

FIELDWORK EDUCATION			
B.10.1.	<p>Document the criteria and process for selecting fieldwork sites. Ensure that the fieldwork program reflects the sequence, depth, focus, and scope of content in the curriculum design.</p> <p>Level I rotations are selected in conjunction with the course master of the practices courses. Consideration is given to fieldwork educator and student strengths as well as student exposure to the goal client population. For each practice course there is a correlating level I rotation.</p> <p>Level II requests are made by the students.</p> <p>Level II Fieldwork Selection Procedures for students- More details on information provided to students can be found at the NSU fieldwork education website. http://www.nova.edu/ot/fieldwork/fieldwork_pp.html</p> <ul style="list-style-type: none"> • Students should not request to be placed in facilities where they are currently employed or have previously been employed in any capacity for both Level I or Level II fieldwork experience. • Students will not be placed in the same facility with persons who are related to the student either as an occupational therapist or other professional employee. • Fieldwork Level II placement sites are assigned based on current availability. Availability is indicated by the fieldwork placement availability forms and fieldwork data forms, which are located in the fieldwork notebooks. These notebooks may be obtained from the fieldwork administrative assistant and must be used only in the occupational therapy office. Information is kept as current as possible; however it is subject to change. • Additional information about the facilities can be obtained by reviewing the fieldwork evaluation forms, located in the OT office fieldwork filing cabinet and collected from the previous year's student inter <p>NSU is dedicated to selecting sites which provide the occupational therapy students opportunities to participate in traditional and non-traditional/role emerging populations.</p> <p>Initial selection process;</p> <ul style="list-style-type: none"> • Fieldwork site (SITE) is contacted by the academic fieldwork coordinator (AFWC) OR the site contacts NSU requesting occupational therapy students. • The AFWC collaborates with the site to determine what the site has to offer the students in terms of population, supervision and resources. • If it is determined that there is sufficient learning opportunities and supervision for a level I or level II rotation a site visit is scheduled. Preferably, the site visit is conducted with the AFWC and the course master of the course most closely linked to that population. • Accomplished at site visit: 		

	<p>Discuss curriculum design and establish what educational experiences the student has accomplished when starting the rotation at the location. (Note this information is also sent in writing in the form of course syllabus and fieldwork objectives prior to student beginning the rotation as well as in the fieldwork manual.)</p> <ul style="list-style-type: none"> • Establish a contract. The contract is established through the AFWC, with support from the fieldwork secretary. <p>Fieldwork program reflects the following</p> <table border="1" data-bbox="319 535 1715 846"> <tr> <td data-bbox="319 535 573 719">Sequence</td> <td data-bbox="573 535 1715 719"> Level I and Level II: Facility receives information verbally while establishing the site and is updated annually in writing in the fieldwork manual and in the confirmation of site mailing. Level I: Determined by AFWC. The fieldwork experience is determined based on the core course. IE. After Pediatric core course, student attends pediatric level I. Level II: Determined by AFWC with collaboration from the student. Sequence is after passing all academic coursework. </td> </tr> <tr> <td data-bbox="319 719 573 781">Depth</td> <td data-bbox="573 719 1715 781">During the interview process, we discuss the level of application the students receive. Questions include: type and number of clients served, type and number of other professionals on staff,</td> </tr> <tr> <td data-bbox="319 781 573 813">Focus</td> <td data-bbox="573 781 1715 813"></td> </tr> <tr> <td data-bbox="319 813 573 846">Scope</td> <td data-bbox="573 813 1715 846"></td> </tr> </table>	Sequence	Level I and Level II: Facility receives information verbally while establishing the site and is updated annually in writing in the fieldwork manual and in the confirmation of site mailing. Level I: Determined by AFWC. The fieldwork experience is determined based on the core course. IE. After Pediatric core course, student attends pediatric level I. Level II: Determined by AFWC with collaboration from the student. Sequence is after passing all academic coursework.	Depth	During the interview process, we discuss the level of application the students receive. Questions include: type and number of clients served, type and number of other professionals on staff,	Focus		Scope			
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B.10.2.	<p>Ensure that the academic fieldwork coordinator and faculty collaborate to design fieldwork experiences that strengthen the ties between didactic and fieldwork education.</p> <p>Level I evaluation packets demonstrate the collaboration between faculty and fieldwork sites. The AFWC and practice class faculty conduct regular site visits during level I rotations. During the site visits we discuss practice issues, any relevant curriculum changes, and discuss supervisory skills.</p> <p>Additionally, for the past two years we have also used the site visits as a time to invite clinicians to FLOTEC (Florida Occupational Therapy Educational Consortium) courses. Refer to the FLOTEC website for details of scheduled course in evidence based practice, fieldwork educators as leaders and</p>										
B.10.3.	<p>Provide fieldwork education in settings that are equipped to meet the curriculum goals, provide educational experiences applicable to the academic program, and have fieldwork educators who are able to effectively meet the learning needs of the students.</p> <p>Appendix A</p>										

	<p>After a site visit- the site is identified as being either Mental Health, Pediatrics, Older Adults or Physical Disabilities. (One of the 4 level I rotations types) or as a specialty area such as hand therapy only. Students are assigned to sites for level I's based on this criteria. Curriculum goals are articulated verbally by the AFWC and Course master of the practice course as well as in writing through dissemination of the Fieldwork Manual. Additionally, course requirements are provided in packet sent to the site prior to the start of each rotation (Level I and LevelII). Level I goals are written by the course master of the correlating practice course supporting the curriculum design.</p>		
<p>B.10.4.</p>	<p>Ensure that the academic fieldwork coordinator is responsible for advocating the development of links between the fieldwork and didactic aspects of the curriculum, for communicating about the curriculum to fieldwork educators, and for maintaining contracts and site data related to fieldwork placements.</p> <p>Appendix A Development of links: Creation of the FLOTEC website and collaboration to provide ongoing CE courses to develop fieldwork educator skills. Dissemination of FW manual. Didactic aspects: Curriculum design provided annually through the fieldwork manual and verbal conversations regarding changes during confirmation of site phone calls. Contracts: Maintained in a locked filing cabinet in the secretary's office.</p>		
<p>B.10.5.</p>	<p>Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives, identifying site requirements, and communicating with the student and fieldwork educator about progress and performance during fieldwork.</p> <p>Appendix A Curriculum goals are articulated verbally by the AFWC and Course master of the practice course as well as in writing through dissemination of the Fieldwork Manual. Additionally, course requirements are provided in packet sent to the site prior to the start of each rotation (Level I and LevelII).</p> <p>The students have academic requirements while on level I and level II rotations. This is accomplished through the use of webCT course- see course shells for details. Course masters for practice courses are responsible for level I requirements and the AFWC is responsible for the level II rotations.</p>		
<p>B.10.6.</p>	<p>Document a policy and procedure for complying with fieldwork site health requirements and maintaining student health records in a secure setting.</p> <p>Addendum B</p> <p>Year I – The AFWC coordinates collection of Hepatitis, background check, medical insurance, CPR, first aide, Physical exam, PPD and immunization cards. The record we keep is a signed card by the physician stating his/her office has records of Physical exam with the date, PPD with date and Hep B. The information collected is</p> <p>I. Year One Admission Requirements-for MOT Students</p> <p>A. Physical Examination (copy in admission file)</p>		

	<p>B. Immunization Form (original copy in admission file and copy in clinic file) C. Proof of Medical Insurance (copy in admission file) D. Honor Code Form (copy in admission file) E. Transcript Form (copy in admission file) F. Claim for Florida Residency Form (copy in admission file) G. E-mail Account Form (copy in admission file) Parking Permit and NSU Badge Application</p> <p>II. Documentation Verification for Year One OT's by the OT Dept. Proof of Medical Insurance (Due on orientation day) A. Physical Examination Date (Due before orientation) B. Proof of Immunization information including (Due before orientation)</p> <ol style="list-style-type: none"> 1. Hepatitis B vaccine dose one 2. Hepatitis B vaccine dose two 3. Hepatitis B vaccine dose three <p><i>It is the student's responsibility to have the vaccine series completed or show serologic proof of immunity or prior infection with Hepatitis B by January 1st of his or her first year. Students will be held from clinical rotations until this requirement has been fully met.</i></p> <p>III. Fingerprint & Background Screening Fingerprint</p> <ol style="list-style-type: none"> A. Fingerprints (copy in student file) B. Background Screening results (copy in student file, Natalia Bonifazio) C. CPR/First Aid Certification (copy in student file, Natalia Bonifazio) <ol style="list-style-type: none"> 1. Professor Adrienne Lauer sets up the date sometime in January D. HIV/AIDS Certificate (copy in student file) 1. done every year in August <p>Background Screening</p> <ol style="list-style-type: none"> A. Upon orientation students will receive a background screening packet. <ol style="list-style-type: none"> 1. A date will be scheduled through the OT Coordinator 2. Students are to go in person to the following location: The Bureau of Child Care Licensing and Enforcement Section 2995 N Dixie Highway Ft. Lauderdale, FL 33334. 3. Students must complete and return the completed forms to the OT Coordinator (Lashonda Linton). B. If students want a copy of their background screening results, they must sign the authorization release form C. Students may not obtain a copy of their actual fingerprint card. 		
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	<p>D. When the background screening results come in, make sure everything is blacked out except for the specific student's information.</p> <p>E. If results show that a student has had a record call Diana Ortiz Rios at ext: 7898 for approval.</p> <p>*Check with the admission office for any information.</p> <p>Year II- Year III- Students are responsible for contacting fieldwork sites to identify additional requirements.</p>		
B.10.7.	<p>Ensure that the ratio of fieldwork educators to student(s) enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.</p> <p>Supervision for level one non-traditional rotations is provided by one on-site supervisor and one faculty liaison. Students can respond in webct courses if there are problems with level or style of supervision so the AFWC or faculty can provide support as needed. Number of supervisors is recorded on the level I and level II evaluation forms.</p>		
B.10.8.	<p>Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program.</p> <p>See Fieldwork Clerk program. Plans for level I and level II rotations are initiated to provide time to develop relationships and contracts with new sites as needed.</p> <p>(Tracking form of new site development)</p>		
B.10.9.	<p>For programs in which the academic and fieldwork components of the curriculum are provided by two or more institutions, responsibilities of each sponsoring institution and fieldwork site must be clearly documented in a memorandum of understanding. For active Level I and Level II fieldwork sites, programs must have current fieldwork agreements or memoranda of understanding that are signed by both parties. (Electronic contracts and signatures are acceptable.)</p> <p>On file – locked in Secretary's office.</p>		
B.10.10.	<p>Documentation must be provided that each memorandum of understanding between institutions and active fieldwork sites is reviewed at least every 5 years by both parties. Programs must provide documentation that both parties have reviewed the contract. Filemaker – The renewal process is begun every 3 years.</p> <p>CLINICAL AFFILIATION AGREEMENT/CONTRACT STATUS (please check one)</p> <p><input type="checkbox"/> We have a current agreement with Nova Southeastern University in place. (Please initial here to indicate you have read and</p>		

	<p>reviewed the agreement, and agree to continue it: _____)</p> <p><input type="checkbox"/> Our agreement with Nova Southeastern University is more than five years old, and we will be contacting you to update the agreement.</p> <p><input type="checkbox"/> We do not have a current agreement with Nova Southeastern University and will be contacting you to establish an agreement.</p>		
B.10.11.	Ensure that Level I fieldwork is integral to the program’s curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.		
B.10.12.	Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or credentialed occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.		
B.10.13.	<p>Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork.</p> <p>Level I forms available on each of the 4 level I rotations.</p>		
B.10.14.	<p>Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.</p> <p>Appendix A</p>		
B.10.15.	Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.		
B.10.16.	Require a minimum of 24 weeks’ full-time Level II fieldwork. This may be completed on a part-time basis as defined by the fieldwork placement in accordance with the fieldwork placement’s usual and customary personnel policies as long as it is at least 50% of a full-time equivalent at that site.		
B.10.17.	<p>Ensure that the student is supervised by a currently licensed or credentialed occupational therapist who has a minimum of 1 year of practice experience subsequent to initial certification, and is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.</p> <p>Appendix A</p> <p>One year experience- Identified in evaluation paperwork.</p> <p>We provide a resource list of courses and books, various mailouts of articles as they are published by AOTA (Advance had a good</p>		

	one about a year ago), provide the supervisor self assessment from AOTA to all new sites, workshops on a fieldwork in conjunction with FLOTEC, agreeing to go to any site that asks for additional training.		
B.10.18.	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice). AOTA and evaluation forms. WebCT – students turn in an assignment discussing their supervisors strategy for practice in relation to EBP.		
B.10.19.	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 is appropriate for the setting, the severity of the client’s condition, and the ability of the student. Appendix A		
B.10.20.	Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or credentialed occupational therapist with at least 3 years of professional experience. Supervision must include a minimum of 8 hours per week. Supervision must be initially direct and then may be decreased to less direct supervision as is appropriate for the setting, the client’s needs, and the ability of the student. 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. Level I – Level II – Not applicable		
B.10.21.	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the American Occupational Therapy Association <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent). AFWPE – collected with original signatures on each student.		
B.10.22.	Ensure that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice. Such fieldwork must not exceed 12 weeks. – Not applicable.		

**Appendix A
AOTA Fieldwork Standards and
Nova Southeastern University
Level II Fieldwork Objectives**

TO BE REVIEWED BY THE STUDENT'S SUPERVISING FIELDWORK EDUCATOR

The “Standard for an Accredited Educational Program for the Occupational Therapist”, as defined by the American Occupational Therapy Association require that the Fieldwork site and the Occupational Therapy education program meet the following standards:

- B.10.3 Provide fieldwork education in settings that are equipped to meet the curriculum goals, provide educational experiences applicable to the academic program, and have fieldwork educators who are able to effectively meet the learning needs of the student.
- B.10.4 Ensure the academic fieldwork is responsible for advocating the development of links between the fieldwork and didactic aspects of the curriculum to fieldwork educators.
- B. 10.5 Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives, identifying site requirements, and communicating with the student and fieldwork educator about progress performance during fieldwork.
- B.10.14 Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.
- B.10.17 Ensure that the student is supervised by a currently licensed or credentialed occupational therapist who has a minimum of 1 year of practice subsequent to initial certification, and is adequately prepared to serve as a fieldwork educator.
- B.10.19 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 is appropriate for the setting, the severity of the client's condition, and the ability of the student.

The objectives for the Level II Fieldwork experience for the Nova Southeastern University Program in Occupational Therapy students are listed below. If you feel that these objectives are currently being met in your program, and that, to the best of your knowledge, your program design is consistent with the educational philosophy of the NSU program, please indicate your agreement with your signature and date below. Thank you again for your work with our student.

**Please fax signed copy to Professor Kasyan: 954-262-2290 or return in enclosed envelope
LEVEL II FIELDWORK OBJECTIVES for the
Nova Southeastern University Occupational Therapy Student**

- Student will develop entry level competencies for the Level II fieldwork by the end of the experience (*entry level competence is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Performance Evaluation*).
- Student will assume full client caseload, as defined by fieldwork site, by the end of the experience.

- Student will submit correct and complete documentation in a timely manner, according to policies and procedures of fieldwork site.
- Student will consistently report to site on time and participate in 480 hours of total rotation time (40 hours per week for 12 weeks). Any discrepancy with the time, please contact the academic fieldwork coordinator.
- Student will attend all meetings as directed by supervisor.
- Student will follow all policies and procedures of as directed by the fieldwork site and Nova Southeastern University program in Occupational Therapy
- Student will take initiative when exploring new learning opportunities.
- Student will actively participate in the supervisory process.
- Student will utilize resources available to them when planning and performing assigned duties. These resources include, but are not limited to other personnel at fieldwork site, reference material, experts outside of those available at the fieldwork site.
- Student will plan and implement treatment/ intervention plans that address the person, occupation and environment issues presented by the client.
- Student will be familiar with and utilize treatment/intervention approaches that demonstrate in depth knowledge of the various frames of reference in Occupational Therapy practice.
- Student will demonstrate professional behaviors as indicated on the Fieldwork Performance Evaluation form [FWPE]. Competence demonstrated by achieving at least the minimum passing score on the FWPE form.

Name

Signature

Facility

Date

Please fax signed copy to Professor Kasyan: 954-262-2290 or return in enclosed envelope.

Appendix B

MEDICAL REQUIREMENTS FOR FIELDWORK:

All Occupational Therapy students on Level I and Level II fieldwork assignments are required to carry health insurance.

Student is responsible for the costs of any emergency medical care, necessary special tests/procedures, or other health related expenses that occur while completing fieldwork.

Each Fieldwork facility has medical requirements for the safety of its patients, employees, and students. Information about tests, inoculations, and other required and recommended procedures is listed in the prerequisite section of the Fieldwork Data Form for each individual site. Prior to beginning fieldwork, facility specific health prerequisite information should be reviewed by the student and arrangement made to fulfill these requirements. There are time frames that must be met for some inoculations and tests. For you have a confirmed fieldwork placement.

All NSU Occupational Therapy Students are required to have an **annual physical exam**. The students' health information that was completed as admission requirement will be found either in the admission office or the clinic.

Additionally, all NSU Occupational Therapy Students are required to have their Hepatitis B series completed or proof of a signed declination form. CPR certification is also required for all NSU Occupational Therapy Students.

The NSU Student Health Service is available to help coordinate this process with you. Vaccination and physical exams are available at the Health Center. The Hepatitis B shots are provided to the NSU students free. The Fieldwork Administrative Assistant will schedule all three vaccinations. Any students who do not attend the scheduled vaccination appointment will be required to pay for the immunization personally. All other services needed are to be paid by the student.

Appendix C

Year II students

II. HEALTH FORM

In order to comply with the contractual agreement with the fieldwork centers it is Mandatory that each student complete a physical and immunization history before beginning fieldwork experiences. This policy is to ensure both the student and client'/patients' personal health and to comply with fieldwork facility infection control policies. Documentation is required of Tuberculin Skin Test (PPD), Measles/Mumps Rubella (MMR), and Hepatitis B. All Medical information is confidential. You must be Covered by health and medical insurance and include the information on your "Personal Data Sheet" form. **Physical exams should be scheduled annually or as required by your fieldwork site placement.** Physicals can be scheduled by calling the Nova Southeastern University Health Center. You may also have your physical Completed by another physician. In either case, you must submit an NSU OT Health Assessment Form or documentation containing all information asked for on the NSU OT Health Assessment Form. Certain fieldwork sites (Level I & Level II) may also require additional health screening/information.

II. HEPATITIS B IMMUNIZATION

Student must provide documentation that they have been vaccinated against Hepatitis B or have declined to be vaccinated against Hepatitis B. Any student who has declined to be vaccinated against Hepatitis B shall provide the appropriate documentation.

Sequence for Hepatitis B Vaccination:

- **First Vaccination**
- **Second Vaccination-** one month following first shot (but no more than 4 months following first shot).
- **Third Vaccination-** six months following first shot (but no more than 12 months Following first shot).

Students are encouraged to attend the free scheduled Hepatitis B Vaccination provided to Occupational Therapy Students. Any students who does not keep a scheduled vaccination appointment will be required to pay for the immunization personally.

III. CARDIOPULMONARY RESUSCITATION (CPR) TRAINING

Nova Southeastern University OT students are required to complete CPR training/certification (valid for two years) prior to beginning a Level II Fieldwork placement. Proof of certification (copy of card) is due along with your Personal Data Sheet and Physical Exam paperwork.

Pediatric/Infant CPR: If this is a prerequisite, it is necessary that CPR course include training and evaluation of the differences in applying CPR with children.

Students will be notified when their scheduled CPR training/certification will be available on campus.

IV. LIABILITY INSURANCE

All NSU OT students must be covered by liability insurance. An NSU policy covers students enrolled in the NSU OT program within the scope of those duties, which are a part of such training.

V. UNIVERSAL PRECAUTIONS

Universal Precautions will be taught through the academic programming within the OT department. Students must exhibit competency in Universal Precautions yearly beginning in the junior year.

VI. CHILD ABUSE CLEARANCE

If this is required by facility, student should call the person responsible for fieldwork education at the associated facility to ask for instructions as to the procedure for obtaining this clearance. The facility needs to initiate the actual clearance.

VII. CRIMINAL BACKGROUND CLEARANCE

If this is required by facility, student should call the person responsible for fieldwork education at the associated facility to ask for instructions as to the procedures for obtaining this clearance. The facility needs to initiate the actual clearance. Fingerprinting may be required.

VIII. OTHER

Students need to check the prerequisites for his/her assigned fieldwork site, as there may be additional facility specific requirements.

Appendix D



**Occupational Therapy Department
Site Visit Recording Form**

Site Name: _____
Site Representative: _____
Type of Site: _____

City: _____
Date: _____
Clientele: _____

Please circle the correct response

- | | | |
|---|-----|----|
| 1. Toured site | YES | NO |
| 2. Discussed clientele | YES | NO |
| 3. Discussed the criteria and process for selecting fieldwork sites | YES | NO |
| 4. Ensured that the fieldwork program reflects the sequence, depth, focus, and scope of content in the curriculum design | YES | NO |
| 5. Discussed curriculum goals and explored experiences applicable to the academic program. | YES | NO |
| 6. Described different learning needs of the students | YES | NO |
| 7. Explained links between fieldwork and the didactic aspects of the curriculum. | YES | NO |
| 8. Communicated the curriculum to fieldwork educators | YES | NO |
| 9. Collaborated in establishing fieldwork objectives | YES | NO |
| 10. Identified site requirements | YES | NO |
| 11. Communicated with the fieldwork educator about progress and performance during fieldwork | YES | NO |
| 12. Ensured that the ratio of fieldwork educators to student(s) enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
Identified number of OTs onsite. | YES | NO |
| 13. Ensured that qualified personnel supervise Level I fieldwork. Identified number of qualified personnel on site. (If OT, how many years of experience _____?). | YES | NO |
| 14. Explained that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities. | YES | NO |

15. Explain how supervision should be direct and then decrease to less direct supervision
as is appropriate for the setting, the severity of the client's condition, and the ability of the student. YES NO