

**University of Mary**  
**Occupational Therapy Program**  
**Level II Fieldwork Objectives**

**GOAL STATEMENT CONCERNING LEVEL II FIELDWORK**

Level II Fieldwork placements are designed for the integration of academia and professional practice. Level II Fieldwork shall be provided 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. Level II Fieldwork shall be required and designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable the application of ethics related to the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand a repertoire of occupational therapy assessments and interventions related to human occupational performance. A minimum of 24 weeks of Level II fieldwork shall be required. 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 the site (ACOTE 2006 Standards. Section B: 10.16). The Fieldwork Educator shall be 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 (ACOTE 2006 Standards. Section B: 10.17). Supervision provided by the Fieldwork Educator shall initially be direct, and then decrease to less as appropriate for the setting (ACOTE 2006 Standards. Section B: 10.19). A minimum of eight hours of supervision per week is required, including direct observation of client interaction (ACOTE 2006 Standards. Section B: 10.20). 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 (ACOTE 2006 Standards. Section B.10.22.). The ratio of students to Fieldwork Educators will be sufficient for proper supervision and frequent assessment of the progress in achieving stated fieldwork objectives (ACOTE 2006 Standards. Section B: 10.7). Level I fieldwork shall not substitute for any part of Level II Fieldwork (ACOTE 2006 Standards. Section B: 10.13). Each Level II Fieldwork experience is designed collaboratively between the Academic Fieldwork Coordinator and the Fieldwork Educator (ACOTE 2006 Standards. Section B: 10.5).

Level II Fieldwork assumes that the student is prepared to practice the skills of the entry-level occupational therapist. It occurs only after the student satisfies academic prerequisites and Level I Fieldwork requirements.

**Level II Fieldwork Objectives**

The student therapist will:

1. Adhere to policies and procedures at the assigned clinical fieldwork site, seeking feedback and constructive criticism for the purpose of evaluating personal and professional skills related to direct client service.
2. Demonstrate integration of professional reasoning with critical thinking when analyzing, interpreting, and prioritizing data gathered for the purpose of providing occupational therapy services.
3. Plan and implement effective, evidence-based intervention programs using appropriate assessment, evaluation, interpretation, and intervention planning to achieve set goals with adherence to safety regulations and respect for client diversity.
4. Effectively educate and communicate/collaborate with clients, family, significant others, and colleagues regarding the occupational needs of each client in order to provide comprehensive, holistic intervention.
5. Complete documentation in a concise and thorough manner.

6. Demonstrate appropriate professional and ethical behavior as evidence by:
  - a. Establishing and maintaining therapeutic and supervisory relationships;
  - b. Incorporating sensitivity and respect for safety and confidentiality;
  - c. Understanding the roles and working collaboratively with other health professionals, including the OTA and other team members;
  - d. Assessing, improving, and maintaining self-competency and professional skills;
  - e. Accepting and applying feedback to promote self-directed learning and growth;
  - f. Developing a broad sense of professional responsibility to the facility and the community at large, and showing concern for social and health care issues based on efficient and effective intervention.
7. Recommend environmental modifications as appropriate for individual clients including the fabrication and/or adaptation of materials, supplies, equipment, or tools to optimize client's functional performance.
8. Incorporate therapeutic use of self as part of the therapeutic process, demonstrating an appreciation for the physical, mental, emotional, and spiritual being of each client.

**Please attach/insert site-specific fieldwork objectives.**

**The above objectives and the AOTA Fieldwork Performance Evaluation objectives will be the focus of the fieldwork placement.**

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**UMary AFWC**

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**FW Site Coordinator**

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**Email address**

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**Facility Name**