**Fieldwork Supervision Guidelines Policy**

ACOTE standard C.1.13 outlines that the CMU OT program must ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client’s condition, and the ability of the student to support progression toward entry-level competence.

Guidelines for student supervision and Medicare requirements can be seen [here.](https://www.aota.org/education/fieldwork/medicare-requirements-for-student-supervision)

Guidelines for student supervision as outlined by the [AOTA Commission on Education](https://www.aota.org/education/fieldwork/-/media/7f01a105e1eb4e7b80d379ab42e3b6f4.ashx) Guidelines for Occupational Therapy Experience- Level II (2013) state:

There are multiple sources of supervision guidelines that are applicable to Level II fieldwork.

1. The first source are state laws and state practice acts ([Colorado State Practice Act](https://dpo.colorado.gov/OccupationalTherapy/Laws)) that govern the practice of occupational therapy. These documents will specify if there are any specific requirements for supervision that need to be upheld in that state.
2. Another source of supervision guidelines are federal regulations such as Medicare that specify what type of supervision must be provided to fieldwork students in certain healthcare settings and with certain types of Medicare coverage. The [AOTA](https://www.aota.org/education/fieldwork/medicare-requirements-for-student-supervision) Web site is a good source for the most up-to-date information on Medicare regulations for student supervision.
3. The ACOTE Standards specify that during Level II fieldwork, students must be supervised by a licensed or credentialed occupational therapy practitioner with at least. 1 year of experience who is adequately prepared to serve as a fieldwork educator.
4. The Standards state that supervision should initially be direct, and then progress to less direct supervision as is possible given the demands of the fieldwork site, the complexity of the client’s condition being treated, and the abilities of the fieldwork student. The COE and Commission on Practice (COP) Fieldwork Level II position paper (COE/COP, 2012) additionally recommends that supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings will be of the quality and scope to ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice, and that the supervising occupational therapist and/or occupational therapy assistant must recognize when direct versus indirect supervision is needed and ensure that supervision supports the student’s current and developing levels of competence  
   (COE/COP, 2012).

***These are the general guideline principles of supervision from AOTA (2014) for occupational therapy assistants that pertain to supervision of a student:***

* Supervision involves guidance and oversight related to the delivery of occupational therapy services and the facilitation of professional growth and competence. It is the responsibility of the occupational therapist to provide adequate and appropriate supervision.
  + The specific frequency, methods, and content of supervision may vary and are dependent on the:
  + Complexity of client needs,
  + Number and diversity of clients,
  + Knowledge and skill level of the occupational therapy fieldwork student
  + Type of practice setting,
  + Requirements of the practice setting, and
  + Other regulatory requirements.
* There are a variety of types and methods of supervision. Methods can include but are not limited to direct, face-to-face contact and indirect contact.
  + Examples of methods or types of supervision that involve direct face-to-face contact include observation, modeling, client demonstration, discussions, teaching, and instruction.
  + Examples of methods or types of supervision that involve indirect contact include phone conversations, written correspondence, and electronic exchanges.
* Occupational therapy fieldwork students must abide by facility and state requirements regarding the documentation of a supervision plan and supervision contacts. Documentation may include the:
  + Frequency of supervisory contact,
  + Methods or types of supervision,
  + Content areas addressed,
  + Evidence to support areas and levels of competency, and
  + Names and credentials of the persons participating in the supervisory process.

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