over the phone to discuss the situation and create a plan to correct the problem. The instructor will warn the student of the potential for the performance to impact the ability for the student to receive credit grade (CR) for the course if the behavior continues. If the student continues to demonstrate unprofessional behavior, the student may not receive a passing score on the AOTA Fieldwork Performance Evaluation (2020) and warrant a noncredit (NC) grade for the OT 7901 or OT 7902 course.

**Accommodations for Disabilities:**
*(Academic Policy Statement Recommended and approved by the WMU Faculty Senate)*

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and/or Disability Services for Students, (269) 387-2116, at the beginning of the semester, prior to the first day of the Level II Fieldwork experience. Disability information provided to the instructor will remain confidential. DSS recommends that students with disabilities bring their accommodation letters to the instructor during office hours or by special appointment, prior to the start of the fieldwork experience. During the appointment, the particulars of arrangements for accommodations can be discussed and agreed upon in private.

**Academic Ethics and Integrity:**
*(Academic Policy Statement Recommended and approved by the WMU Faculty Senate)*

You are responsible for making yourself aware of and understanding the policies and procedures in the University’s Catalog’s that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with the course instructor if you are uncertain about an issue of academic honesty while on fieldwork.

**Non-Discrimination Policy:**
*(Academic Policy Statement Recommended and approved by the WMU Faculty Senate)*

Western Michigan University prohibits discrimination or harassment which violates the law, or which constitutes inappropriate or unprofessional limitation of employment, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

**WMU Human Rights Statement:**
*(Academic Policy Statement Recommended and approved by the WMU Faculty Senate)*

It is a fundamental policy of Western Michigan University not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries and social activities. Through its
example and teaching, Western strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.
Appendix H

WMU
ACOTE Collaboration Agreement Form
ACOTE Fieldwork Collaboration Form

**Please return this form to WMU prior to day one of the rotation**

Fieldwork Site Name: ______________________________________________

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.

· Student understands the site-specific expectations. (please send to WMU)
· Student has viewed all available information about the fieldwork site from WMU and from the fieldwork educator (contract, site-specific objectives, required forms, website, etc.)
· Student has reviewed the AOTA FWPE and understands the tool that will be used to evaluate student fieldwork performance and to determine a credit vs. no credit grade for OT 7901/OT 7902.
· Fieldwork Educator and student are required to have a weekly meeting to discuss fieldwork performance. Use of a Weekly Meeting Summary sheet is highly encouraged to document weekly performance progress.
· Week One Check In: sara.clark@wmich.edu
  o Student emails Sara Clark (AFWC) to confirm site has all paperwork.
· Midterm requirements: sara.clark@wmich.edu
  o Fieldwork Educator submits official AOTA FWPE through FormStack and emails Sara with any concerns.
  o Student submits self-evaluation through AOTA FWPE in FormStack
  o Student sends Sara summary check-in email
· Week 10 Check-In: sara.clark@wmich.edu
  o Fieldwork educator and student email Sara Clark separately with an update on progress from midterm to Week 10 and if student is on track to pass

C.1.4: Ensure that the ratio of fieldwork educators to students enables proper supervision and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.

· List the student to fieldwork educator ratio: _____________________________
C.1.11: **Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of one year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II Fieldwork.**

<table>
<thead>
<tr>
<th>Fieldwork Educator Name</th>
<th>Years of Experience</th>
<th>State License Number</th>
<th>Date of State License Expiration</th>
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C.1.13: **Ensure that the Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client’s condition, and the ability of the student to support progression toward entry-level competence.**

- Student and fieldwork educator understand the level of supervision will **change** from close supervision to distant supervision, only after the student has demonstrated competency with the safety of the clients.

C.1.11: **Ensure that the student supervisor is adequately prepared to serve as fieldwork educator, prior to Level II fieldwork.**

Please list any fieldwork education training courses you have attended and/or articles you have read to help you prepare to be a fieldwork educator:

C.1.12: **Document a mechanism for providing resources for enhancing supervision (e.g. material on supervisory skills, continuing education opportunities, articles on theory and practice).**


- MOTEC Fieldwork Educator Days (free one day course): [https://www.miota.org/motec_fieldwork_educator_days.php](https://www.miota.org/motec_fieldwork_educator_days.php)

- MOTEC Fieldwork Education Resources for Supervisory Skills: [https://www.miota.org/motec_fwed_days_resources.php](https://www.miota.org/motec_fwed_days_resources.php)
C.1.3: Ensure that fieldwork objectives for all experiences include a psychosocial objective. 
Please list the site-specific psychosocial objective(s) for this fieldwork experience:

Both the WMU OT Level II Fieldwork Student and the Fieldwork Educator(s) understand the American Council of Occupational Therapy Education (ACOTE) fieldwork standards (2018) listed above and are in agreement with the information provided in this document.

Dates of Level II Fieldwork:

Student: Print Name, Signature, and Date:

Fieldwork Educator(s): Print name(s), Signature(s), Email(s), and Date:

_________________________________________________________________________________________________
Appendix I

WMU
Supervision Plan for
Non-Traditional Fieldwork Sites
Western Michigan University’s
Level II Fieldwork Supervision Plan
Nontraditional Setting

Name of Fieldwork Site:

Name of Primary Fieldwork Educator (OTRL):

Years of Practice Experience Since Initial Certification:

Email:
Cell Phone When Off Site:

Confirmed Schedule for Eight Supervision Hours On Site: (day(s) of the week and hours)

Designated Supervisors for days when OTR is off site:

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Supervisor Name/Phone/Email</th>
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<tbody>
<tr>
<td>Monday</td>
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<td>Tuesday</td>
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<td>Wednesday</td>
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<td>Thursday</td>
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<td>Friday</td>
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I agree to abide by the following ACOTE Standard C.1.14:
Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

Signature of FW Educator OT:________________________  Date:

Signature of AFWC:_________________________________________ Date:

Signature of Student:________________________________________  Date:

Signature(s) of Non-OT On-Site Supervisor(s):
_________________________________________ Date:

_________________________________________ Date:

_________________________________________ Date:
Appendix J

WMU School System - Level II FW: Make-Up Time Tracking Form
Western Michigan University

School System: Make-Up Time Tracking Form

Student Name:

Level II Fieldwork Site:

Level II Fieldwork Educator:

Fieldwork Educator - Email Address:

Scheduled Time Frame of Level II Fieldwork Experience:

<table>
<thead>
<tr>
<th>Days Off (Date)</th>
<th>Half Day OR Full Day</th>
<th>Reason</th>
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TOTAL Days Off: ****Please list MLK Day, President’s Day, Spring Break, sick days, snow days, etc.

<table>
<thead>
<tr>
<th>Make Up Date(s)</th>
<th>Half OR Full Day</th>
<th>Facility/Project/Continuing Education</th>
<th>Contact Name/Email Address</th>
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Options for Make-Up Time

- **Short Term Fieldwork Experience:**
  - WHEN YOU NEED TO MAKE UP 5 DAYS OR MORE = Please notify Sara as soon as possible to set up an additional short-term fieldwork experience.
  - Work with Sara to find a facility to work with you for 5 days.

- **Late Hours:** staying later than your usual required time on the site, if you have specific learning objectives
  - Some examples might be: involvement in afterschool programming, work with another discipline or teacher, developing visual supports
  - Must have a designated supervisor for your time on site, if your direct OT Fieldwork Educator is not present.

- **Observation at Another Facility:**
  - Work with Sara or Fieldwork Educator to set up observation days – do not contact facilities on your own for these requests.
  - Can do this for up to 4 days and up to 4 different locations
  - Examples include: other OT practice settings RELATED TO CURRENT FIELDWORK PLACEMENT, adaptive sports, private therapy session, etc.
  - You need to have an assigned supervisor for all hours at the site
  - Consider weekend observation time

- **Continuing Education:**
  - Up to two days at a professional conference or continuing education course can count towards fieldwork hours if it is relevant to the current fieldwork setting and if it is approved by the fieldwork educator.
  - Please submit proof of the continuing education class/course (flyer, certificate of participation, email advertisement, powerpoint, etc.).

- **Projects required by the site – IN ADDITION to your normal caseload:**
  - Examples: preparation for a presentation, literature search, making a product for the site
  - ONE FULL DAY (8 hours), or TWO HALF DAYS (4 hours)

**Note:**

**In-Service Days:** (students are not present) If you are present all day and attending meetings or doing work the entire day (writing reports, creating visual supports, etc.), you do not need to make up this time.

**For Final Level II Fieldwork Grade:** 2 copies of this form need to be submitted to Sara
Tentative Plan = By the end of the second week of your fieldwork experience
Final Completed Plan = By the Friday after the last date of your fieldwork experience
Appendix K

Statement of Responsibility for the Fieldwork Manual
Statement of Responsibility for the Fieldwork Manual

By signing this form, I hereby attest that:

• I have read all the information in the WMU Fieldwork Manual and I am familiar with the information and the forms.

• I understand that I am responsible for knowing all of the information in this manual and following the recommendations outlined in the document throughout my time in the WMU academic OT program.

• I am aware that my failure to follow the recommendations listed in this manual could result in academic and legal consequences.

• I realize that there is currently a national Level II fieldwork crisis which has significantly limited the availability of fieldwork sites across the country. I understand that the WMU fieldwork team will make every effort to assign me to local or desired geographic locations, but I realize that I may have to travel at least an hour to my fieldwork site(s) or relocate (unless I am exempt from relocation) for fieldwork.

Student Signature and Date: (electronic)

Student Name (Print):