



2023 ACOTE Standards for Occupational Therapy (OT) Fieldwork Education

The Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide is a 55-page document that houses requirements for OT programs and competencies for students in preparation for entry-level practice. There are a total of 16 C-Standards that contain expectations for fieldwork education. They are abbreviated below to offer a general overview per standard number. For more in-depth information per standard, please reference the Standards and Interpretations Guide citation found at the bottom of page two of this document.

C.1.1. Fieldwork Program Reflects the Curriculum Design

Fieldwork experiences that reflect academic content strengthen the classroom to clinic connection.

C.1.2. Student Access to Fieldwork Site Information

Student access to site information including requirements, objectives, and expectations should be available prior to the fieldwork experience.

C.1.3. Fieldwork Objectives

Student objectives should be approved prior to the start of fieldwork and include an objective that addresses the psychosocial aspects of a client's engagement in occupation.

C.1.4. Sufficient Fieldwork Written Agreements

Written agreements between the academic program and fieldwork site should be thorough and provide varied experiences that are sufficient to support cohort graduation numbers.

C.1.5. Level I and II Fieldwork Selection Process and Written Agreements

Responsibilities of the institution and fieldwork must each be documented electronically. The process and criteria for fieldwork site selection must also be signed and documented.

C.1.6. Fieldwork in Mental Health, Behavioral Health, or Psychosocial Factors

Ensure at least one fieldwork experience has a primary focus on the OT practitioners role in mental health, behavioral health, or psychosocial aspects to support client engagement in occupation.

C.1.7. Ratio of Fieldwork Educators to Students

Proper ratio of student to educator enables appropriate supervision efforts and monitoring of student progress.

C.1.8. Evaluating the Effectiveness of Supervision

Utilize tools that evaluate effectiveness of supervision for Level I and II fieldwork educators.

C.1.9. Communication of Student Progress

Ensure that OT students are making progress and provide awareness of supportive resources.

C.1.10. Qualified Level I Fieldwork Educators

Ensure that Level I fieldwork educators, who encompass a variety of professional personnel, understand OT curriculum and are able to support the fieldwork experience.

C.1.11. Level I Fieldwork

Includes standalone instructional methods for Level I fieldwork experiences including simulated, virtual, faculty practice, faculty-led visits, standardized patients, and natural practice settings.

C.1.12. Length of Level II Fieldwork

Establishes the minimum requirement of 24 weeks (OTR) and 16 weeks (OTA) of full-time Level II fieldwork experiences. Fieldwork experiences can be concluded in a minimum of one setting if it includes more than one practice area, or a maximum of four different settings.



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C.1.13. Qualified Level II Fieldwork Educators

Supervision must occur by a licensed OT with at least 1 full year of practice experience and who has demonstrated readiness for a supervisory role.

C.1.14. Level II Fieldwork Supervision

Supervisory experiences should begin as direct and progress toward less direct student oversight (as deemed appropriate per client and setting status) to promote entry-level skill development.

C.1.15. Evaluation of Student Performance on Level II Fieldwork

Student performance on Level II fieldwork must be formally evaluated with a documented tool.

C.1.16. Fieldwork Supervision Where No OT Services Exist

Supervision includes a licensed OT with a minimum of 3 full years of practice experience. There must be 8 hours of direct supervision weekly with full availability including multiple contact methods throughout the remainder of the week. There must be a designated onsite supervisor (can include a professional from another profession) while the OT supervisor is off site.

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