



# Level I FW- Purpose and Expectations

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## Level I Fieldwork- Purpose and Goals

- To introduce students to the fieldwork experience
- To apply knowledge to practice
- To develop understanding of the needs of clients.



## Level I Expectations for **both the OT & OTA** Student

- Engagement in the Learning Process
- Demonstration of Professional Behaviors
- Demonstration of Personal Responsibility
- Development of Clinical Skills
- Demonstration of Safety Awareness
- Demonstration of ability to plan and implement appropriate interventions



## Level I Expectations that are **different** between the OT & OTA student

- OTs can administer assessments, establish plan of care, and plan for discharge.
- OTA students can gather data for assessment and collaborate on plan of care and discharge.
- The AOTA published a Level I Fieldwork Competency Evaluation form making no distinction between the OT & OTA student in a Level I placement .
- The FWEd can denote if a specific competency was not required or addressed during the placement by entering N/A in the following sections- IV: Screening & Evaluation and V: Intervention

# Level I FW Structure- Michigan OTA Schools

School	# of Rotations	Hours	Sequence	Settings
Baker- Allen Park	2	1st rotation- 40 hours over 1 week 2nd rotation- 40 hours over 1 semester	End of 1st semester (November)  2nd semester from Feb-May	1st- Mental health/emerging practice area  2nd- Phys. Dis.
Baker- Muskegon	2	32-40 hours each	Fall and Spring	Psychosocial/School Phys. Dis.
Baker- Owosso	3	40 hours each	Fall (1st semester) and Spring (2nd semester)	

# Level I FW Structure- Michigan OTA Schools cont.

School	# of Rotations	Hours	Sequence	Settings
Grand Rapids Community College	2	24 hours each	Level I A Fall Semester September/October Level I B Fall Semester October/November	
Macomb Community College	2	64 hours each over 8 weeks	Psychosocial- 2nd semester (Jan-Mar or Mar-May) Pys. Dys- 3rd semester (Aug-Oct or Oct-Dec)	Psychosocial and physical dysfunction
Mott Community College	2	Pediatric- 36 total over 6 weeks Adult- 80 total over 2 weeks	Pediatric- Jan-April of 1st year Adult- March/April of 2nd year	Pediatric and adult

# Level I FW Structure- Michigan OT Schools

School	# of Rotations	Hours	Sequence	Settings
Baker- Flint	3	Peds (20 hrs/ semester); Adult (70 hrs/semester); Psychosocial (varies)	Pediatric- Winter Adult- Fall Psychosocial- Fall	Peds, adult, psychosocial
Davenport University	3	4 weeks Full-time	Flexible from Early May-Mid August	Psychosocial Phys. Dis.
Eastern Michigan Univ.	3	6-8 hrs/week over length of semester	Pediatric, adult, older adult- correspond with sequence of curriculum.	Peds, adult, older adult- Either in a community-based or clinical setting

# Level I FW Structure- Michigan OT Schools cont.

School	# of Rotations	Hours	Sequence	Settings
Grand Valley State Univ.	3	80 hrs each over semester	Hybrid Program (Fall 2nd year, Sp/ Summer 2nd year, Fall 3rd year)  Traditional Program (Winter 1st year, Sp/ Summer 1st year, Fall 2nd year)	Peds, Traditional, Community-based
Saginaw Valley State Univ.	2	96 hrs each over semester	Winter of 1st year- Phys Dis Fall of 2nd year- Psychosocial	Phys. Dis and Psychosocial
Wayne State Univ.	3	Each rotation is 1 week long	<ul style="list-style-type: none"> <li>•Fall Semester 2<sup>nd</sup> year: Phys. Dis</li> <li>•Fall Semester 2<sup>nd</sup> year: Psychosocial</li> <li>•Winter Semester 2<sup>nd</sup> year: Pediatric</li> </ul>	Phys. Dis, Psychosocial, and Pediatric



## Level I FW Structure- Michigan OT Schools cont.

School	# of Rotations	Hours	Sequence	Settings
Western Michigan University	2	8 hours/day over semester (or 2- 4 hour days)		Internal Clinics: 1 with a focus on psychosocial factors- many different types of settings are available to students (adult and peds)
University of Michigan-Flint (In development phase)	3 clinical application courses		Clinical application courses (Children & Adolescents; Adult; Older Adult) and guided experiences in the areas of mental health and physical disabilities.	Standardized patients, simulated environments, faculty guided clinical and community visits with case studies



# Proposed Level I FW Standards for OT/OTA

- **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 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. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of a qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:



## C.1.3

- Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.
  - Proposed Standard includes both OT and OTA



## C.1.7

- At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, psychological and social factors influencing engagement in occupation.
  - Proposed Standard includes both OT and OTA



## C.1.9

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

- Document that Level I experiences are provided to students, and are not substituted for any part of the Level II fieldwork. Ensure that Level I experiences enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and include mechanisms for formal evaluation of student performance.
- The program must have clearly documented student learning competencies expected of the Level I experiences.



## C.1.9 Continued

- Level I experiences may be met through one or more of the following instructional methods:
  - Simulated environments
  - Standardized patients
  - Faculty practice
  - Faculty-led site visits
  - Supervision by a fieldwork educator in a practice environment
    - Proposed Standard includes both OT and OTA



# Reference

ACOTE®(2017). *ACOTE® standards: Draft III revisions*. Retrieved from <http://aota.org/~media/Corporate/Files/EducationCareers/Accredit/StandardsReview/Draft-III-ACOTE-Standards-12-2017.pdf>