



Level II Fieldwork:

Fieldwork standards (ACOTE 2011) state that the goal of level II fieldwork is “to develop competent, entry-level, generalist occupational therapists.” Similar to level I fieldwork, level II fieldwork must be integrated into the curriculum design. Level II fieldwork experience provides students with the opportunity to integrate academic knowledge with the application of skills in a practice setting through “an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation” (ACOTE, 2011). This experience also includes research, administration and management of occupational therapy services. The fieldwork experiences are to be in settings that expose the students to a variety of clients, across the life span, and in a variety of practice settings.

Level II fieldwork shall be 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 develop and expand a repertoire of occupational therapy assessments and interventions related to human occupation and performance. In all settings, psychosocial factors must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes.

A minimum of 6 months of Level II fieldwork is required by ACOTE. The six months of fieldwork is divided into two 12 week affiliations at two different facilities. This provides the student with a variety of experiences and an opportunity to view different service delivery models. Upon completion of Level II fieldwork the student must be able to demonstrate entry level competency.

All fieldwork must be completed within 24 months following completion of all didactic coursework and Level I fieldwork experiences.

Direct supervision for Level II students is provided by a licensed or credentialed occupational therapist with at least one year of experience subsequent to initial certification and is adequately prepared to serve as a fieldwork educator.

The AOTA Fieldwork Performance Evaluation (FWPE) Form is used to evaluate the student’s performance on each level II fieldwork rotation. Many facilities have specific objectives and assignments unique to their settings for level II fieldwork.

Students may complete fieldwork on a part-time basis, as long as it is no less than 50% of the full-time equivalent at the fieldwork site. Students may complete their required weeks of fieldwork in a minimum of one setting, if it is reflective of more than one practice area, and a maximum of four settings.



The student shall have the opportunity to develop increased knowledge, attitudes, and skills in administration, research and professional relationships. These include experiences in collaboration between the occupational therapist and occupational therapy assistant, other staff, clients, family members, and /or significant others.

General Objectives for Level II Fieldwork:

Fieldwork objectives serve several purposes to the student and to the FWE. They indicate to the student the performance that is expected of him/her; may serve to promote self-directed learning and accountability. To the fieldwork educator, fieldwork objectives serve as a guide in planning learning experiences for the student. Fieldwork objectives also serve to guide student's evaluation process.

The student will be provided with opportunities to master competencies in the following domains. Upon completion of the level II FW experience, the student will be able to:

I. Fundamentals of Practice:

1. Adhere consistently to AOTA Code of Ethics & Ethics Standards & site's policies & procedures, including, when relevant, those related to human subject research.
2. Adhere consistently to safety regulations. Anticipates potentially hazardous situations & takes steps to prevent accidents for clients & staff members throughout fieldwork related activities. Follows fieldwork level II site safety regulations that are specific to setting/client(s).
3. Use judgment in regard to safety of self and others during all fw-related activities.

II. Basic Tenets:

4. Clearly and confidently articulates the values of the profession to clients, families, colleagues, service providers and the public.
5. Clearly and accurately articulates the value of occupation as a method/outcome of occupational therapy to clients, families, colleagues, service providers and the public.
6. Clearly communicates the roles of the OT & the OTA.
7. Demonstrate the ability to define occupational therapy, its values and beliefs.

III. Evaluation and Screening:

8. Articulates a clear rationale for the evaluation process.
9. Selects appropriate screening and assessment methods for the clinical setting.
10. Determines occupational profile & performance through appropriate assessment methods.
11. Assesses context factors that support or hinder occupational performance.
12. Obtains sufficient/necessary information from relevant sources such as client, families, service providers & records prior to/during evaluation process.
13. Administers assessments in uniform manner to ensure valid/reliable results.
14. Adjusts/modifies assessment procedures based on client's needs, behaviors, cultural variables.



15. Interprets evaluation results to determine client's occupational performance strengths & challenges by integrating quantitative & qualitative information.
16. Establishes accurate & appropriate plan based on evaluation results, integrating factors such as client's priorities, context(s), theories & evidence-based practice.
17. Documents results of evaluation process in manner that demonstrates objective measurement of client's occupational performance.

IV. Intervention:

18. Articulates a clear and logical rationale for intervention process.
19. Utilizes evidence from published research & relevant resources to make informed decisions with supervisor/client/tem/caregiver/agency.
20. Chooses occupations that motivate and challenge clients.
21. Selects relevant occupations to facilitate clients meeting established goals.
22. Implements intervention plans that are client-centered.
23. Implements intervention plans that are occupation-based.
24. Modifies task, approach, occupations & environment to maximize client performance.
25. Updates, modifies, or terminates intervention plan based upon careful monitoring of client's status.
26. Documents client's response to services in a manner that demonstrates efficacy of interventions.

V. Management of Occupational Therapy Services:

27. Demonstrates through practice or discussion ability to assign appropriate responsibilities to the occupational therapy assistant & occupational therapy aide.
28. Demonstrates through practice or discussion ability to actively collaborate with occupational therapy assistant.
29. Demonstrates understanding the costs and funding related to occupational therapy services at this site.
30. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.
31. Produces the volume of work required in the expected time frame.

VI. Communication:

32. Clearly & effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
33. Produces clear and accurate documentation according to site requirements.
34. All written communication is legible, using proper spelling, punctuation, and grammar.
35. Uses language appropriate to the recipient of the information, including but not limited to funding agencies & regulatory agencies.



VII. Professional Behaviors:

36. Collaborates with supervisor(s) to maximize the learning experience.
37. Takes responsibility for attaining professional competence by seeking out learning opportunities & interactions with supervisor(s) & others.
38. Responds constructively to feedback.
39. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
40. Demonstrates effective time management.
41. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy in social interactions w/ clients/patients, peers & colleagues.
42. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.