

THE UNIVERSITY OF TEXAS AT EL PASO

College of Health Sciences

Department of Occupational Therapy

Fieldwork Education Student Handbook

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TABLE OF CONTENTS

Contents

TABLE OF CONTENTS.....	1
Selection of Fieldwork Sites.....	4
Academic Collaboration.....	5
Fieldwork Settings	5
Clinical Education Compliance Policies	5
Educational Agreements:	5
Regulations.....	6
Academic Fieldwork Coordinator (AFWC).....	8
Facility Policies	8
Level II Fieldwork Student Learner Objectives	9
Evaluation of Fieldwork	14
Final Fieldwork Evaluation	15
Criteria for PASS (SATISFACTORY)	15

Criteria for FAIL (UNSATISFACTORY)	15
Criteria for INCOMPLETE	16
International Fieldwork.....	16
Sec. 1 Purpose	16
Sec. 2 Principles.....	16
Sec. 3 Applicability	17
Sec. 4 Responsibilities.....	17
Sec.5 International Oversight Committees (IOC) Required.....	17
Sec. 6 High Risk Travel Authorization Required	18
Definitions.....	18
Fieldwork Supervision Where No OT Services Exist:.....	19
Student Responsibilities	20
Fieldwork Dress Requirements	20
Students with Disabilities.....	21
Policy on Social Networking	22
Academic Regulations for Withdrawing from a Fieldwork Course.....	22
Student Resources.....	23
Questions.....	25
The University of Texas at El Paso (UTEP) - Occupational Therapy Program Fieldwork Pre-Placement Agreement	26

Overview of OT Fieldwork Education

The University of Texas at El Paso (UTEP) Department of Occupational Therapy ensures that the Academic Fieldwork Coordinator (AFWC) provides mechanisms to supervise fieldwork practice and to provide assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the OTD program (ACOTE: A.1.4)

The UTEP Department of Occupational Therapy fieldwork program reflects the curriculum design by reflecting the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education. The experiences are designed to help students make the connection between the classroom and practice.

Fieldwork Level I is integrated into the curriculum during and after the first year has been completed. Students will have completed foundational courses as well as several simulated interprofessional education experiences to provide Level I opportunities that incorporate cultural responsiveness, evidence-based practice, and occupation centered experiences.

Fieldwork Level II is integrated after completion of all didactic coursework at the end of the second year. Once students have completed all their clinical course work, students will then be ready for Fieldwork Level II. The focus of Fieldwork Level I typically consists of a mental/behavioral health experience and/or setting whereas Fieldwork Level II typically consists of one 12-week rotation in a pediatric setting and one 12-week rotation in an adult physical rehabilitation rotation. (ACOTE: C.1.1)

Fieldwork is separated into two levels:

LEVEL I – This level of fieldwork can be early in your first year and continue through your second year of the program. Level I Fieldwork compliments coursework to expose students to clinical thinking and prepare them for increasing responsibility as a practitioner in Level II fieldwork (ACOTE: C.1.9)

- During Level I Fieldwork students are supervised (by an OTR or other professional) and have the opportunity to observe, assess, practice documentation, begin treatment planning, and in most cases get some basic hands-on experience.
- Level I primarily focuses on practice in behavioral health, or psychological and social factors in settings that address and include interventions in these areas. Settings may include social emotional factors in school settings, behavioral health in inpatient and outpatient settings.
- Level I can be viewed as the first stepping-stone in the synthesis of knowledge and skill required to facilitate future clients' road to function. It can be to the student's advantage to be assertive asking for hands-on experience with clients.

- Level I fieldwork may also be met through one or more of the following instructional methods:
 - o Simulated environments
 - o Standardized patients
 - o Faculty practice
 - o Faculty-led site visits
 - o Supervision by a fieldwork educator in a practice environment

LEVEL II – This level of fieldwork is a full-time required experience of a total of 6 months at two different Level II Fieldwork experiences (12 weeks each) following the successful completion of the academic program. These fieldwork experiences are full-time and do not provide a salary
(ACOTE: C.1.10)

- As an OT intern, students will be expected to provide the full scope of OT services ranging from evaluation, intervention planning, provision of services, discharge planning, documentation, and representing the OT perspective as a member of the interdisciplinary team in the facility in which the student is practicing, under the supervision of an OTR.
- Upon successful completion of academic requirements, research requirements, and the Level II experience, students will have entry-level competence and be eligible to sign up for the National Board for certification in Occupational Therapy (NBCOT) exam.

Fieldwork Education Policies & Procedures

Selection of Fieldwork Sites: Fieldwork sites will be selected by faculty with input from students based on the congruency of the sequence, depth, focus, and scope of content with the UTEP OT curriculum design. UTEP may explore new site relationships after speaking with an Academic Fieldwork Coordinator (AFWC) in other areas who use the particular site, after a site has contacted UTEP to inquire about building a clinical education relationship, or after the AFWC has communicated with site coordinators to establish an agreement (ACOTE: C.1.2). The AFWC will contact the coordinator at the site by email, phone, or through a site visit, to ensure compatibility between the two entities as they relate to services provided, the type of facility, and types of interventions offered. If the AFWC chooses to pursue the site for Level I or Level II placements, the AFWC will send the UTEP OT curriculum design, syllabus, student objectives to the facility for review. In addition, the AFWC will send the site coordinator a link to submit site objectives and site data. This information will be stored in an institution supported, password protected, and secure server. Once both parties are in agreement to pursue an affiliation agreement, documentation is submitted to UTEP's Institutional Contract Management to begin the process of drafting a sample agreement for both parties. All educational affiliation agreements are maintained within UTEP's Institutional Contract Management System (ACOTE: C.1.6). Students will be provided site information prior to the start of their fieldwork experience. Upon requesting sites for students to complete FW I and/or FW II, the AFWC will request and collect information from the regarding the site/setting, names of fieldwork educators, ratio of fieldwork educators to students, and number of students the site is willing to accept per rotation and selected dates (ACOTE: C.1.4).

Academic Collaboration: The Academic Fieldwork Coordinator (AFWC) will collaborate at least annually during faculty retreats, and as needed during faculty meetings, to design Level I and Level II fieldwork experiences that strengthen the ties between didactic and fieldwork education portions of the curriculum. Collaboration between fieldwork sites, fieldwork educators, and the program will be based on information gained through site visits, from email and phone conversations with fieldwork educators (FWE), information gained through Community Advisory committee meetings and/or surveys, and feedback from clinical educators regarding student performance on fieldwork (ACOTE: C.1.1).

Fieldwork Settings: Level I and level II fieldwork experiences will be provided in a variety of settings that are equipped to meet curriculum goals, provide educational experiences applicable to the academic program, and have FWE who are able to effectively meet the learning needs of UTEP students. Selection of such sites will be made following a review of site visit documentation, informal and formal contact and collaboration with FWE, and fieldwork data that is collected. Fieldwork supervisors/educators will use the Level I Fieldwork Competency Evaluation for OT and OTA Students (Level I) and Fieldwork Performance Evaluation (FWPE) (Level II) to evaluate student performance. FW Level I supervisors are provided with AOTA's Level I Fieldwork Competency Evaluation for OT and OTA students to assess students' performance. The AFWC provides Level II fieldwork educators with a link to AOTA Fieldwork Performance Evaluation (FWPE) to assess student skills in various sections via Formstack. The AFWC also provides a video on how to administer the FWPE <https://www.youtube.com/watch?v=U5QiGHdh5NA> and a PDF link https://www.aota.org/-/media/corporate/files/educationcareers/fieldwork/fwpe_guide_for_fweducators.pdf. (ACOTE: C.1.9; C.1.15)

Clinical Education Compliance Policies: The College of Health Sciences has compliance policies that are enforced for all OT students who participate in clinical education. The policies and information regarding compliance are found at: <https://www.utep.edu/chs/compliance/resources/documents.html>. Students enrolled in the UTEP OTD Program are required to work with the College of Health Science Compliance office to maintain Occupational Therapy Compliance requirements. Students are responsible for meeting ALL requirements set forth by the College compliance office. The Compliance Officer ensures that all compliance requirements are met prior to fieldwork placements. Students must upload all required documentation as required by the Compliance Officer.

The Background Check and Drug Screening policy is found at: <https://www.utep.edu/chs/compliance/files/docs/background%20%20drug%20screen%20policy.pdf>.

As a provision of the affiliation agreement with many facilities students are required to have criminal background check (CBC) and/or drug screening (DS) within 12 months or less of the fieldwork rotation. If a clinical site requires additional testing, the student must complete this to participate in fieldwork.

Educational Agreements: Educational Experience Affiliation Agreements (EEAA) are housed via Institutional Contract Management:

Regulations

1. The Board of Regents of The University of Texas System allows students to complete fieldwork experiences only at sites/facilities that have an Institutional Agreement with the university. The negotiation process for this legal document takes from six months to one year.
2. **Each student is required to participate in a minimum of 24 weeks of full-time (40 hours) Level II fieldwork experiences (ACOTE C.1.10). This is broken down into 2 rotations of 12 weeks each.** All experiences must be at a facility that has an **Educational Experience Affiliation Agreement** with The University of Texas at El Paso. During these six months, the student must be under the **supervision of a registered occupational therapist, which has a minimum of one year's experience.** All students are expected to complete the entire curriculum, including 24 weeks of full-time, or no more than 48 weeks of part-time fieldwork, within four calendar years from admission to the program. This includes a maximum of 9 semesters for the didactic instruction and one year for Level II Fieldwork (ACOTE: A.4.7)
 - a. All fieldwork requirements must be completed **within 24 months** after completion of the didactic course work.
 - i. Students have the opportunity to **make up 1 fieldwork rotation** if one is failed. Students **MUST PASS** 2 out of 3 fieldwork rotations to graduate from the OTD program. **Students may not be able to participate in commencement or hooding ceremonies until all fieldwork experiences have been passed.** If the student **DOES NOT** pass 2 of the 3 fieldwork rotations, the student will fail the course and will be dismissed from the program.
 - b. Students **may not** do more than one fieldwork experience at any one facility unless approved by the AFWC in advance and there are valid reasons why this is in the best interest of the student, facility, and university.
 - c. Fieldwork may be completed on a part-time basis, but no less than 50% of a full-time equivalent.
3. The fieldwork selection process begins 1 - 1 1/2 years in advance of the placement. **All final confirmations are reviewed and agreed upon by a faculty committee before sending official confirmations to sites and students.** The experiences occur in the 3rd year between the months of September and April (ACOTE: A.4.7). As the fieldwork selections are made one year in advance, the student is expected to arrange his/her finances and personal life in accordance with this known schedule.
4. **Students will need to disclose any connections with sites prior to placement confirmations.** Students are not to complete a Level II fieldwork rotations if a relationship with the fieldwork educator and/or site is acknowledged and/or perceived.
5. **Students are NOT to arrange fieldwork placements directly with a center.**
6. Once fieldwork selections and assignments have been made, all unused reservations are released so that centers can make those training spaces available to other OT programs.

7. Only in unusual circumstances may a student request a fieldwork reassignment. This request must be in writing to the AFWC and must give specific reasons as to why the request is being made PRIOR to start of a rotation. A faculty committee will review the request, and the student will be notified of the decision. If the request is granted, the curriculum does not guarantee that a new fieldwork assignment can be located in the same time period.
The student can anticipate that the granted request will delay the student's graduation date.
8. Occasionally, the Department of Occupational Therapy finds it necessary to cancel a student's scheduled fieldwork PRIOR to start of a rotation. If this happens, it is for one of the following reasons:
 - a. The site has notified the school that due to staff or program changes they are not able to provide the training,
 - b. The site no longer has a person available who is qualified to supervise an occupational therapy student,
 - c. The site or the university has cancelled the Education Experience Affiliation Agreement (EEAA).
 - d. A known relationship with the site and/or FWE is acknowledged/perceived.If the Department of Occupational Therapy must cancel a student's fieldwork, a fieldwork assignment will be found in the same time period whenever possible. If a fieldwork assignment cannot be found in the same time period, a fieldwork assignment will be found as soon as possible.
9. **Students are expected to observe the same working hours and holiday schedule as the staff of the fieldwork center. Students are required to fill out a timesheet to record weekly hours to ensure a minimum of 480 hours for every 12 weeks. Timesheets will be uploaded to Blackboard every 4 weeks.**
10. **The beginning and ending dates of fieldwork have been predetermined.** Any request to change these dates must go to the Academic Fieldwork Coordinator for approval. A student is not to contact a site about any changes to their fieldwork schedule. The school must ensure that the student has completed the minimal number of working days required by the Accredited Educational Program for the Occupational Therapist which qualifies a student to sit for the Certification Examination for Occupational Therapists, Registered.
11. **The student should NOT request days off to visit with family, interview for a job, etc. Any time off is dependent on the student's supervisor and according to the site's policies. Overtime should be taken according to the site's policies. The student should not accrue earned overtime to shorten the fieldwork experience.**
12. Fieldwork experiences must be satisfactorily completed prior to the awarding of the degree (ACOTE: A.4.7).
13. Some sites offer housing, stipend, or meals to students. The student should be aware that these arrangements are subject to change and may no longer be available by the time the student is ready to initiate fieldwork.

14. Fieldwork (FW)/Service-Learning education is broken down into the following:

Year		
II	Semester 3-Summer: FWI/Preceptorship: Introduction to FW experience - 1 week, 40 hours	Semester 4-Fall: Service Learning for course work Pediatric I, Orthopedics, and additional courses – <i>Hours are at the discretion of instructor(s) based on alignment to course objectives</i>
	Semester 5-Spring: Service Learning for course work Pediatric II, Neuro, and additional courses - <i>Hours are at the discretion of instructor(s) based on alignment to course objectives</i>	
III	Semester 7-Fall: Fieldwork Level II 1st rotation - 12 weeks	Semester 8-Spring: Fieldwork Level II 2 nd rotation - 12 weeks

Academic Fieldwork Coordinator (AFWC)

The AFWC will assign only those students to fieldwork experiences that have satisfactorily completed all academic course work. The AFWC develops fieldwork experiences in conjunction with Fieldwork Educators (FWE) at appropriate clinical facilities that will accept and appropriately supervise the UTEP occupational therapy students. The AFWC is responsible for assigning students to facilities, scheduling the fieldwork experience dates, and maintaining communication with facilities and students before, during, and after the scheduled fieldwork experience. The AFWC also performs on-site and remote evaluations of facilities based on input from both the student and the Fieldwork educator (FWE). If the student or the FWE perceives that there is a problem during the fieldwork experience, the AFWC should be notified immediately so that a resolution can be accomplished. The AFWC reviews the Fieldwork Performance Evaluation (FWPE) at Midterm and Final of each Fieldwork Placement Term. The AFWC also reviews The Student Evaluation of Fieldwork Experience (SEFWE) at completion of each fieldwork placement term (ACOTE: A.6.3).

The Academic Fieldwork Coordinator (AFWC) provides mechanisms to supervise fieldwork practice and to provide assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the OTD program. These mechanisms include:

- Communication with fieldwork supervisors/educators prior to fieldwork to agree on student learner objectives.
- Annually reviewing site-specific objectives for congruency and consistency.
- Performing site visits. (ACOTE: A.1.4)

The AFWC communicates with the student and the fieldwork educator during FW Level II via email, phone call, or site visit (on-site or virtual) to discuss student progress and performance on or before Mid-Term (ACOTE: C.1.3).

Facility Policies

When a student is on a clinical experience, the policies and schedule of the site must be met. Background checks and drug screening of all OT students are requirements for admission.

This is an expense the student must incur. Some facilities require additional background checks or drug testing prior to the clinical experience. The student must comply with the requirements or forego the scheduled clinical experience and possibly delay graduation if another placement is sought. The student is expected to adhere to the facility's and assigned Fieldwork Educator's schedule, which may include working weekends, holidays, and overtime. Any time missed in a clinic must be made up. Time off due to illness, inclement weather or any other reason must be made up. **Students are required to fill out a timesheet to record weekly hours to ensure a minimum of 480 hours for every 12 weeks. Timesheets will be uploaded to Blackboard every 4 weeks.**

Level II Fieldwork Student Learner Objectives

The University of Texas at El Paso's Occupational Therapy Program developmental curriculum design incorporates major themes that serve to define and support learner outcomes that are reflective of occupation-centered, evidence-based, culturally and contextually responsive practice. As the student progresses through each semester, these curricular themes are expanded and refined within a developmental overarching theme, setting the stage for competent, entry level performance across a wide variety of client conditions and contexts.

Fieldwork educational experiences are an integral part of the educational program and professional preparation, providing an opportunity for student interns to integrate academic knowledge with application skills in an actual service delivery setting. To assist the UTEP Department of Occupational Therapy, the student intern, and the Fieldwork Educator (FWE) in identifying how fieldwork supports didactic learning, we have provided the objectives and outcomes below. We ask that the FWE and level II fieldwork student review the objectives, identifying which fieldwork experiences or expectations most likely match which objectives. It is not necessary that your site provide an opportunity to meet each outcome. Our Fieldwork level II fieldwork Student Learner Objectives are to be used in conjunction with AOTA's Fieldwork Performance Evaluation or Level I Fieldwork Competency Evaluation and is not designed to replace the field work educator's assessment of site-specific objectives.

Student Learner Fieldwork Objectives

A. Assessment Skills

1. Gathers necessary information before assessing the client: Select and obtain information related to the client in order to plan a treatment program including complete information from staff, family, clients, and records.
2. Selects relevant areas to assess: Identify and conduct formal and informal evaluation to assess psychosocial, cognitive, motor, and sensory integration functions in an appropriate manner and setting to provide a basis for treatment.
3. Administers the assessment procedures according to standardized or recommended techniques.
4. Presents assessment purposes and procedures to client, family, and significant others in a manner consistent with their level or understanding.
5. Responds to changes in client's physical and emotional status during administration of the assessment procedures.

6. Adapts assessment methods when usual procedures are not practical.
7. Selects the correct methods to assess the relevant areas: Interpret and report assessment and reassessment data accurately and completely, in oral and written form.

B. Treatment Planning

1. Develops a comprehensive treatment program, considering psychosocial, cognitive, and physical strengths and needs of the client, including relevant and attainable short- and long-term goals based upon previously gathered data and the accurate analysis of activities.
2. Determines the logical sequence of treatment activities to attain the established goal and demonstrates an understanding of occupational therapy theory.
3. Identifies and adheres to treatment precautions and activities that would be contraindicated incorporating prevention related activities in treatment.
4. Identifies alternatives or innovative solutions to problems identified through the evaluation of the client.
5. Collaborates with the client and family and other practitioners to establish and review overall goals for the client.
6. Collaborates with client, family, and other professionals to prepare for discharge and follow up.
7. Develops and documents discharge and follow up programs in accordance with client's probable discharge and follow up plans.
8. Documents and reports the treatment plan.
9. Terminates therapy appropriately and when client has received maximum benefit from service.

C. Treatment Implementation

1. Schedules and implements an approved treatment program efficiently and effectively using a variety of possible strategies and purposeful activities for achieving treatment goals and maximizing client performance.
2. Explains to the client, family, and significant others the treatment process and prepares the client for the initial and ongoing treatment.
3. Explains the steps of the activity at the client's level of understanding.
4. Orients and instructs family, significant others, and staff in activities which support the treatment programs.

5. Modifies the treatment program and goals, activity or the environment based on regular reevaluation results, client performance or response, and discharge plans.
6. Sets necessary limits in response to undesirable physical or social behavior using praise or other reinforcers to elicit desired behavior and intervenes when necessary, at signs of fatigue or frustration.
7. Reviews progress with client, family, and significant others at regular intervals.
8. Documents and reports treatment.
9. Provides occupation-based and client centered activities throughout the course of treatment.
10. Establishes and maintain a therapeutic relationship with the client.
11. Discusses with the supervisor, possible reasons for client refusal, response, or inappropriate behavior and alternatives.
12. Understands practice in behavioral health, or psychological and social factors influencing engagement in occupation as appropriate to the setting and persons served. (ACOTE: C.1.7)

D. Communication

1. Adjusts both verbal and nonverbal communication with client and/or family according to communication abilities, intelligence, education, culture, personality, age, strengths/deficits, and stress level.
2. Listens actively in order to accurately reflect clients' and/or family's thoughts, feelings, and preferences.
3. Accurately interprets the nonverbal communication of client and/or family.
4. Collaborates with client to establish treatment rapport and course of treatment.
5. Changes approach when the effect of one's communication produces undesirable results.
6. Communicates information to client regarding occupational therapy services and/or current progress and provide appropriate instruction to ensure follow through.
7. Evaluates the effectiveness of client/family education.
8. Uses medical terminology/abbreviations correctly.
9. Reports both written and verbal data in an organized, systematic manner for evaluation of practice outcomes.

10. Initiates periodic contact with team members regarding treatment goals as appropriate in that setting.
11. Contributes to discussion at case conferences, rounds, in-services, staff and other pertinent meetings.
12. Listens actively and receptively when communicating with staff.
13. Changes approach when effects of own communication produce undesirable results.
14. Produces written reports according to requirements of the department and assigned center within allotted period.

E. Professional Characteristics

1. Identifies and analyze own performance and effectiveness of treatment implementation in terms of strengths and weakness and plan a remediation program for the identified weakness.
2. Demonstrates problem solving skills in patient treatment.
3. Demonstrates responsible behavior by preparing daily work schedule, arriving on time, completing daily workload, maintaining the work environment in safe and orderly condition, and asking questions when in doubt.
4. Maintains confidentiality and use of discretion in the amount, location, and time of personal and professional concerns.
5. Actively and responsibly participates in supervisory relationship, giving and receiving feedback and implementing supervisory recommendations.
6. Relies on personal resources or available materials/resources before approaching others for help.
7. Demonstrates awareness and control of own feelings.
8. Adjusts to change and modifies own behavior according to the demands of the situation by assuming responsibility for professional behavior and growth.

F. Administration

1. Contributes to site quality assurance as needed.
2. Assists with supervision of assistants, aides, or volunteers, if available/necessary.
3. Follows site policies and procedures.
4. Adjusts priorities according to the needs of the site and others.

5. Manages time effectively and efficiently.
6. Demonstrates an awareness of implications of treatment costs, by judicious use of equipment and supplies, and financial support on occupational therapy services.
7. Maintains work area equipment and supplies in a manner conducive to efficiency and safety.
8. 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. (ACOTE: C.1.13)
9. Demonstrates an understanding of professional standards and code of ethics and behaves in a manner consistent with the AOTA Code of Ethics.

Student Outcomes

Student outcomes are the overarching outcomes that a student should be able to achieve at the end of their fieldwork experience. The Academic Fieldwork Coordinator will provide fieldwork educators these outcomes prior to the start of fieldwork Level II. Both the fieldwork educator and the academic fieldwork coordinator will review the student outcomes during site visits to determine what outcomes have met.

Outcome 1: Understand and value the profession's fundamental beliefs and concepts with official documents. Identify and reflect on the profession's language needed to communicate analysis/evaluation of persons, their occupations, the significant context in performance, and the resulting impact on health and well-being. Recognize the function of research in enhancing interventions, as well as sustaining and advancing the profession. Demonstrate professional work behaviors.

Outcome 2: Understand and value occupational therapy models. Apply occupational therapy models and associated methods of intervention as they relate to the process of occupation emphasizing psychosocial factors. Comprehend issues related to the evaluation process and intervention methods that elicit change in self-care, play/leisure, and work. Participate in the research process and identify relevance to occupational therapy practice.

Outcome 3: Apply occupational therapy and other practice models, and associated methods of intervention as they relate to an expanded understanding of the process of occupation emphasizing infancy, early childhood, adolescence, and young adulthood. Apply and document clinical reasoning to complete the occupational therapy process within a defined set of practice standards. Translate research methods and findings into practice.

Outcome 4: Apply occupational therapy and other practice models, and associated methods of intervention as they relate to an expanded understanding of occupation emphasizing middle and late adulthood. Apply occupation to develop, implement, and evaluate management systems across the life span in a variety of contexts. Value the principles of ethical practice and lifelong

learning for continued competence. Incorporate evidence-based research strategies and synthesize research findings as an integral part of the occupational therapy process.

Outcome 5: Display continuous and sustained entry level performance in application of the occupational therapy process within a variety of conditions and contexts.

Outcome 6: Demonstrate that student 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. (ACOTE: C.1.13)

Outcome 7: Understand practice in behavioral health, or psychological and social factors influencing engagement in occupation as appropriate to the setting and persons served. (ACOTE: C.1.7)

Evaluation of Fieldwork

Level I Preceptorship (ACOTE: C.1.9; C.1.12)

The student will be evaluated by the professional supervising the student using the **AOTA Level I Fieldwork Competency Evaluation for OT and OTA Students**.

- Using the **AOTA Level I Fieldwork Competency Evaluation for OT and OTA Students**, students are evaluated using a rating scale that ranges from Unacceptable (1 point) to Outstanding (5 points) with a corresponding numeric range.
 - Unacceptable: 84 points or below
 - Below Standards: 84-97
 - Meets Standards: 98-111
 - Exceeds Standards: 112-125
 - Outstanding: 126-140
- Students must receive a **minimum score of 98** to pass Fieldwork Level I.
- The AFWC will assign a letter grade upon completion of Fieldwork Level I and when all requirements have been submitted.
- The fieldwork experience and educators will be evaluated using a revised version of the AOTA **Student Evaluation Fieldwork Experience (SEFWE)** for Fieldwork Level I. Students will be provided with the SEFWE form via Blackboard access to their course. Students will upload the SEFWE into Blackboard.

Level II Fieldwork (ACOTE C.1.15)

Mid-Term Evaluation occurs during Week 6 of the 12-week fieldwork. A mid-term evaluation is expected at this point in the experience using the **AOTA Fieldwork Performance Evaluation (FWPE) Mid-Term** form and the standards appropriate for the mid-term. The purpose of the mid-term is to provide constructive feedback to the level II fieldwork student approaching entry-level competence to enhance the performance and experience for the remainder of the fieldwork. Refer to the student learning objectives and the fieldwork site week-by-week plan, if available, to see how the level II fieldwork student's skills compare with the expectations of the site. The AFWC will email fieldwork educators a link to the Mid-Term evaluation by using Formstack.

Final Fieldwork Evaluation

The fieldwork educator and level II fieldwork student will complete the **AOTA FWPE** form as the final fieldwork evaluation; it serves as a comparison with the mid-term appraisal. The AFWE will email a link to the Final evaluation by using Formstack. The UTEP OTD program uses FormStack to store and manage documentation regarding fieldwork placements and evaluations. Formstack employs many features to improve data security. For Formstack security information visit:

- https://trust.formstack.com/?itemName=product_features&source=click&itemId=38b62117-19f2-4e4e-b679-9421b66c114e
- <https://trust.formstack.com/?itemId=80064615-c657-408c-8d94-2e5e96c4299e&source=title> (ACOTE: A.4.8)

- On or shortly before the last day of the fieldwork, the fieldwork educator will review the completed fieldwork evaluation with the student. The fieldwork educator and student will electronically sign the evaluation to indicate having read it, whether or not there is agreement with the content.
- Prior to the completion of fieldwork, the AFWE will email students a link to the **SEFWE** by using Formstack (ACOTE: C.1.12). There are two portals in which students will provide feedback on the (1) fieldwork experience and on the (2) fieldwork educator.
- After the student has completed the evaluation on the **fieldwork experience**, the student will discuss it with their supervisor and then sign this portion of the **SEFWE** and submit it.
- The original of each form is housed in the Formstack Portals in which the AFWE has access to (ACOTE: A.4.8).

Criteria for PASS (SATISFACTORY)

- The AFWE will compare final evaluation scores with criterion scores.
 - The FWPE criterion for passing is **111 points or higher**.
 - **Ethics and Safety** MUST be scored a 3 or higher on the FINAL evaluation for the student to pass regardless of the overall points earned.
 - Perfect Attendance is required for each fieldwork experience.
 - The student must complete all required assignments and submit the Student Evaluation of Fieldwork Experience and Educator via Formstack.

Criteria for FAIL (UNSATISFACTORY)

- **Ethics and Safety: NOT scoring a 3 in these three sections is an AUTOMATIC FAILURE of the rotation.**
- A student whose rotation is terminated by the clinical site for violating rules and regulations of the facility, disclosing confidential information, engaging in any conduct that is deemed inappropriate or disruptive, or threatens the safety of the facility personnel or patients, the student will fail the fieldwork rotation.
- The student whose rotation is terminated at the request of the site during the fieldwork rotation due to poor performance or has not demonstrated improvement, the student will fail the fieldwork rotation.
- An unsatisfactory grade is provided when a student is unable to attain a minimum of 111 points in the FWPE.

- The AFWC will assign a **SATISFACTORY/UNSATISFACTORY** grade upon completion of Fieldwork Level II. A satisfactory grade is provided when the student successfully completes fieldwork and attains a passing score of 111 or higher.

Criteria for INCOMPLETE

- An INCOMPLETE is provided if a student is unable to complete the fieldwork due to medical leave and will need to complete any part of the 24 weeks of full-time, or no more than 48 weeks of part-time fieldwork, within four calendar years from admission to the program.
- If days are missed and are unable to be made up during the course of the fieldwork rotation, the student will receive an incomplete.
- If any assignment or paperwork is not completed upon the completion of the fieldwork rotation, the student will receive an incomplete.
- Grades are uploaded into Blackboard which will be available in the student official UTEP transcript. (ACOTE: A.4.8)

International Fieldwork

The UTEP OTD Program requires that Fieldwork sites outside of the United States (U.S.) must have an educational affiliation agreement in place. Students who seek placement outside of the United States must follow university procedures for traveling to a foreign country (<https://www.utep.edu/orsp/policies/international-travel-policy.html>). Travel outside of the U.S. must go through the International Oversight Committee which develop guidelines and rules to promote the health, safety, and security of university students. Students must follow UT System International Travel Policy (<https://www.utsystem.edu/sites/policy-library/policies/uts-190-international-travel-policy>). The AFWC and student must complete all required travel documents as per UT policy. The AFWC must identify and coordinate with an Occupational Therapist a minimum of 6 months prior to fieldwork placement. The OT practitioner must provide documentation of graduating from an OT program that is approved by the World Federation of Occupational Therapists. The supervising OT practitioner must also provide the AFWC with documentation of years of experience as an OT practitioner via initial licensure or certification in occupational therapy in their perspective country. The AFWC will verify documentation through practitioner's university/college transcripts and contacting current employer. In the event a student is attending Level II fieldwork outside the United States, the AFWC will ensure that students are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork (ACOTE: C.1.16)

For any international fieldwork, the Occupational Therapy Department will follow UT System policies.

UTS 190 International Travel Policy

Sec. 1 Purpose

This policy provides a framework of institutional oversight that promotes the health, safety, and security of UT System travelers and initiatives abroad. This policy replaces the 2010, 2011, and 2014 Chancellor's directives relating to international travel health, safety, and security.

Sec. 2 Principles

University-sponsored international activities play an essential role in academic, health, and research agendas, presenting both opportunities and risks to University-sponsored travelers.

Registering travel with UT System's emergency assistance provider and providing a framework for international travel assessment enables appropriate oversight of such activities.

Sec. 3 Applicability

This policy applies to The University of Texas System academic and health institutions and to all students, faculty, staff, and official guests/volunteers participating in University-sponsored international travel.

Sec. 4 Responsibilities

4.1 It is the responsibility of UT travelers to assess and mitigate health, safety, and security risks when engaging in University-sponsored international travel. This includes pandemic, epidemic, and endemic-related risks and destination-specific requirements. Travelers must abide by all UT System and institutional rules governing international travel, as well as any relevant United States and destination countries/transit countries' laws and regulations governing international travel.

4.2 It is the responsibility of UT institutions to assess the health, safety, and security risks of University-sponsored international travel, with special consideration for High Risk travel. Institutions must provide clear information to UT travelers about international travel policies, procedures, and requirements for travel. Institutions may adopt additional international travel guidelines or rules, including consequences for noncompliance.

4.3 It is the responsibility of all UT institutions to develop processes that result in the registration of all University-sponsored travel to any international location, regardless of risk level, with UT System's emergency assistance provider prior to departure.

Sec.5 International Oversight Committees (IOC) Required

5.1 Each institution must have an International Oversight Committee (IOC) comprised of members appointed by the President. The Risk Management Executive Committee will serve as the IOC for UT System Administration.

5.2 IOC membership must include broad, cross-functional expertise representing multiple offices. Examples of roles that could be considered, but are not required, for IOC membership, either in voting or advisory capacities, include:

- a) representative(s) from the office of the president or provost;
- b) senior/chief international officer;
- c) senior faculty or deans with significant international experience;
- d) individuals involved in international safety and security or risk management;
- e) senior business affairs, financial services, or travel management staff;
- f) senior academic affairs or dean of students staff;
- g) senior health affairs, medical, or infectious disease staff;
- h) campus police or public safety staff;
- i) general counsel or senior legal affairs staff;
- j) study/education abroad staff (note: it is imperative to avoid even the possible appearance of a potential conflict of interest for roles directly involved in both promoting/increasing international mobility and enhancing student safety);
- k) compliance, research, or export control staff; and
- l) external relations, communications, or public affairs staff.

5.3 The IOC is responsible for reviewing and approving all University-sponsored travel to areas of High Risk. This includes travel to locations where:

- a) the U.S. State Department has issued a Travel Advisory Level 4: Do Not Travel or Level 3: Reconsider Travel (note: this includes "Do Not Travel" and "Reconsider Travel")

advisories for sub-regions within a country, regardless of a country's overall rating; e.g., states in Mexico); or

- b) the Centers for Disease Control and Prevention (CDC) has issued its highest Travel Health Notice Level advising against travel; or
- c) the IOC has deemed significant health, safety, or security risks are present; this could include:
 - i. countries with emerging medical, security, or natural disaster risks that have not yet been elevated to the prescribed High Risk levels from the U.S. State Department or CDC.
 - ii. any region with a high, extreme, or critical medical or security risk rating from a contracted emergency assistance provider.
 - iii. all countries worldwide amid a global pandemic declared by the WHO.

5.4 The IOC is responsible for recommending protocols and overseeing institutional efforts to facilitate registration of University-sponsored travel with UT System's emergency assistance provider prior to departure.

5.5 The IOC, in coordination with other appropriate departments or individuals as designated by the President if applicable, is responsible for travel suspension decisions and oversight of international crisis response. Individuals designated to act as a crisis response team for major international emergencies are not required to be IOC members, but the IOC is responsible for overseeing this crisis response function and any resulting evacuation decisions.

Sec. 6 High Risk Travel Authorization Required

6.1 When reviewing High Risk travel, the IOC must carefully consider:

- a) the purpose, goals, and value of the travel;
- b) the classification of persons associated with the trip (i.e., staff, faculty, student, or guest/volunteer);
- c) the health, safety, and security risks involved; and
- d) the risk management plan in place, including UT's ability to assist in an emergency.

6.2 The IOC must provide advance written documentation for authorization of High Risk travel, in accordance with Regents' Rules and Regulations, Rule 20801: Travel.

6.3 Planned travel that is not yet in progress when a destination becomes High Risk is automatically suspended pending review by the IOC.

6.4 Travel that is in-progress when a location becomes High Risk must be reviewed by the IOC within a reasonable timeframe to determine if the threat is imminent and if travelers should be recalled or relocated.

6.5 Travel that has been approved by the IOC may be subject to additional review if there is a change in circumstances and/or additional review is deemed necessary by the IOC.

6.6 The IOC may withdraw travel approval at any time.

Definitions

High Risk – Refers to any location that meets criteria in Section 5.3.

Official Guest/Volunteer – Any individual invited and authorized by the sponsoring institution to participate in University-sponsored travel.

University-Sponsored Travel – Any educational or business travel that is UT-sponsored, UT-administered, UT-organized, or conducted within one's capacity as a UT representative, regardless of credit or funding. This includes:

- a) Any student traveling internationally for a UT-sponsored, UT-administered, or UT-organized activity or program. This includes, but is not limited to:
- i. study abroad programs;
 - ii. student exchange programs;
 - iii. field studies;
 - iv. research trips;
 - v. internships or practicums;
 - vi. conferences, seminars, or meetings;
 - vii. service learning opportunities; and
 - viii. volunteer, experiential, or work programs organized, endorsed, or promoted by UT.
- b) Any event, program, or activity involving international travel that is UT-sponsored, UT-administered, or UT-organized. This includes, but is not limited to:
- i. study abroad programs;
 - ii. class field trips;
 - iii. registered student organization trips;
 - iv. sponsored student organization trips;
 - v. conferences, seminars, or meetings;
 - vi. service learning opportunities; and
 - vii. volunteer, experiential, or work programs organized, endorsed, or promoted by UT.
- c) Any UT medical resident or fellow traveling internationally for a UT-sponsored, UT-administered, or UT-organized purpose. This includes, but is not limited to:
- i. medical rotations;
 - ii. internships or clerkships;
 - iii. conferences, seminars, or meetings;
 - iv. service learning opportunities; and
 - v. volunteer, experiential, or work programs organized, endorsed, or promoted by UT.
- d) Faculty, staff, and official guests/volunteers traveling internationally to conduct University business as a representative of UT, such as participation in research, conferences, meetings, and teaching endeavors.

Fieldwork Supervision Where No OT Services Exist: The UTEP OTD Program's policy regarding Fieldwork Supervision Where No OT Services Exist must be approved by AFWC and faculty to determine appropriateness of setting. Fieldwork and site objectives must be established PRIOR to student placement at least 6 months in advance. An OT practitioner must be identified a minimum of 6 months PRIOR to student placement. Provision of OT services must be under the supervision of the identified OT practitioner who has a minimum of 3 years of professional experience. The OT supervisor must provide a minimum of 8 hours per week of direct supervision on site. The OT practitioner and student must log date and times of direct supervision as well as any additional contact measures throughout the fieldwork rotation. A supervision log/tracking form will be provided to the student and practitioner to accurately document hours of supervision. In addition, an on-site supervisor designee must be identified a minimum of 6 months prior to

student placement and who will be assigned when the OT practitioner/supervisor is off site. This designee must verify student attendance/timesheet and provision of OT services in accordance with OT practitioner/supervisor and AFWC (ACOTE: C.1.14).

Student Responsibilities

The student is to be academically prepared (i.e., not on academic probation) **and practice in a SAFE & ETHICAL manner while in the clinic.**

100% attendance is mandatory during the clinical experience, and students will abide by the site's schedule. If the student misses a workday, he/she must call the site.

Students are required to provide proof of the following: 1) current CPR certification (AHA Healthcare Provider), 2) current liability insurance, and 3) at some site's current health insurance. If at any time the student is asked to show proof of the above during the fieldwork experience and the student **does not** have the original documentation as proof, it may be **cause for failure** of the fieldwork experience and may result in disenrollment from the Occupational Therapy Program.

The student is expected to collaborate with the FWE and the AFWC to ensure compliance with fieldwork experience requirements.

The student is responsible for the following:

- Writing and sending a letter confirming the fieldwork experience dates to the FWE 4 to 6 weeks in advance of the starting date. In addition, the student may be required to provide evidence of health insurance and health information. Some facilities require that an application be sent 3 months prior to arrival.
- Complying with all policies and procedures of the site, FWE, and AFWC, including prompt notification of student absences.
- Fulfilling all duties and assignments made by the fieldwork educator and AFWC, unless exempted, within the time limit specified.
- Notifying the fieldwork education site and educational program of current address and telephone number.
- Completing and presenting to the fieldwork educator at least one copy of the Student's Evaluation of the Fieldwork Experience.

Fieldwork Dress Requirements

- The expectation of the UTEP OT Program is that all students dress in appropriately fitting attire.
- All students must present themselves in a professional manner consistent with the site's dress code satisfying all safety and health regulations. Some facilities may require white lab coats and casual dress or hospital scrubs and closed toed shoes. The facility's dress code can be determined through communication with the site.
- Students must be neat, clean and well-groomed.
- **Identification:** Badges with school ID or facility-provided name badge should be worn at all times while on fieldwork rotations.

- **Clothing:** All clothing should be clean, appropriate, safe, comfortable, conservative, and not restrict movement. Appropriate undergarments should be worn at all times, but undergarments should not be observable to others.

UNACCEPTABLE fieldwork attire:

❖ Crop tops, tank tops, halter tops, strapless, sleeveless & spaghetti-strap tops	❖ Skirts (unless approved by facility)	❖ Spandex or lycra clothing
❖ Sheer, see-through blouses, shirts or other clothing	❖ Leggings or leotard style pants	❖ Casual or walking shorts or skorts
❖ Sweat suits and athletic wear	❖ Casual tee-shirts, tee-shirts with logos and sweatshirts	❖ Blue jeans or blue denim clothing
❖ Low cut or tight pants or slacks that may reveal undergarments	❖ Muscle shirts	❖ Hats and sunglasses in the clinic are inappropriate.
	❖ Low cut tops that may be revealing during the normal course of work activities	
	❖ Leather or leather-like pants or skirts	

- **Footwear:** Shoes must have a professional appearance and be consistent with the safety requirements of the facility. Shoes should be well-fitting, in good repair, and neat in appearance. High heels, platforms, and flip flops are unacceptable. Dress sandals and open-toed should not be worn during fieldwork rotations unless approved by the facility.
 - ♦ Socks, stockings: use especially in pediatric settings where you might remove your shoes to work on mats.
- **Hair:** High standards of personal hygiene should be followed. Hair should be kept clean and worn in a conservative style. Long hair should be tied back during patient care.
- **Jewelry, body piercing, tattoos:** Extremes and “fads” in dress and jewelry are unacceptable. NO VISIBLE tattoos or unusual piercings (ie nose, tongue, navel, and multiple ear) are allowed at any time.
 - ♦ Facilities have different policies with respect to earrings, but from a safety perspective, stud or conservative, non-dangling earrings are preferred.
- **Fingernails:** Nails should be kept clean with filed, smooth edges. Long nails are not appropriate in most settings as they harbor bacteria and pose a health risk. Brightly colored, flashy nail polish is unacceptable.
- **Fragrances:** Perfumes and aftershave are not recommended. Many of the products may have an adverse effect on clients, especially non-verbal clients. Please refer to facility policy for guidance.

The facility and/or the AFWC may remove a student from a facility for inappropriate attire or appearance. If you are asked to leave the session, the absence will be counted as unexcused.

Students with Disabilities

OT Department Policy on ADA accommodations: Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 requires UTEP to provide academic adjustment or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Center for Accommodation and Support Services at (915) 747-5148, cass@utep.edu or Room 106 Union East Building. For additional information, visit the CASS website at <https://www.utep.edu/student-affairs/cass/>

After meeting with CASS staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any fieldwork concerns related to their disabilities. The OT Department fieldwork office staff seeks reasonable

accommodations and accessibility with fieldwork sites for students with disabilities. We encourage you to identify your needs as soon as possible and share them with the AFWC.

The AFWC is available to consult with you and advise you as you plan for a successful fieldwork experience. Expectations should be the same for students regardless of abilities; however, strategies to achieve entry-level competence may differ.

Policy on Social Networking

Even with strong privacy settings, it is important that you avoid posts or photos about your fieldwork experiences. Here are some specifics:

1. Do not ask your supervisor to “friend” you while on Fieldwork. This puts your supervisor and yourself in an awkward situation with personal information about each other. If you mutually decide to do this after the Fieldwork experience, this is your personal choice.
2. Consider what you post on any social networking site. Many potential employers go to these sites to see what you have posted and often determine if they are interested in having you as an employee. Consider Googling your name to discover what is in cyberspace that others can see about you.
3. Names of supervisors, comments or criticism about sites or information about what is happening at sites are not appropriate on public social network sites.
4. It is a HIPAA violation if you mention a client/patient with enough information that the person might be identified, even if you avoid Person Health Information (PHI). The consequences for violations, as you know, are severe. For more information: <https://www.aota.org/education/fieldwork/-/media/54a6b578dd8d4b99b3d23602899e9680.ashx>
5. Stating where you are on FW is up to you, but there are problems with you being identified. Consider if you want privacy from clients, patients and staff.
6. Use your official UTEP e-mail address for all professional correspondence needed via e-mail for all fieldwork related issues.
7. If you have any posts that are even questionable, please remove them immediately.
8. If you have a question or unsure of something regarding social networking, call the AFWC immediately for advice.

Academic Regulations for Withdrawing from a Fieldwork Course

1. Before the end of the week following the mid-term of the experience, the AFWC will contact the student’s supervisor to determine the student’s current performance. If the supervisor feels the student is not going to pass, the student is advised by the AFWC. The student is counseled to withdraw from the fieldwork course. The student must decide within seven (7) days following the mid-term point whether to withdraw from the fieldwork course or to continue in the experience. Withdrawing from the course at this point results in the designation of WP or WF on the student’s transcript.
2. If the student must repeat a fieldwork experience, the AFWC and the student discuss the problem the student was experiencing, and:

- a. If the problem seems to be one that is a function of the situation or the student's inability to perform in that situation, at that point, in her/her educational experience, the student is scheduled for another fieldwork experience.
 - b. If indicated, the student is referred for counseling. If it is felt by the Director of the Occupational Therapy Program and the AFWC that the student's behavior in the clinical setting is inappropriate or potentially dangerous to the patient/client, the student may be requested to seek counseling and/or improve his/her basic academic knowledge before continuing with additional fieldwork.
3. If the student decides to continue in the fieldwork experience, the final evaluation is scored and the earned grade is recorded on the transcript.
4. If the student decides to contest the fieldwork grade, he/she is to follow the established procedures for contesting a grade. Pending the outcome of the appeal procedure, an additional experience may be scheduled for a student.
5. A student who experiences repeated problems on fieldwork is counseled to withdraw from the program. The Department Chair may request through the Dean of the College of Health Sciences an evaluation of the student's performance by the UTEP Counseling Center. Recommendations resulting from the evaluation are reviewed by the Dean, Department Chair, AFWC, and the student's advisor. When a consensual decision is reached, the student is requested to meet with the AFWC and advisor, at which time, plans for the future are made.
6. All students are expected to complete the entire curriculum, within four calendar years from admission to the program. This includes a maximum of 9 semesters for the didactic instruction and one year for Level II Fieldwork and the Capstone Experience (ACOTE: A.4.7).

Student Resources

AOTA – student resources – www.aota.org

TOTA – www.tota.org

**NBCOT – National Board of Certification in Occupational Therapy-
www.nbcot.org Exam**

The NBCOT website is <http://www.nbcot.org>. NBCOT is responsible for the certification examination you will be taking at the end of your academic and fieldwork experiences to become a nationally registered OTR.

You need to access that website in order to register for your NBCOT exam, order your handbook, and order the study guide (if desired). All exams are administered by computer and testing is now on-demand. After your registration for the exam is complete you must arrange for testing within 90 days. After 90 days, you will have to pay an extra fee to reactivate your testing eligibility.

You will need to order your UTEP transcript that includes the fall semester's grades and conferred degree. This is usually not ready until the beginning of January. Keep that in mind with regards to obtaining a temporary license [see next section].

NBCOT also recommends the following: "...many states require official notification of eligibility (Confirmation of Eligibility Letter) for limited or temporary licenses and a score report for permanent licenses. Please encourage your students to request these services at the time of application. This will reduce their waiting time for the temporary or permanent license."

Transcript requests

NBCOT will need to receive your transcript with your degree posted before your application to take the NBCOT exam is complete. However, **do not send a transcript until after you have registered for the exam and paid the exam fee.** Otherwise your transcript will be discarded. A Transcript Request Forms are available on the NBCOT website. You need to request an official transcript to be mailed to the following address: NBCOT, Attn: Transcript Processing, 800 S. Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150. Please note that your degree will not be posted until after January 1 (if you graduate in the fall.)

If you want to take the exam before the transcript is ready, you need to get an Academic Credential Verification Form that the director signs. You go the NBCOT website and click on "Apply" under the student tab:

<https://www.nbcot.org/en/Students/get-certified#Eligibility>

The study guide used for the prep course is:

National Occupational Therapy Certification Exam: Review & Study Guide by Rita P. Fleming-Castaldy from TherapyEd.

NOTE: The program is not responsible for specific information pertaining to the NBCOT exam nor licensure in the sections following. The information presented here is general in nature and is included for the sole purpose of the providing a surface view of what is involved. You must contact the NBCOT and the licensing board for specific and more detailed information.

TBOTE – Texas Licensure – www.ecptote.state.tx.us

The Executive Council of Physical Therapy and Occupational Therapy Examiners (ECPTOTE) was created in 1993. They are an independent administrative governmental agency in which all staff employees directly support or carry out the functions of one or both of the Physical Therapy and Occupational Therapy Boards. The Executive Council staff is organized into three functional areas – administrative support, licensing, and investigations. The administrative staff supports the activities of the board members and other two staff groups in financial administration, information services, personal administration, and general administration. While the process of issuing licenses is their predominate activity, approximately 40% of the staff's time is spent responding to inquiries about the profession. The two-person investigation staff receives and investigates all complaints against the boards' licensees and facilities and works closely with the investigation committees of the two boards.

You must hold a current Texas license to practice occupational therapy in any way, to represent yourself as an occupational therapist or occupational therapy assistant, or consult as an occupational therapist. You must obtain a license before you being working.

The Texas Board of Occupational Therapy Examiners (TBOTE) administers the licensing program. TBOTE also investigates complaints and regulates the practice of occupational therapy in Texas.

The website gives the following advice: **“You must have a regular or temporary license in hand to work as an OT or OTA. Don’t promise to start work on a specific date unless you have the license in hand.”** Note that in addition to completing the application packet they send on request, you also need to submit to them the Confirmation of Examination Registration and Eligibility to Examine Notice from NBCOT. In a recent phone call, TBOTE stated that letters from the department would not be honored for the purpose of confirming award of the MOT. A passing score on an “open text” jurisprudence exam must be presented to the board before your temporary license will be issued. This exam is obtained through the licensing board. There are other additional requirements. Again, check the website and know that the earliest you would likely have your temporary license in hand will not be for a month or two after graduation.

Questions

Questions regarding anything in this booklet or the program, and requests for assistance should be directed to your AFWC.

Questions regarding the NBCOT exam should be directed to NBCOT at their website or the following number: 1301-990-7979. NBCOT: 12 South Summit Avenue Suite 100 Gaithersburg MD 20877

Questions regarding Texas licensure should be directed to the Texas Board of Licensure at their website or at the following number: 1-512-305-6900. <https://ptot.texas.gov/occupationaltherapy/>

A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The University of Texas at El Paso (UTEP) - Occupational Therapy Program Fieldwork Pre-Placement Agreement

Name: (print name) _____

By my initials on each item and signature below, I acknowledge that I have been made aware of my responsibilities regarding the itemized issues related to Fieldwork placements.

1. _____ I have been given access to the UTEP OT FW Student Handbook. I understand that it is my responsibility to read this document, adhere to departmental procedures and university policies described in it, and that it is my responsibility to contact the program if I have questions regarding departmental procedures.
2. _____ I understand that Fieldwork is a required part of my academic coursework. Fieldwork I and Fieldwork II are separate assignments; no part of FW1 experiences can be substituted for FWII. Fieldwork occurs in select settings approved by the program, at times and daily schedules set by the site. It is my responsibility to adjust my personal schedule to accommodate the availability of the clinical fieldwork site.
3. _____ I understand that in order to successfully complete Fieldwork II, I must attend my assigned clinical experience for a minimum total of 24 weeks and a minimum of 960 hours.
4. _____ I understand that if my assigned fieldwork experience is interrupted for any reason, I must adhere to all university and assigned site regulations and requirements. I also understand I must make up the time missed.
5. _____ I understand that at least one and possibly both of my FWII placements will be outside the El Paso Area and I have 1 week (unless otherwise scheduled) to get from one rotation site to the next.
6. _____ I understand that the options for my FW placement must be from the list of FW sites that the UTEP Occupational Therapy department has affiliation agreements with and which have agreed to reserve a placement for an OT student for the appropriate time slot. If I decline a placement, my graduation will be delayed.
7. _____ I understand that I must disclose any personal or professional relationship I have with any site and/or fieldwork education supervisor and that I will not be able to complete a rotation at that site.
8. _____ I understand that UTEP cannot guarantee placements at my preferred geographic locations, or within driving distance of my home. Availability of sites varies and is at the sites' discretion; and is always subject to change. Long commutes are possible for some sites. Reliable transportation is my responsibility.
9. _____ I understand that immunizations, as outlined by the UTEP CHS Compliance Office, are required before any fieldwork can be confirmed. It is my responsibility to provide the required documentation, secure any missing immunizations and maintain current with all compliance documentation. I am aware that without this documentation, I will not be able to participate in fieldwork and this can delay and/or prevent me from graduating.
10. _____ I understand that I must have proof of AHA BLS CPR for Health Care Providers. Proof of CPR and CPR effective dates must be documented as outlined by the UTEP CHS Compliance Office.
11. _____ I understand that a criminal background check, at my expense, and through the agency designated by the college, may be required before a Letter of Attestation can be provided by the program for fieldwork placements. This may be in addition to the background check done prior to admission to the program.

12. _____ I understand that depending on the fieldwork site placement, I may have to comply with a drug screen, a physical, fingerprinting and/or additional background check. I may have to pay for these screens at my own expense.
13. _____ I understand that a positive criminal history and/or drug screen may prevent me from being able to complete fieldwork. I may be required to disclose a positive criminal history and/or drug screen to potential fieldwork sites.
14. _____ I understand that I must have proof of current health insurance for the duration of the program.
15. _____ I understand that at any fieldwork site, I am NOT considered an employee and therefore I am NOT eligible for workers compensation if I am injured. Health insurance is covered at my own expense.
16. _____ I understand that I am required to attend all mandatory fieldwork meetings and complete all specific assignments or documentation requirements by established deadlines before my fieldwork sites will be confirmed. Delays on my part to complete such requirements may limit my choices for fieldwork site settings and locations or make me ineligible for fieldwork.
17. _____ I understand that neither the program nor the sites can guarantee any offer of financial assistance. Any consideration or compensation offered by the site (housing, stipend, parking, meals discounts, etc) can be withdrawn at any time prior to placement. **I remain responsible for transportation, housing and living expenses for the duration of my fieldwork assignments.**
18. _____ I understand that I am expected to portray professional behaviors as outlined by the NBCOT Code of Conduct, AOTA Code of Ethics, and Occupational Therapy Program at The University of Texas at El Paso, and that issues related to professional behaviors have the potential to affect success in fieldwork and the OT program as a whole. I understand that should I sign a letter of employment intent with a facility, I will be unable to use that facility as a FWII placement.
19. _____ I understand that accommodations made for qualified disabilities in the classroom may not be available within fieldwork treatment environments where patient safety is paramount. However, I understand that it is my responsibility to contact the UTEP Center for Accommodations and Support Services (CASS) and follow their procedures if I do need accommodation.
20. _____ I have/will have discussed these issues with those persons important to me, regarding fieldwork requirements.

I, _____, have read and understand the

Printed Name

Fieldwork Education Student Handbook, including the policies and procedures, dress code requirements, and fieldwork evaluation process to pass and be able to graduate. I understand that any lapse in immunizations, CPR, health insurance or any other requirement as determined by fieldwork sites will result in delay or cancellation of fieldwork or clinical experiences.

Signature

Date

