ACOTE Fieldwork Collaboration Form

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.

- Student understands the site-specific expectations.
- 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 this is the tool that will be used to evaluate student fieldwork performance and to determine a credit vs. no credit grade for OT 6900/OT 6910.
- Fieldwork Educator and student are required to have one weekly meeting to discuss fieldwork performance. Use of a Weekly Meeting Summary sheet is highly encouraged to document weekly performance progress.
- Midterm requirements: sara.clark@wmich.edu
  - Fieldwork Educator emails Sara Clark (AFWC) official midterm score and update on performance
  - Student emails Sara Clark (AFWC) to provide fieldwork update
  - No formal paperwork is returned at midterm

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.

- List the student to fieldwork educator ratio: _________________________________
- List the Student's Fieldwork Educators:
C.1.14:  *Ensure 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 experiences subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator.*

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<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.1.16:  *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.*

- 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.

Fieldwork Site Name: _____________________________________________

Both the WMU OT Level II Fieldwork Student and the Fieldwork Educator(s) understand the *American Council of Occupational Therapy Education (ACOTE)* fieldwork standards listed above and are in agreement with the information provided in this document. Please contact Sara Clark, Academic Fieldwork Coordinator, with any questions or concerns:  sara.clark@wmich.edu

Student: Print Name, Signature, and Date:

________________________________________________________________________

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

________________________________________________________________________