

## New England Occupational Therapy Education Council (NEOTEC)

### Level II Fieldwork Site-Specific Objectives Checklist for Occupational Therapy Students

The goal of this checklist is to facilitate fieldwork educators (supervisors), fieldwork students, and academic programs having a shared understanding of criteria that is targeted for achievement of skill development as reflected on the *AOTA Fieldwork Performance Evaluation (FWPE)*. Therefore, this checklist is designed to facilitate for fieldwork settings identifying the relevant criteria for student performance, to meet the goal of Level II fieldwork, in a continued effort to establish fieldwork objectives as part of the collaborative process of fieldwork education.

The form has been constructed in alignment with items on the *AOTA Fieldwork Performance Evaluation (FWPE)* form. This generic checklist has been created to represent a wide-range of possible criteria for student performance for fieldwork in a variety of practice areas. **PLEASE CHECK-OFF THE CRITERIA RELEVANT TO YOUR SETTING AND ADD OTHER CRITERIA UNDER EACH ITEM AS RELEVANT.** If your facility offers Level II fieldwork placements in multiple services (i.e., physical medicine, psychiatry, inpatient or outpatient) or with populations across the life span, it is recommended that you complete site-specific learning objectives checklists as needed, tailored to those *experiences*. **NOTE:** Each item contains an “other” criteria where you can customize and add objectives to best ‘fit’ your setting.

The Accreditation Council for Occupational Therapy Education (ACOTE) Standards for an entry-level occupational therapist state: *The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the (academic) program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services (ACOTE, 2008).* ACOTE also requires academic programs demonstrate their collaboration with fieldwork sites to ensure curriculum design relates to learning opportunities in the fieldwork context. The Site Specific Objectives checklist includes key criteria related to curricular themes and emphasis for ‘best practice’, such as:

- Client-centered practice
- Occupation-based practice
- Evidence-based practice
- Client’s psychosocial needs/factors related to engagement in occupation
- Leadership and advocacy
- Clinical reasoning
- Assistive Technology

**Please attach any additional materials you may have such as weekly learning objectives that you feel *supplement the performance criteria outlined on this checklist.* If your facility has already outlined specific student performance criteria that align with the AOTA FWPE items, these may be sent in lieu of this form to the academic program(s) requesting this document.**

This “site-specific” learning objectives checklist has been created by a group of academic occupational therapy educators who are part of the New England Occupational Therapy Education Council Inc., (NEOTEC). **For your convenience, YOU SHOULD BE ABLE TO COMPLETE THIS CHECKLIST ONE TIME and provide this documentation to *each* of your affiliated New England region academic programs.**

The other way to use this checklist is as a template for you and your staff to design your own facility’s “site specific learning objectives”. You can find more information and examples from different settings/facilities that are posted on AOTA’s website: <http://www.aota.org/Educate/EdRes/Fieldwork/SiteObj.aspx>

Please feel free to contact the academic program requesting this information if you have additional questions or wish to collaborate more closely on the completion of this fieldwork documentation.

Thank you!