

**Rocky Mountain University of Health Professions
Master of Occupational Therapy Program
MOT 651 Fieldwork Level II A Educator Attestation and Fieldwork Objectives**

Fieldwork Site:

Per ACOTE Standards: C.1.1, C.1.3, C.1.7, C.1.8, and C.1.13: The Master of Occupational Therapy Program must document that Academic Fieldwork Coordinators (AFWC) and Fieldwork Educators (FWEs) agree on established fieldwork objectives prior to the start of the fieldwork experience and are prepared for assuming the role of a Level II FWE for Rocky Mountain University of Health Professions (RMU) MOT student(s).

In preparation for assuming the role of a Level II Fieldwork Educator (FWE) for Rocky Mountain University of Health Profession (RMU) student(s), I attest that (initial):

_____ I have ≥ 1 year of experience in this fieldwork (FW) setting as an OTR following initial certification.

_____ I am a licensed OTR in the state where the FW level II experience will occur.

_____ I am willing to assist the fieldwork student in achieving all objectives of the fieldwork placement.

_____ I am willing to communicate with the student and academic fieldwork coordinator about progress and performance throughout the fieldwork experience.

_____ I have received RMU MOT program Level II FW objectives and have been given the opportunity to collaborate with RMU's academic fieldwork coordinator (AFWC) to implement mutually agreed upon FW objectives. (see attached)

_____ I have received, read, and understand the contents of RMU's Fieldwork Manual for the Master of Occupational Therapy Program and acknowledge that I have access to the AFWC and the fieldwork educator resource page on the RMU MOT website.

_____ I attest that I do not have a personal, familial, financial, or other relationship with the student that would create a conflict of interest or compromise my ability to provide an objective, fair, and unbiased fieldwork education and evaluation.

(Curriculum design found on the MOT FW resource page, Fieldwork design found on pages 10-15 of the Fieldwork Manual)

I am prepared to supervise a Level II student based on my participation in the following (check all that apply):

_____ Communication with RMU's MOT program AFWC (emails, phone calls, site visits, etc.)

_____ Attended a Clinical Educator/FWE Workshop, such as one offered by APTA/AOTA, ie.

_____ Previous role as a FWE. **Number of students supervised:** _____

_____ Individual research/self-study (journals, self-assessments, etc., on fieldwork and supervision)

_____ Completed facility-based clinical/fieldwork supervision training/mentoring programs.

_____ Attended AOTA Fieldwork Educator Certificate Program. **Date Attended:** _____

_____ Completed AOTA "Self-Assessment Tool for Fieldwork Educator Competency."

_____ Other (please specify) _____

Educator to Student Ratio:

1:1 _____, 2:1 _____, Other (i.e. Shared Supervision) _____

Fieldwork Educator's Name and Credentials _____

License Number: _____ **Date Issued:** _____ **Expiration Date:** _____

Fieldwork Educator's Signature: _____ **Date:** _____

**Level II A Fieldwork Objectives Agreement:
Collaboration with Level II Fieldwork Educators**

Suggested experiences for a student to experience over 12 weeks: Experiences may be provided as they arise in your facility, except for orientation activities that should be provided in the first few days. Please review this form and complete the last page.

Recommended Experiences: The student may participate in or be exposed to the following (if applicable):

- Orientation to this Fieldwork site facility, emergency procedures for fire, disaster, or patient emergency, etc.
- Orientation to the department
- Orientation to types of documentation required
- Review of patient/client chart(s)
- Attend and participate in Plan of Care meeting(s); Attend in-services on relevant topics
- Observe and/or participate in an initial OT evaluation, exposure to OT/OTA collaboration
- Perform and record goniometric measurements
- Psychosocial factors impacting clients
- Proper body mechanics and safety consciousness in all activities
- Transfers of all types (observe, assist, and perform independently where appropriate)
- Positioning for activity
- Self-care interventions (bathing, toileting, grooming, hygiene, feeding); Caregiver training
- Interventions focused on other functional activities, including academics, cooking, laundry, cleaning, leisure, work-related, school-related, etc.
- Fine motor skills interventions
- Functional mobility
- Training and use of adaptive equipment/DME
- Physical agent modalities as an adjunct to functional activities
- Fabrication of and patient education in splinting
- Sensory integration interventions
- Recording treatment time/Billing procedures; scheduling procedures
- Interdepartmental interactions (physicians, physical therapy, speech, nursing, social work, recreation therapy)
- Co-treatment, group therapy
- Home evaluation/modification or home-based treatment
- Discharge planning, recommendations and presentation to team, family, caregiver and/or patient
- Referral to community resources/funding resources, etc.
- Patients with a variety of diagnoses/disabilities/deficits

Student-Specific Fieldwork Objectives

1. Apply occupational therapy theories, models, and the OTPF-4 in conjunction with knowledge of health conditions, social determinants of health, and contextual factors to guide comprehensive evaluation and occupation-based intervention. (*Foundational Knowledge*)
2. Select, administer, and interpret appropriate evaluation tools to develop client-centered goals and treatment plans, and deliver safe, effective, evidence-based interventions across diverse practice contexts by adapting and grading therapeutic activities to support meaningful occupational engagement. (*Application*)
3. Collaborate with clients, caregivers, and interdisciplinary team members to maximize outcomes and occupational participation by incorporating evidence from scholarly literature into professional reasoning and intervention planning, while contributing to practice through site-specific projects or initiatives that enhance service delivery. (*Integration*)
4. Establish and maintain therapeutic relationships built on trust, respect, and cultural responsiveness while demonstrating professional communication with clients, families, and team members in both oral and written formats, and modeling professional behaviors such as accountability, time management, and initiative in the clinical setting. (*Human Dimension*)
5. Advocate for clients' occupational needs and occupational justice by demonstrating cultural humility, ensuring equitable decision-making that respects diversity and inclusion, and valuing the role of occupational therapy in promoting health, well-being, and meaningful participation. (*Caring*)
6. Engage in reflective practice by seeking and responding to feedback, demonstrating adaptability in diverse practice settings, and committing to lifelong learning to advance professional competence and growth. (*Learning How to Learn*).
7. Identify and complete a site-specific project approved by the fieldwork educator to develop and enhance client care/intervention at the student's fieldwork site.

FW Level II Site-Specific Objectives

Please list or attach any site-specific objectives that your facility uses/requires, if applicable.

- 1.
- 2.
- 3.

Please check ALL of the following that apply:

- ☐ I will use RMU's MOT Program Level II Fieldwork Objectives only.
- ☐ I will use a combination of RMU's MOT Program Level II Fieldwork Objectives and our site-specific objectives, as listed above or attached.
- ☐ I will use only our site-specific objectives listed above or attached if agreed upon by FWE and AFWC.
- ☐ I will assist the MOT student with their student-specific fieldwork objectives (see above).

Fieldwork Educator Signature: _____ Date: _____

Facility: _____

Academic Fieldwork Coordinator: _____



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University**
of Health Professions

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