**Grand Valley State University**

**Department of Occupational Therapy**

**Level II Fieldwork Requirements**

The experience is 12 weeks full time under the supervision of an OT.

At the end of the experience (usually the last two weeks) the student should be able to handle an independent caseload near or at what would be considered a full caseload for you at your site.

The AOTA Fieldwork Performance Evaluation (FWPE) outlines the proficiency standards the student must meet in order to pass the affiliation. The goal is competency in all areas, which is a rating of 3. At the end a student may be rated a 2 in some areas depending on their exposure at your site. See the FWPE for details. The student will complete a Student Evaluation of the Fieldwork Experience and go over it with you at the end of the Level II.

Below is the ACOTE Standards discussion of Level II fieldwork.

From the ACOTE Standards:

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful

occupation and research, administration, and management of occupational therapy services. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision and for professional role modeling.

Your goal is to expose the student to all aspects of the OT process starting with observation and then progressing the student to independent hands on work (everything from eval, documentation, treatment planning, treatment intervention, reeval, discharge, follow-up, home planning resources, etc.) first under direct supervision, then indirect supervision and then independently. This supervision must be at a level that ensures the consumers protection. Additionally, the supervision and the fieldwork experience should provide sufficient opportunities for appropriate role modeling of occupational therapy practice. The level of supervision should be based upon the setting, the nature and severity of the client’s condition and the student’s abilities. Progress the student so they can reach the near or full independent caseload the final two weeks. This can progress with first one client being seen independently, then 2 on so on to a full caseload. If the student is progressing well you can go to an independent caseload sooner. Remember your goal is to provide the "just right challenge" for the student throughout the experience. The Foundations document has been provided to you, which outlines the curriculum and the program goals/objectives.

Feedback regarding student performance should be given frequently each day the student is present. A Weekly Review form will be provided to you prior to the student starting fieldwork. The students expect to be questioned by the FWE regarding practice issues and site functions. In kind the students are expected to engage in a learning based dialogue with the FWE.

If there are performance or professional behavior issues with the student it needs to be documented immediately and a remediation plan established to ensure correction. The GVSU AFWC needs to be notified immediately as well. It is important to maintain proper documentation.

If there are any questions regarding the fieldwork experience please contact William Sisco, 616 331-2736, [siscow@gvsu.edu](mailto:siscow@gvsu.edu) .