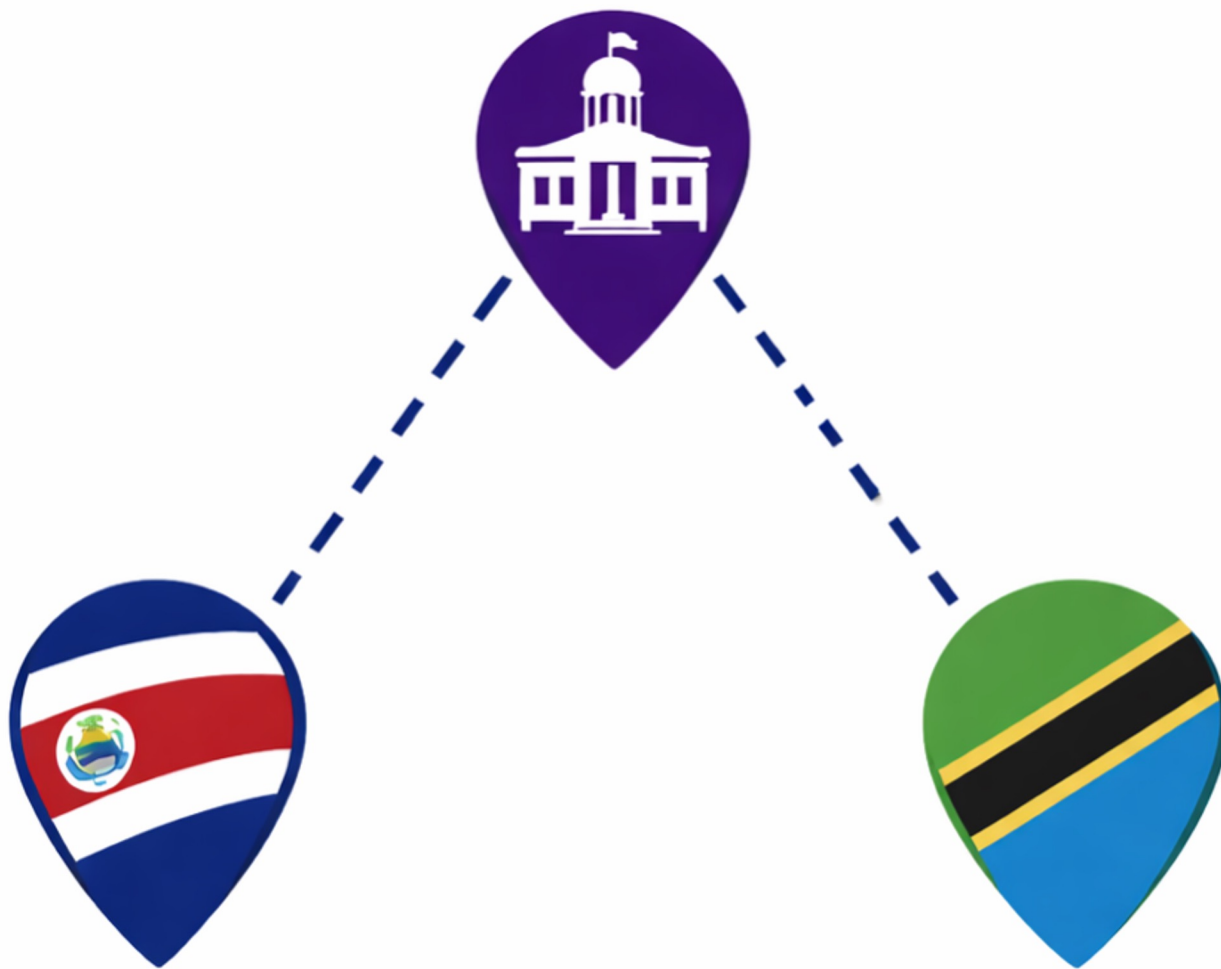


Rethinking Occupational Therapy Education: Challenging Assumptions About International Fieldwork Preparation

Brittany Saviers, PhD, OTR/L and Deborah Gangluff, ScD, OTR/L
University of Central Arkansas, United States of America



THE CORE INQUIRY

How does an international Level I Fieldwork experience influence subsequent Level II Fieldwork performance outcomes while supporting UN Sustainable Development Goals (3, 4, 10, 17)?



SUSTAINABLE DEVELOPMENT GOALS

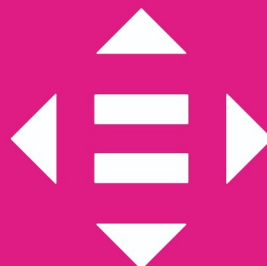
3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



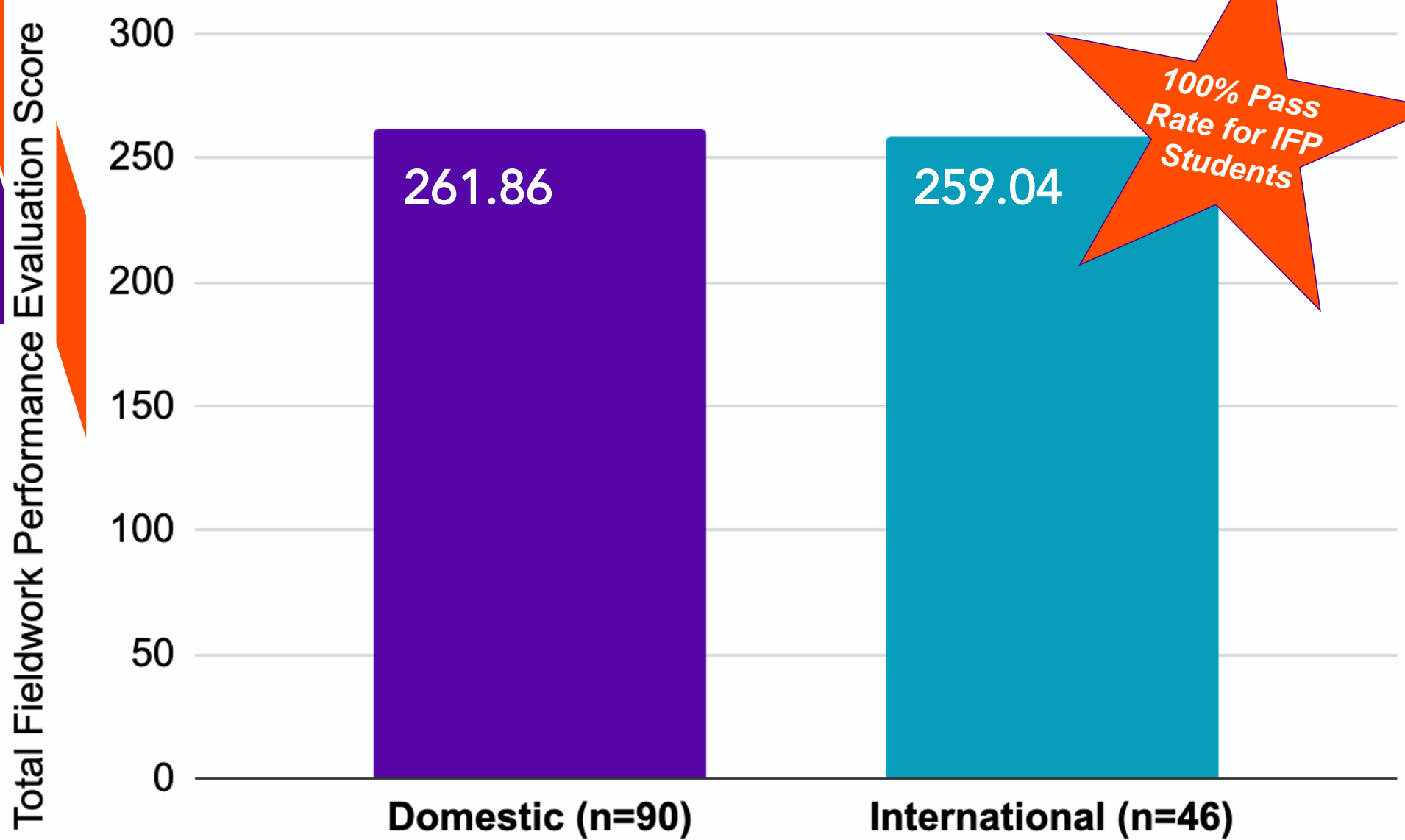
10 REDUCED INEQUALITIES



17 PARTNERSHIPS FOR THE GOALS



Fieldwork Performance Equivalency: Meeting Benchmarks for Practice



Total FWPE scores across Level IIA and IIB rotations; $p = .325$

Equivalent Fieldwork Performance Evaluation Areas

Basic Tenets of Occupational
Therapy

Screening and Evaluation

Intervention

Communication and
Professional Behaviors

Management of Occupational
Therapy Services

The Evaluation Standard: AOTA Fieldwork Performance Evaluation

Standardized Assessment: A validated 37-item measure of entry-level clinical readiness in the U.S..

Dual Focus: Evaluates both technical occupational therapy competencies and professional behaviors for Level II Fieldwork.

Clinical Benchmark: Used to determine the passing threshold for U.S. Level II Fieldwork performance.

Expanding the Fieldwork Landscape



- **Verified Readiness:** Evidence that international fieldwork meet Level II Fieldwork requirements.
- **Complex Adaptability:** Students learn to navigate unfamiliar systems and resource-limited environments.
- **Future-Focused:** Cultivating practitioners for a diverse, global world.
- **Sustainable Integration:** A scalable model for hybrid curricula and culturally responsive leadership.

