



The fieldwork experience can be a difficult time for students. They very often experience pressures personally, professionally, and financially. If students are provided with a plan that outlines exactly what is expected of them then the fieldwork experience can be an exciting and rewarding experience for all involved. Good luck out there in the therapy world and thank you for your contributions with the continued education of future occupational therapy and occupational therapy assistant practitioners.

Spotlight on Fieldwork Education:

Recommendations for fieldwork educators should a student not meet the minimum midterm score of a level II fieldwork experience.

A student's score at midterm is generally expected to be indicative of progress achieved with more progress anticipated to be accomplished. According to the AOTA, the minimum midterm score on the **Fieldwork Performance Evaluation (FPE) for the Occupational Therapy Student** is listed at 90 points and above. On the other hand, the score for passing the final of the **FPE** is listed at 122 points and above. For the Occupational Therapy Assistant student, midterm score expectation is listed at 54 points and above, and 70 points and above at finals. Should an OT student not meet the minimum midterm score in their FPE, it should be understood that it may still be possible for them to pass their level II by the final at the end of the affiliation. If a supervising fieldwork educator(s) encounters this situation, he/she should consider some modifications to their approach for the remainder of the fieldwork experience. This would be done if the fieldwork educator(s) believe that the student demonstrates the potential to improve their skills by the end of the fieldwork experience. The following are some general recommended tips for improving the student's performance from the midterm to the final evaluation when a

midterm review was not satisfactory. The approach to remedy any difficulties should be modified according to the specific variables involved with your student. You should always consult with the OT programs' academic fieldwork coordinator for any specific input or instructions:

Identify the key components/

Performance Skills that need to be addressed in order to maximize the chances that the final fieldwork evaluation will be a "pass" experience. You should utilize the **FPE** for the occupational therapy student/assistant as a guide. Then, a discussion should occur with the student listing out the key points and determine a plan of corrective action.

Contact the program's academic fieldwork coordinator

to discuss the issues and to gain the university programs' perspective on the matter. This individual, being the direct liaison for student/fieldwork experiences at the OT program would be an asset and support to the fieldwork educator in determining plans of action or solutions to improve the student's chances for meeting and exceeding the minimum passing score as mandated by AOTA by the final.

If not done so already, **consider setting up scheduled meetings with the student once a week** for the remainder of the fieldwork experience to review weekly accomplishments and establish new weekly goals.

Attempt to increase the communication dialogue between yourself and the student in an effort to probe as to what

the true variables are regarding the students lower than expected performance. Please be mindful and take care not to assert your own perspective or bias into what the student is reporting. Try to look past any defensive comments and search for key phrases that may help identify what the true factors are that have contributed to the student's current performance.

Be open to feedback and consider the inclusion of a 3rd party mediator within discussions should there be any concern regarding the clarity of any communications.

Monitor the student's progress closely and discuss their performance on an increased basis. You should praise the student for any new accomplishments and clarify what is required and expected of them for those goals not yet met.

(This list is not all inclusive and is not customized to any particular scenario)

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Meet the FOTA President Elect: Kurt Hubbard

Kurt Hubbard [Bio as posted on the University of St. Augustine Faculty web page](#)
 Dr. Hubbard graduated from the State University of New York at Stony Brook with a BA in Psychology in 1993. He continued his studies in psychology enrolling in a doctoral program in clinical psychology at Fairleigh Dickinson University in New Jersey. While treating adults with neurological impairments he became interested in Occupational Therapy and decided that this field was a "better fit" for him. He finished his class work and received his MA in psychology in 1998. Dr. Hubbard was granted acceptance to the MS program in Occupational Therapy at Columbia University in New York City, where he graduated in 2000. Following graduation, he started a consulting business treating neurologically impaired adults and children working with various agencies/hospitals in the NYC area. During this time, he received his Doctor of Occupational Therapy degree from the University of St. Augustine in 2006.

Dr. Hubbard accepted a position as a full time faculty member at the University of St. Augustine in August 2006, relocating to Florida. Teaching responsibilities include; Assistive Technology and Community Service, Psychosocial OT Theory and Practice, Neurorehabilitation, and Wellness. His current research interests include; stress management relating to occupational performance and neurological deficits impeding human occupation. Dr. Hubbard is currently enrolled in a PhD program in Health Psychology / Behavioral Medicine.



Dr. Kurt Hubbard
FOTA President-Elect.



FLOTEC Attends AOTA Educators Meeting

Some members of FLOTEC meet with **AOTA President Florence Clark** during the **AOTA Program Directors and Academic Fieldwork Coordinators Meeting in Phoenix, Arizona, October 7th and 8th, 2010.**

Pictured - Left to right (standing) Tia Hughes, Florence Clark, Pam Kasyan, Debbie Chasanoff, Brent Cheyne, Karen Mock, -left to right (sitting) Robin Richmond, Agnes Sheffey, Saritza Guzman-Sardina

