

**OCCUPATIONAL THERAPY ASSISTANT**

**OTA  
STUDENT**



**NEOSHO COUNTY  
COMMUNITY COLLEGE**

**Ottawa Campus**



**2024-2025**

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# INTRODUCTION

Dear Student,

The staff and faculty of the Department of Occupational Therapy Assistant and Neosho County Community College would like to welcome you to the Occupational Therapy Assistant Program. We look forward to working with you.

This handbook contains policies which apply to all students applying to the program and students currently enrolled in the Occupational Therapy Assistant Program. Please keep this available for reference throughout the program.

The OTA program is located on the Ottawa campus and has primarily face-to-face coursework, along with a few courses having online components and fieldwork experiences off campus.

Respectfully,

The Occupational Therapy Assistant Program Staff and Faculty

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# NCCC Mission Statement

The mission of Neosho County Community College is to enrich our communities and our students' lives.

## OUR PURPOSES ARE:

### **student learning through**

meeting our students' needs,  
quality educational programs, and  
effective assessment processes;

### **student success through**

providing personal attention,  
individualized advising, and  
the opportunity to meet personal goals;

### **ensuring access through**

affordability,  
flexible delivery and scheduling methods,  
responsive student services, and  
safe and comprehensive facilities;

### **responsiveness to our stakeholders through**

open communication,  
ethical management of resources,  
accountability, and  
the development of leaders;

### **meeting community needs through**

collaboration and innovation,  
lifelong learning opportunities,  
commitment to diversity,  
cultural enrichment, and  
the providing of an educated workforce

# **Mission Statement**

## **Occupational Therapy Assistant Program**

The mission of the Occupational Therapy Assistant Program at Neosho County Community College is to provide work force development education that prepares individuals to enter the community as certified occupational therapy assistants. In addition, the Occupational Therapy Assistant Program is committed to service and engagement in our communities.

### **ACCREDITATION**

Neosho County Community College is accredited through the North Central Association of Colleges and Schools and the Kansas State Regents for Higher Education.

#### **Occupational Therapy Assistant Program Accreditation Status Neosho County Community College**

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA. The web address is: [www.acoteonline.org](http://www.acoteonline.org) NCCC OTA graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

# **SECTION I**

# **Program Curriculum**

# NEOSHO COUNTY COMMUNITY COLLEGE

## Occupational Therapy Assistant Program Philosophy of Education

### Philosophy of the Occupational Therapy Profession

“Education promotes professional and clinical reasoning; critical thinking; cultural understanding; and the integration of professional values, theories, evidence, ethics, and skills” (American Occupational Therapy Association, 2018). Educational opportunities prepare OTA students for collaborating with clients to promote health and participation in life through engagement in occupation (American Occupational Therapy Association, 2014b).

The NCCC OTA educational philosophy aligns with this foundation for occupational therapy practice through promotion of professional behaviors and essential skills. Our commitment to experiential learning serves to enhance application of concepts and critical thinking. Students engage in collaboration through team-based learning opportunities that support client-centered practice and the development of occupation based interventions. Interdepartmental activities are designed to broaden student practice perspectives that include other disciplines, e.g., nursing, and allied health providers.

The Occupational Therapy Practice Framework: Domain and Process 4th edition outlines, "Occupational therapy practitioners use their knowledge of the transactional relationship among the client, the client's engagement in valuable occupations, and the context to design occupation-based intervention plans. Occupational therapy services are provided for habilitation, rehabilitation, and promotion of health and wellness for clients with disability and non-disability-related needs. These services include acquisition and preservation of occupational identity for clients who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction." (AOTA, 2011) This framework guides instructional methods and establishing student supports to promote success.

### Foundational Beliefs about Human Learning

Our foundational belief aligns with the philosophy of occupational therapy, that “humans are complex beings, engaged in a dynamic process of interaction with the physical, social, temporal, cultural, psychological, spiritual, and virtual environments” (AOTA 2007). Students progress developmentally to assimilate new vocabulary and concepts and apply this learning dynamically to design occupation-based, client-centered interventions in context. The process of education is a mutually cooperative effort between the instructor, the learner, and the class as a collaborative whole.

NCCC OTA faculty appreciate that each student enters the program with unique learning experiences, individual social-emotional development, knowledge, and values. Jarvis describes, “through experiential education, learners have the opportunity of growing in wisdom...” (2009 as cited in Jarvis, 2011).



Daily living is actually a very complex process of experiencing action and interaction, conforming to norms and mores and deciding when to break them and do something different, and so on. It is a process whereby we build up a repertoire of forms of behavior we know to be useful, but it is also one in which we remember unconsciously many other useful aspects of our everyday experiences; in this we build up a store of tacit knowledge that expands with age and experience. (p.92)

This view of experiential learning, that the learner develops self-awareness through experience, guides our instruction and mentoring for student success. Success requires that the learner chooses to put forth the effort required. The instructor carries a large responsibility in fostering student adaptive thinking through inquiry and self-directed learning opportunities, though adults are ultimately responsible for their own learning.

### **Structure of the NCCC OTA Program**

To prepare occupational therapy practitioners for current evidence-based practice, the learning environment must be structured to allow the student learning progression to flow individually and collectively. The sequence of coursework, educational opportunities, and fieldwork experiences are structured accordingly in a developmental progression. By presenting self-regulated learning opportunities, patterns for critical thinking may be established to support client-centered practice. As students work in teams or small groups, aspects of collaboration are inherent for successful completion of assigned projects (Michaelsen, L.K., Parmelee, D.X., McMahan, K.K. and Levine, R.E., 2008). Skills are established in the classroom environment (through face to face, hybrid or online modalities) to promote effective communication in the health-care environment, which includes intrapersonal communication, interpersonal communication, and efficient use of current technologies.

Competency-based approaches are inherent for lifelong learning at the individual, group, and social/global level. Instruction is designed with an appreciation for cultural diversity to promote student competencies in client-centered, occupation-based practices and life-long learning for professional growth. By engaging in class activities, in community settings, and through service learning opportunities and fieldwork, students apply learning with the outcome to enhance therapeutic use of self and cultural understanding through application and self-reflection (Lambropoulos and Romero, 2015). Through this process, students develop critical thinking skills to be prepared to enter the workforce as entry-level occupational therapy practitioners with a value for lifelong learning.

### **References**

American Occupational Therapy Association. (2018). *Philosophy of Occupational Therapy Education*. American Journal of Occupational Therapy, 72, (Supplement 2).  
American Occupational Therapy Association (2020). *Occupational therapy practice framework: Domain and process (4th ed.)* American Journal of Occupational Therapy, 74(Suppl.2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>, Jarvis, P. (2011), Teaching, learning, and the human quest: Wisdom. *New Directions for Adult & Continuing Education*, 2011(131),

Lambropoulos, N., & Romero, M. (2015). 21stCentury Lifelong Creative Learning: A Matrix of Innovative Methods and New Technologies for Individual, Team and Community Skills and Competencies. Hauppauge, New York: Nova Science Publishers, Inc. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1078064&site=ehost-live>.  
Michaelsen, L.K., Parmelee, D.X., McMahon, K.K. and Levine, R.E. (2008) Team-Based Learning for Health Professions Education. Stylus Publishing, LLC. Sterling, Virginia

# Occupational Therapy Assistant

## Associate of Applied Science

An Occupational Therapy Assistant (OTA) works under the direction of an Occupational Therapist to provide rehabilitative services to persons with mental, physical, emotional or developmental impairments with the ultimate goal to improve the client's quality of life and ability to perform daily activities.

In 2018, occupational therapy assistants held approximately 51,700 jobs. The median annual wage for occupational therapy assistants was \$61,510 in May 2019. Source: US Bureau of Labor Statistics, 2019.

### Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the Mandatory Placement Policy, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

### Program Outcomes

1. Demonstrate an understanding of the history and philosophical base of the profession of occupational therapy.
2. Demonstrate an understanding of the dynamics of occupation and activity, including the interaction of areas of occupation, performance skills and patterns, activity demands, context, and client factors.
3. Describe models of practice and frames of reference that are used in occupational therapy.
4. Demonstrate a thorough knowledge of occupational therapy interventions and procedures to enhance safety, wellness, and performance in activities of daily living (ADL).
5. Demonstrate an understanding of the role of the occupational therapy assistant in care coordination, case management, and transition services in traditional and emerging practice environments.
6. Demonstrate the ability to effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
7. Describe the contexts of health care, education, community, and social models or systems as they relate to the practice of occupational therapy.
8. Identify the varied roles of the occupational therapy assistant as a practitioner, educator, and research assistant.

### For More Information Contact:

Peggy Carman – OTA Program Director  
785-248-2806 or [pcarman@neosho.edu](mailto:pcarman@neosho.edu)

Program Prerequisites General Education		Cr. Hrs
*CURR 100	First Year Seminar	1
ENGL 101	English Composition I	3
ALHE 105	Medical Terminology	3
CSIS 105	Computer Literacy	1
PSYC 155	General Psychology	3
BIOL 257	Human Anatomy and Physiology	3
BIOL 258	Human Anatomy and Physiology Lab	2
All A & P courses must be taken within 5 years of starting OTA courses.		
<b>Total</b>		<b>16</b>

The above general education courses must be completed with a grade of A, B, or C prior to taking OTA courses.

\*Students entering NCCC direct from high school are required to enroll in CURR 100. Students transferring in 15 or more credits from an accredited post-secondary institution are exempt from enrolling in CURR 100.

### Program Requirements

#### Spring Semester

OTA 100	Principles & Practice of Occupational Therapy	3
OTA 102	Occupational Therapy Skills Through the Lifespan	3
OTA 103	OTA Fieldwork Level I-A	1
OTA 104	Clinical Conditions & Activity Analysis for OTA	3
OTA 110	Kinesiology for OTA	2
OTA 111	Kinesiology for OTA Lab	1
**PSYC 263	Developmental Psychology	3
<b>Total</b>		<b>16</b>

#### Summer Semester

OTA 200	Mental Health & Psychosocial Practice for OTA	2
OTA 202	Documentation for OTA	1
OTA 204	Pediatric Practice for OTA	3
**COMM 207	Fundamentals of Speech OR	3
**COMM 213	Interpersonal Communication	
<b>Total</b>		<b>9</b>

#### Fall Semester

OTA 205	OTA Fieldwork Level I-B	1
OTA 206	Core Skills & Modalities for OTA	3
OTA 208	Adult Physiological Applications for OTA	3
OTA 210	Adult Neurological Applications for OTA	3
OTA 212	Management & Professional Development for OTA	2
**SOSC 100	Introduction to Sociology	3

\*\*General education program requirements can be taken any time before OR during semesters of OTA coursework (excluding Fieldwork-Level II semester).

<b>Total</b>		<b>15</b>
<b>Spring Semester (2<sup>nd</sup> Year)</b>		
OTA 214	OTA Fieldwork Level II-A	6
OTA 216	OTA Fieldwork Level II-B	6
<b>Total</b>		<b>12</b>

**Total Program Credits 68**

The occupational therapy assistant program has full accreditation status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Blvd., Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and the website link is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.



### Neosho County Community College

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[www.neosho.edu](http://www.neosho.edu)

In accordance with the 2020-2021 catalog

rev.2020(2)

# NCCC OTA PROGRAM CURRICULUM DESIGN

The governing documents of the American Occupational Therapy Association (AOTA) and Accreditation Council for Occupational Therapy Education (ACOTE) serve as the foundation and guide in the continuing process of curriculum development and revision. Occupational therapy practice is directed at developing, creating, restoring and maintaining independent living skills, enabling clients to maintain as full and productive lives as they desire and are capable of doing. To this end instruction related to normal anatomical structure and function, the normal developmental sequence, disability, disease, and a comprehensive understanding of occupation as it relates to productive, participatory living are emphasized. The foundational, historical and therapeutic significance of occupation is stressed throughout the curriculum. Students acquire a theoretical knowledge base, professional behaviors, essential skills and experiential learning that will enable them to function as entry-level evidence based occupational therapy assistants.

## Curriculum Content Threads

The curriculum content threads are professional behaviors, essential skills, community awareness and experiential learning. These curricular threads are integral to the progression of coursework, are viewed as interactive, and offer consistency throughout the program. The course sequence offers opportunities for sequential and concurrent learning. The educational goals of each content thread is diagrammed below.



## **Content, Scope and Sequencing of Coursework**

The OTA curriculum is delivered within four sixteen-week semesters and one eight-week summer session. Didactic instruction, community-based experiences, field trips, two Level I fieldworks and two Level II fieldworks are completed within this program sequence. The general education prerequisite courses are required prior to OTA courses and the other general education program requirements may be taken prior to OTA courses or concurrent to OTA courses. Students are required to complete each of the course requirements with a minimum grade of a “C”. Course objectives are clearly stated on each course syllabus.

Sequential and concurrent learning occurs throughout the program. Content is presented from simple to complex and discussed within a developmental framework. Supportive assignments incorporate application of previous and current material. Previously acquired information is combined with new concepts and skills each successive semester. As new information and skills are assimilated, application is required. New information and skills are introduced in a structured fashion according to the individual course and overall curriculum design. Development of knowledge and skills moves progressively forward until entry-level is achieved. Student performance is closely monitored. The advisement process is used as a method to make students aware of strengths and deficiencies and enables students to reflect on their progress, make adjustments, and set goals to assist in developing their academic and professional competency.

Within each course, foundations and theories of occupational therapy are emphasized and the occupational therapy process is discussed. Multiple teaching and learning strategies are used to enable the students to achieve entry-level competency. Lectures and power point presentations are used to present foundational information. Demonstration, illustration, experiential learning, case studies, problem-solving activities, laboratory practice, and independent learning assignments are used to encourage integration of concepts and enhance learning. Structured fieldwork experiences progressively build on one another, enabling students to apply what is discussed in class. By examining evidence-based practice throughout the curriculum, students have opportunities to develop reasoning skills through literature review, learning activities, and communication with other students and practitioners.

Opportunities to enhance cultural awareness are woven throughout the curriculum. Students engage in learning experiences that are designed to promote self-awareness and enhance sensitivity to cultural influences. Students will take part in planning projects that lend support for community development by exploring the needs of the community and identifying the role of occupational therapy to meet those needs.

The table below reflects the connection of coursework to the curriculum design, implemented with the goal of preparing students for practice as entry-level occupational therapy assistants.

<b>Curriculum Design</b>		
<b>Content, Scope and Sequence</b>	<b>Coursework</b>	<b>Credit Hours</b>
<b>Foundation Skills</b>	<b>General Education Prerequisites</b>	
Professional Competence: Study skills and test taking strategies	First Year Seminar	1
Professional Competence: Use of technology	Computer Literacy	1
Professional Competence: use of written communication	English Composition I	3
Professional Competence: Medical terminology	Medical Terminology	3
Human Development: Normal Anatomical Structure and Function	Anatomy and Physiology and Lab	5
Human Development: Normal Psychosocial Function	General Psychology	3
	<b>General Education Program Requirements</b>	
Human Development: Normal Developmental Sequence	Developmental Psychology	3
Professional Competence: Verbal Communication	Interpersonal Communication OR Found. of Speech	3
Community Awareness: Appreciation for Diversity	Introduction to Sociology	3
<b>Occupational Therapy Foundations</b>	<b>OTA Courses Spring Semester</b>	
Theoretical Knowledge & Code of Ethics	Principles of Occupational Therapy	3
Environmental Contexts & Client Centered Services	Occupational Therapy Skills through the Lifespan	3
Theoretical Knowledge & Clinical Reasoning	Occupational Disruption and Activity Analysis	3
Community Awareness: Population Needs	Level I-A Fieldwork	1
Human Development: Foundations of Movement	Kinesiology for the OTA	2
Experiential Learning: Lab Participation	Kinesiology for the OTA Lab	1
	<b>OTA Courses Summer Semester</b>	
Theoretical Knowledge Base: Pediatric Practice	Pediatric Practice for OTA	3
Theoretical Knowledge Base: Mental Health	Mental Health and Psychosocial Practice	2
Professional Competence: written communication and clinical reasoning	Documentation Guidelines	1
<b>Occupational Therapy Clinical Application and Essential Skills</b>	<b>OTA Courses Fall Semester</b>	
Practical Skills	Core Skills and Modalities in Occupational Therapy	3
Evidence Based Practice & Clinical Application	Clinical Application Neurological Diagnosis	3
Evidence Based Practice & Clinical Application	Clinical Application Physiological Diagnoses	3
Experiential Learning: Fieldwork Experience	Level 1-B Fieldwork	1
Professional Behaviors: Professional Competence, Collaboration, and Lifelong Learning	Management and Legal Issues	2
	<b>OTA Courses 2<sup>nd</sup> Spring Semester</b>	
Experiential Learning: Fieldwork Experiences	Fieldwork Level II-A	6
Experiential Learning: Fieldwork Experiences	Fieldwork Level II-B	6
	<b>Total Credit Hours</b>	<b>68</b>

Learning experiences are designed to support varied learning styles. Students participate in assessment of their preferred modes of learning and set goals for personal development with support of OTA faculty and periodic review of progress. Material is presented for each course with attention to visual, auditory and kinesthetic approaches to learning. The context of the learning environment is considered in order to support optimum learning, depending on the nature of the coursework, e.g., laboratory experiences, use of technology, team-based learning, and collaboration with other programs (nursing and surgical technology.) Through fieldwork experiences, students apply learning with the support of fieldwork educators and program staff.

The curriculum is designed for students to develop an understanding of the history of occupational therapy practices with a vision toward the future. Participation in professional organizations supports professional development and leadership skills while allowing students and faculty to maintain awareness of community, state, national and worldwide trends and practices. Membership in AOTA helps students maintain awareness of trends in the profession and best practices. Students are encouraged to share information that they have gained with other students and professionals through presentations or focus groups in their community and at the state and national levels. Through involvement in the NCCC OTA Student Organization, students have opportunities to work as a team to make contributions to the community and the profession, thus reinforcing the mission of the college; enriching communities and students' lives.

The curriculum design reflects the published philosophy of the profession and the institutional mission. By utilizing the Occupational Therapy Practice Framework: Domain and Process (American Occupational Therapy Association [AOTA], 2014) central concepts are identified and serve as a basis to build understanding of the basic tenants and vision of the profession. Students have opportunities to develop a theoretical knowledge base, professional behaviors, and skills within a developmental framework. This framework supports student growth and achievement through application of previously learned information with current learning. Through practice and integration which occurs strategically through the curriculum, students achieve educational goals by developing essential skills to become entry-level occupational therapy assistants at the generalist level.

### **Educational Goals and Graduate Outcomes**

Educational goals in the OTA program emphasize sequential instruction in anatomical structure and function, the developmental sequence, and human occupation as it relates to productive, participatory living. An understanding of typical development through the lifespan is established to promote understanding of challenges that might occur with illness or conditions of disability. Student goal attainment is regularly evaluated with tutoring or mentoring available. OTA students complete course/instructor evaluations for each course. Outcomes assessment guides the development of the program and provides structure for ongoing review of course content and learning objectives. The program is evaluated annually through review with the Program

Director, Academic Fieldwork Coordinator, OTA faculty and staff, the Advisory Committee, and the Dean of Outreach and Workforce Development. One aspect of program effectiveness will be indicated by the number of students completing the certification examination through NBCOT and The Student Fieldwork Performance Evaluation will provide additional outcome information.

Graduates of the occupational therapy assistant program will be able to:

1. Demonstrate an understanding of the history and philosophical base of the profession of occupational therapy.
2. Demonstrate an understanding of the dynamics of occupation and activity, including the interaction of areas of occupation, performance skills and patterns, activity demands, context, and client factors.
3. Describe models of practice and frames of reference that are used in occupational therapy.
4. Demonstrate a thorough knowledge of occupational therapy interventions and procedures to enhance safety, wellness, and performance in activities of daily living (ADL).
5. Demonstrate an understanding of the role of the occupational therapy assistant in care coordination, case management, and transition services in traditional and emerging practice environments.
6. Demonstrate the ability to effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
7. Describe the contexts of health care, education, community, and social models or systems as they relate to the practice of occupational therapy.
8. Identify the varied roles of the occupational therapy assistant as practitioner, educator, and research assistant.

### **Course Content, Descriptions**

Hours and Numbers: Kansas State Board of Regents for Higher Education policy specifies procedures for alteration of catalog listings. Decision to alter catalog listings for the OTA program are based upon input primarily from program faculty, students, Dean of Outreach and Workforce Development, and Advisory Committee, with official review of, and agreement on, needed changes at each summer advisory committee meeting. Program faculty, in collaboration with the Program Director, plan the details of course content. Courses must be approved by the NCCC Curriculum Committee and the NCCC Board of Trustees.

### **Course Scheduling**

The program director and faculty plan course schedules and attempt to accommodate faculty and students' scheduling needs.



**Textbook Selection**

OTA faculty will select textbooks. The program director is responsible for supervising book selection. Students will be provided with textbook requirements prior to the start of OTA coursework.

**Distance and Online Education**

Online courses are offered at Neosho County Community College through myNeosho, a web-based Learning Management System that offers access to online courses and technical support. General education pre and co-requisites are offered online with the exception of A & P Lab. During the course of study in the OTA program, three OTA classes are taught in a Hybrid/partially online format. All other OTA courses utilize technology such as internet resources and videos (web-enhanced).

Each student must have knowledge of computer programs including Windows, Word, PowerPoint, myNeosho, and the Internet (Mozilla Firefox or Google Chrome recommended). The student must also have reliable access to a computer with online capabilities (high speed internet access preferred), as well as student email address for use when communicating with the instructor. Technology support is available to students through the NCCC help desk ([helpdesk@neosho.edu](mailto:helpdesk@neosho.edu)) and the Tech Support Tab on each course.

# **SECTION II**

## **Application & Admissions Procedure**

*To be a competent healthcare provider, you must know how to read directions and perform tasks in a timely manner. Applicants should read and follow the specific instructions for application carefully. This includes knowing application deadlines, submitting materials in a timely manner, and communicating appropriately and professionally with program staff.*

**NCCC OTA Program Application Period: September – October**

**(Spring Semester/January - start date for beginning OTA Program)**

**Program is located on the Ottawa campus.**

Contact [advising@neosho.edu](mailto:advising@neosho.edu) for college application and general education advising

Contact [pcarman@neosho.edu](mailto:pcarman@neosho.edu) for pre-OTA advising

## **COLLEGE ADMISSION PROCEDURES:**

Admission to the college does not guarantee admission to the Occupational Therapy Assistant program.

The following college enrollment steps must be completed as part of the procedures for OTA Program application:

### **1. Apply for financial aid and scholarships if desired**

Many programs are available to assist students in meeting their educational costs at NCCC, including grants, scholarships, loans and student employment. Scholarship applications can be submitted beginning January 1 for the following fall semester. The priority processing date for scholarship application is May 1. All applications received by this date are given first consideration. All applications received after May 1 are considered depending on funds available.

For the quickest application process, follow these steps:

- Complete your FAFSA online (<https://www.usa.gov/fafsa>) (PELL Grant and loans)  
NCCC's school code is 001936
- Contact NCCC Financial Aid Dept with questions [financialaid2@neosho.edu](mailto:financialaid2@neosho.edu)
- For NCCC scholarships go to: [NCCC Financial Aid - Scholarships \(neosho.edu\)](#)

### **2. Complete NCCC Admission Form**

Apply on-line by visiting [www.neosho.edu](http://www.neosho.edu) (**Apply Today** – top right corner) or call Ottawa Campus: (785) 248-2822 or Chanute Campus: (620) 431-2820 to request a NCCC admission form.

### **3. Transfer Official Transcripts to NCCC**

Applicants must submit their high school transcripts to NCCC if a high school graduate within last 2 years. Applicants must submit transcripts to NCCC from all former colleges attended. College transcripts may be requested through the Transcript Request tab on the NCCC website homepage (top right corner).

### **4. Demonstrate proficiencies in reading, English, and mathematics based on the Mandatory Placement Policy, or by taking the recommended/required classes.**

- For scheduling placement testing contact [testing@neosho.edu](mailto:testing@neosho.edu).
- For Teaching Learning Center, course advising contact [advising@neosho.edu](mailto:advising@neosho.edu)
- For questions regarding prerequisite courses required for ENGL 101, contact the Teaching Learning Center at [advising@neosho.edu](mailto:advising@neosho.edu)

### **ENGLISH LANGUAGE PROFICENCY POLICY:**

The goal of this policy is to ensure adequate proficiency in written and spoken English necessary for the student to benefit from instruction and provide clear oral communication in the clinical area. A requirement for admission to the Occupational Therapy Assistant program at Neosho County Community College is reasonable proficiency in written and spoken English. Not only is adequate proficiency necessary to benefit from instruction; clear oral and written communication is a safety issue in the clinical setting.

This policy will be implemented for individuals in which English is not their primary language.

The steps of this policy are:

1. The applicant makes known that English is not his/her primary language for written or oral communication.
2. The applicant chooses one of two routes for validating proficiency of the English language.

- a. Testing. Standard tests used to measure English proficiency and the required minimum scores are:

Test of English as a Foreign Language (TOEFL) – 49

Test of Spoken English (TSE) – 45

- b. College Courses. Specific courses, which require use of English, can provide evidence of proficiency. Written proficiency can be shown by passing a three credit hour college level freshman English course with a grade of C or better, excluding developmental courses. Spoken proficiency can be shown by passing a three credit hour college level speech course with a grade of C or better. Courses must be taken from an accredited institution of higher education in the United States.

### **DISTANCE LEARNING AND TECHNOLOGY REQUIREMENTS**

Courses are offered at Neosho County Community College through myNeosho, a web-based Learning Management System that offers access to courses and technical support.

General education courses are offered in online (with exception of A & P Lecture/Lab), Hybrid or face-to-face formats. During the course of study in the OTA program, there are three OTA courses that are taught in a hybrid/partially online format and two courses that are fully online. All other OTA courses are on campus face-to-face.

All courses utilize technology such as internet resources and videos (web-enhanced) and coursework is presented through the learning management system, myNeosho. Each student must have knowledge of computer programs including Windows, Word, PowerPoint, Google, and various internet browsers (Mozilla Firefox or Google Chrome recommended). The student must also have reliable access to a computer with online capabilities (high speed internet access preferred), as well as a student email address for use when communicating with the instructor. Technology support is available to students through the NCCC help desk ([helpdesk@neosho.edu](mailto:helpdesk@neosho.edu)) and the Tech Support Tab.

Synchronous and asynchronous instruction are components of the hybrid format. The hybrid OTA courses may include instruction in a synchronous or scheduled class meeting time online. Asynchronous instruction may include assigned readings, written papers, watching instructional videos, online quizzes and exams, discussion forums, reviewing scholarly literature, or accessing other online professional resources.

Online and hybrid courses offer students an option to complete assignments in a more flexible timeframe around work and family obligations. Note that online courses require students to be self-motivated, to stay on task without direct supervision, and to manage time for scheduling assignment completion by dates required. Students must demonstrate computer literacy and initiative in communicating with instructors.

Student advising may be scheduled via a web-based meeting platform. Online options for individualized advising offer students flexibility for scheduling and communicating with instructors.

## **OTA PROGRAM APPLICATION PROCEDURES and REQUIREMENTS:**

Contact the Teaching Learning Center advisors, [advising@neosho.edu](mailto:advising@neosho.edu) for questions regarding NCCC admission, enrollment or pre-requisite general education courses. Contact the OTA program director, Peggy Carman, at [pcarman@neosho.edu](mailto:pcarman@neosho.edu) for pre-OTA advising.

**All required forms are available for download on the OTA website:**

<https://www.neosho.edu/Academics-and-Services/Academic-Programs/Health-Occupations/Occupational-Therapy-Assistant>

**Application Period:** Yearly, September – October for those who have completed or are currently enrolled in prerequisite courses. OTA Courses begin in the Spring Semester (January) for those admitted to the program. The OTA Program is located on the Ottawa campus.

**Application Fee:** The application fee of \$75 is payable to the NCCC cashier at the time of application. Call 620-432-0380 or pay in person on the Ottawa or Chanute campus.

**Applicant's materials are evaluated/scored by the application committee and an interview of the applicant is conducted.**

### **STEPS FOR APPLYING TO THE OTA PROGRAM:**

- 1. Complete pre-OTA advising for required general education courses**
  - Contact the Teaching Learning Center for advising on enrolling in general education courses, [advising@neosho.edu](mailto:advising@neosho.edu)
  - Completed **OTA Planning Worksheet** (located on the OTA web page) with all general education required coursework, where and when taken, and grade received. If courses haven't been completed, write them on the OTA Planning Worksheet and note when you plan to take them.
  - Email the OTA Planning Worksheet and all college unofficial transcripts to [OTA-Applications@neosho.edu](mailto:OTA-Applications@neosho.edu) The OTA Program Director will contact you regarding continued application to the OTA Program.
  - For coursework to transfer from other accredited institutions, credit hours and course content must be comparable to NCCC requirements and course descriptions.
  - For coursework to transfer from other accredited institutions, credit hours and course content must be equivalent to NCCC requirements and course descriptions.
  - For any transfer of course credits not equivalent to the NCCC course, the OTA Program Director will work with you to complete a Curriculum Variance Form. This Curriculum Variance Form then goes to the college Vic President for approval. If approved, the registrar will then add it to your NCCC transcript and it will apply to the required general education courses for the OTA degree.
  - All required prerequisite coursework should be completed prior to or during the application process. Applicants must receive a minimum grade of "C" on all prerequisite courses.
  
- 2. Complete the *Test of Essential Academic Skills (TEAS) Allied Health***
  - The TEAS is offered on selected dates at the Ottawa campus. The TEAS can also be taken remotely (at home or other location) with ATI proctoring.
  - Refer to the [TEAS Testing Information](#) document located on the OTA web page.
  - See [www.atitesting.com](http://www.atitesting.com) or further details about the TEAS and to access study materials.

- A TEAS score of 60 or above is required before continuing with the OTA program application process.

### 3. Observation Hours Verification Form

- Complete a minimum of **4 hours** of observation/shadowing/volunteering **at two different** community settings (minimum of 8 hours total). This experience is intended to give the applicant more information about the role of an occupational therapy practitioner and services provided to persons with disabilities. Applicants should observe clients and ask the practitioner appropriate questions about the services provided after the observation.
- Choose settings which provide services to at risk populations, persons with disabilities, or through an organization that offers occupational therapy services. This could be accomplished through volunteer work in the community or a scheduled observation with a practicing occupational therapist or occupational therapy assistant (not at your place of employment).
- Applicants are required to submit completed Verification Forms from each site, signed by the supervisor, verifying applicant's hours/experience. The Observation Hours Verification form is located on the OTA web page.

### 4. OTA Program Application Form

- Complete the OTA Program Application Form and submit with other application documents.
- This form is a fillable pdf located on the OTA web page.

### 5. What is OT? assignment

- Watch the video from the American Occupational Therapy Association (AOTA) website and answer provided questions about the occupational therapy profession.
- Questions are located on the OTA web page
- To access the video: aota.org > Go to Publications > Video (scroll to the bottom of page) > Visit Our You Tube Channel > "What Can OT Do For You"  
<https://www.youtube.com/watch?v=iwwOXILYO4Q>
- Submit this typed assignment with other application documents.

### 6. Personal Statement

- Submit a one page essay (12 point font, double-spaced) that describes your interest in becoming an occupational therapy assistant. Submit this typed assignment with other application documents
- Possible topics to consider including in your personal statement:
  - What interest you about the occupational therapy profession
  - Personal experience with occupational therapy
  - Other careers considered in the selection of this profession
  - How does your educational background prepared you for this decision

### 7. Professional Reference Form

- Provide contact information for two former instructors, supervisors or other adults that can provide information regarding your potential success in the OTA Program and contributions to the occupational therapy profession. Your references will be contacted by the OTA program and asked to provide information through a survey link.
- Complete the *Professional Reference Form* and submit to [OTA-Applications@neosho.edu](mailto:OTA-Applications@neosho.edu)
- The *Professional Reference form* is located on the OTA web page

## **8. Pay Application fee**

- The application fee of \$75 is payable to the NCCC cashier at the time the application documents are submitted. Payment can be made at either campus or by phone (620-432-0380). Be sure to let the cashier know you are paying the OTA Program application fee.

## **9. Interview**

- After completing the TEAS with a score of 60 or higher, you will be contacted to set up an OTA program interview.
- You will be emailed a Zoom link to your virtual interview. This interview will be conducted by the OTA Program Director and other OTA faculty.
- You should be prepared to join this interview in a professional manner in a quiet private environment.
- If you are unable to conduct a Zoom interview, you may request an on campus interview.
- All application documents must be submitted to [OTA-applications@neosho.edu](mailto:OTA-applications@neosho.edu) at least two weeks prior to the interview date.

## **10. Submit Unofficial College Transcripts**

- As part of the application process, each applicant is required to provide all unofficial college transcripts to [OTA-Applications@neosho.edu](mailto:OTA-Applications@neosho.edu)
- An up-to-date *OTA Planning Worksheet* should also be completed and submitted with application materials.

## **11. Review the *Application Checklist* to be sure you have completed all the steps and documents needed for application**

### **OTA Program Selection Process:**

Selection process is based on a point system. Up to 20 qualified applicants will be selected for entrance into the OTA Program per year. The following will be considered by the review committee for determination in the selection process:

- TEAS score of 60 or above
- Adherence to written instructions and application procedures
- Completion of application materials at least two weeks prior to the interview date
- Completion of pre-requisite coursework with a “C” grade or higher in each course
- Previous related work experience (CNA, paraprofessional)
- Professionalism
- Communication skills
- Writing skills
- Personal insight
- Knowledge of Occupation Therapy

If the class is filled, up to three applicants will be placed on an alternate list in ranking order and notified of their position. In the event that one of the initially accepted applicants is unable to begin the program, the next applicant on the alternate list will be contacted.



Students will be notified through their NCCC student email of acceptance or non-acceptance into the OTA Program by the end of November.

Those students who are admitted to the program will receive further information regarding program requirements and forms to be submitted prior to the January start date.

## **OTA Program Requirements:**

### **SPRING ORIENTATION MEETING (after acceptance into OTA Program):**

Students admitted to the OTA program will be notified of the OTA Orientation Meeting date and time. This mandatory meeting will be scheduled in the spring prior to the start of classes. The following will be covered:

- Verified Credentials student account (student's cost - approximate total \$120.00)
  - Criminal Background Screening and Drug Screen
  - Additional required documents for fieldwork placement
- Required immunizations & health screens (student pays for or covered by student's healthcare insurance)
- Health physical (student sets up and pays for any associated costs)
- CPR-Basic Life Support for the Health Care Provider (American Heart Assoc. - student sets up and pays for any associated costs)
- Required health insurance coverage during Level II Fieldwork –last semester

The above listed items are required in order for OTA students to participate in fieldwork education at established fieldwork sites. The Academic Fieldwork Coordinator will work with students to complete these requirements during the OTA coursework semesters.

## **Non-discrimination Policy**

Discrimination against any individual on the basis of race, color, national origin, sex, disability, age, or religion; in the admission, access to, treatment, or employment in the college's programs and activities is prohibited. The Chief Student Affairs officer, NCCC, 800 West 14th Street, Chanute, Kansas 66720, 431-2820 ext. 213, has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008. Information concerning the provisions of these acts, and the rights provided thereunder, are available from the compliance coordinator.

## **Accreditation and Licensure:**

NEOSHO COUNTY COMMUNITY COLLEGE

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

The occupational therapy assistant program has probationary accreditation status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number is (301) 652-6611. The web address is: [www.acoteonline.org](http://www.acoteonline.org) Graduates of the NCCC OTA program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. **Note:** a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

**SECTION III**  
**Degree Path and**  
**Courses**

# Degree Path and Courses

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the Mandatory Placement Policy, or by taking the recommended/required classes. Some of the courses in this curriculum have specific prerequisites.

<b>Prerequisite Semesters</b>		<b>Cr Hrs</b>
*CURR 100	First Year Seminar	1
ENGL 101	English Composition I	3
ALHE 105	Medical Terminology	3
CSIS 105	Computer Literacy	1
PSYC 155	General Psychology	3
BIOL 257	Human Anatomy and Physiology	3
BIOL 258	Human Anatomy and Physiology Lab	2
A & P courses must be taken within 5 years of starting OTA courses		
<b>Total</b>		<b>16</b>

The above general education courses must be completed with a grade of A, B, or C prior to taking OTA courses.

\*Students entering NCCC direct from high are required to enroll in CURR 100. Students transferring in 15 or more credits from an accredited post-secondary institution are exempt from enrolling in CURR 100.

\*\*The below general education program requirements can be taken anytime before OR during semesters of OTA coursework (excluding Fieldwork –Level II semester). OTA coursework is taken in required sequence listed below.

## APPLY FOR OTA PROGRAM ACCEPTANCE

### Spring Semester

OTA 100	Principles & Practice of Occupational Therapy	3
OTA 102	Occupational Therapy Skills Through the Lifespan	3
OTA 103	OTA Fieldwork Level I-A	1
OTA 104	Clinical Conditions & Activity Analysis for OTA	3
OTA 110	Kinesiology for OTA	2
OTA 111	Kinesiology for OTA Lab	1
**PSYC 263	Developmental Psychology	3
<b>Total</b>		<b>16</b>

### Summer Semester

OTA 200	Mental Health & Psychosocial Practice for OTA	2
OTA 202	Documentation for OTA	1
OTA 204	Pediatric Practice for OTA	3
**COMM 207	Fundamental of Speech <b>OR</b>	3
**COMM 213	Interpersonal Communication	
<b>Total</b>		<b>9</b>

### Fall Semester

OTA 205	OTA Fieldwork Level I-B	1
OTA 206	Core Skills & Modalities	3
OTA 208	Adult Physiological Applications for OTA	3
OTA 210	Adult Neurological Applications for OTA	3
OTA 212	Management & Professional Dev. For OTA	2
**SOSC 100	Introduction to Sociology	3
<b>Total</b>		<b>15</b>

The above courses must be completed with a grade of A, B, or C prior to enrolling in Level II Fieldwork.

### Spring Semester (2<sup>nd</sup> Year)

OTA 214	OTA Fieldwork Level II-A	6
OTA 216	OTA Fieldwork Level II-B	6
<b>Total</b>		<b>12</b>

**Total Program Credits** **68**

# **OTA PROGRAM COURSEWORK**

## **Prerequisite Courses and General Education Requirements**

Students are admitted to the OTA program following successful completion of prerequisite courses and the application process. Foundation skills are expected in written communication, computer use, understanding medical terminology, general psychology foundations, general anatomy & physiology functions and effective test-taking skills & habits of study.

Students build more foundational skills with three more general education courses taken optional times throughout the coursework sequence emphasizing individual and group communication skills, sociology, and developmental psychology.

## **Spring Semester**

The Curriculum Design for the NCCC OTA Program begins with the foundation provided by the governing documents of the American Occupational Therapy Association. In **OTA 100-Principles & Practice of Occupational Therapy**, students are introduced to the basic components of occupational therapy including the history and role of occupation to health, theories, ethics, standards of practice, and professional organizations. The *Occupational Therapy Practice Framework: Domain and Process* is focused on so students have an understanding of the profession's language and scope. Students engage in Team-Based Learning which facilitates collaboration and group cohesiveness in this first OT semester.

Also in this semester, **OTA 102-Occupational Therapy through the Lifespan**, provides a study of factors that influence daily participation and optimal performance throughout all childhood and adulthood life stages. Students engage in experiential learning with topics such as health habits, cultural awareness, and community accessibility. Consistent with the curriculum design, this progression allows students to develop an understanding of occupation as it relates to productive, participatory living.

In **OTA 103-OTA Fieldwork Level I-A**, students complete training on topics such as personal protective equipment, blood borne pathogens, HIPAA guidelines, professionalism, effective communication and completing pre-fieldwork requirements. At assigned fieldwork sites, students have an opportunity to apply didactic learning and theory in community-based settings under the supervision of an OT, OTA, or other qualified individual. Students engage in experiential learning as they work in teams to design and implement group activities in these community fieldwork sites. This Level I fieldwork experience focuses primarily on psychosocial factors influencing clients' participation in occupations

Diseases common to OT intervention, treatment methods, and analysis of activity appear in coursework for **OTA 104-Clinical Conditions & Activity Analysis for OTA**. Through case-based learning, students start developing therapeutic use of self, therapy tasks, and clinical reasoning and demonstrate these skills on projects/presentations throughout the semester.

OTA 110 Kinesiology for the Occupational Therapy Assistant. The course provides a basic understanding of human body movement as related to skeletal, articular, neurological and muscular systems. Students will learn biomechanical assessment procedures and how to identify relationships between structure and function and significance. *Prerequisite: BIOL 257 Human Anatomy and Physiology, BIOL 258 Human Anatomy and Physiology Lab. Co-requisite: OTA 111 Kinesiology for the OTA Lab.*

**OTA 111 Kinesiology for the Occupation Therapy Assistant Lab.** The course provides lab activities to support a basic understanding of human body movement as related to skeletal, articular, neurological and muscular systems. Students will learn biomechanical assessment procedures and how to identify relationships between structure and function and significance through work with a partner, in small groups, and with anatomical models and simulations. *Prerequisite: BIOL 257 Human Anatomy and Physiology, BIOL 258 Human Anatomy and Physiology Lab. Co-requisite: OTA 110 Human Structure and Function in Occupational Therapy*

## Summer Semester

The sequence of instruction progresses during the summer semester with students taking two 8-week hybrid courses and one 8-week online course. **OTA 200-Mental Health & Psychosocial Practice for OTA**, presents a study of individuals who are limited in their ability to engage in life activities due to challenges to their mental health. Use of the DSM-V, understanding symptoms, and treatment planning are practiced. Students are also introduced to *AOTA's Mental Health Promotion, Prevention, and Intervention Across the Lifespan* document and students apply the 3-Tier model to case studies.

Students will complete online course, **OTA 202-Documentation for OTA**, as an introduction to the basic concepts of completing measurable, skilled and professional documentation. Students will practice the SOAP (Subjective, Objective, Assessment, Plan) format as a guideline to understand the components needed to promote reimbursement and effective communication and collaboration. Students will also be introduced to electronic documentation using a subscribe software format. Case-based learning, instructor samples and feedback will guide student's documentation skills.

Also in summer, in **OTA 204-Pediatric Practice for OTA**, students continue to build on foundational concepts to expand their knowledge of the theory and the scope of OT practice in pediatric settings. In this course, students use their knowledge of typical childhood development to identify when children's skills are delayed and how to develop appropriate therapy interventions. Students and faculty work through the IEP/treatment plan process, including how to read goals, plan interventions to meet the goals, consider the components of the intervention strategies and therapeutic media/tools used for the intervention, and resources of where to find the tools that will be used. Students will complete a simulated pediatric therapy session.

## Fall Semester

In this semester, significant simulation practice, laboratory skills assessment and group learning opportunities are presented for application and integration of concepts and techniques. Focus is on therapeutic interventions with the adult population in various settings and with various occupational limitations. Students are also given more opportunities to demonstrate growth with professional skills and prepared for entering Level II fieldwork.

In **OTA 205-OTA Fieldwork Level 1-B**, students complete their second Level I fieldwork experience. At assigned fieldwork sites, students have an opportunity to apply didactic learning and models of practice in clinical settings under the supervision of an OT, OTA, or other qualified individual. Students engage in experiential learning as they observe and participate in evaluations and treatment interventions addressing client's performance skills. This Level I fieldwork experience focuses primarily on physical, cognitive, sensory, and daily living deficits limiting clients' participation in occupations, while still addressing any contextual, psychological, and societal factors in the holistic view of function.

In **OTA 206-Core Skills and Modalities for OTA**, students will learn the foundations of intervention and specialized equipment through hands-on instructional methods reinforced with student practice and skills check offs. Procedures, methods and techniques to learn include: transfers/mobility, self-feeding/swallowing, health promotion and wellness, exercise techniques, assistive technology, home

modifications, wheelchair seating/positioning, physical agent modalities, orthotics, adaptive equipment, and driving and community mobility.

One of the two adult interventions courses is **OTA 208-Adult Physiological Applications for OTA**. Students gain further skills in specific applications for preparatory/adjunctive, simulations and purposeful activities to promote engagement in occupations. This course will continue building on the student's prior knowledge of adult physical rehabilitation process and practice. The focus for this course is adults with physiological health conditions including but not limited to, orthopedics/joint management, arthritic diseases, cardiopulmonary disease, bariatric factors, oncological care, and hand injuries. Students will complete each diagnosis unit with a case study/treatment plan, therapy planning and completion of documentation.

The other adult intervention course is **OTA 210-Adult Neurological Applications for OTA** further explores the evaluation and intervention process. This courses will also continue building on the student's prior knowledge in the foundations of movement and function, such as motor control, sensation, vision, visual perception, and cognition. The focus for this course is adults with neurological health conditions, including but not limited to, cerebrovascular accident, traumatic brain injury, spinal cord injury, and degenerative disease of the central nervous system. Students will complete each diagnosis unit with a case study/treatment plan, therapy planning and completion of documentation. Students will learn how to work collaboratively within a multidisciplinary team.

In **OTA 212-Management & Professional Development for OTA**, students build on OT ethics and standards of practice as well as expectations for upcoming Level II fieldwork. Students utilize professional literature to explore evidence regarding healthcare systems and practices. Students explore legislative issues and governing bodies that impact healthcare and OT practice including licensure, credentialing and reimbursement. Students plan their future as OT practitioners by learning about leadership opportunities, professional and consumer advocacy and importance of scholarly practice and lifelong learning.

### **Spring Semester (2<sup>nd</sup> year)**

The culminating Fieldwork semester includes students completing the first 8-weeks in **OTA 214-OTA Fieldwork Level II-A** and second 8-weeks in **OTA 216-OTA Fieldwork Level II-B**. Both level II fieldwork placements take place in a traditional or non-traditional fieldwork setting with a primary fieldwork educator who is an OT or a OTA. OTA 214 and OTA 216 must reflect a different practice area/setting. These courses occur after students have successfully completed all prior didactic coursework. Level II Fieldwork experiences take place in a clinical or community-based setting to provide students with opportunities to apply theories of occupational therapy and didactic learning under the supervision of OT practitioners. Students progress each week gaining more skills and more client care responsibilities, gradually accumulate a full client case load by the end of week 8. Students plan, prepare, carry out, and document individual or group therapy sessions. The student, fieldwork educator, and academic fieldwork coordinator develop and collaborate on fieldwork objectives specific to the fieldwork site. Students demonstrate professional level communication, collaboration, and client, family, or caregiver education on recommended interventions or equipment. The fieldwork educator continues to provide feedback and training throughout the 8-weeks to ensure that the role and functions of an entry-level OTA are reinforced. Students are evaluated at 4-weeks midterm and 8-weeks final. This is a pass/fail course and students must receive a satisfactory score on the final fieldwork performance evaluation to receive a pass grade.



**Section IV**  
**OTA Program**  
**Requirements &**  
**Policies**

# Orientation Meetings

Students admitted to the OTA program will be notified of the Orientation Meeting scheduled at the beginning of the spring semester. The following will be covered:

- Review of OTA Student Handbook
- Attendance, tardy, and late work policies
- Review of syllabi policies
- myNeosho usage
- Uniform requirements
- Forms to be signed
- Preparatory modules: student skills

Pre-fieldwork meetings will take place at the beginning of spring and fall semesters. Additional topics and requirements will be covered, including:

- Verified Credentials student account (student cost-approximately \$120)
- Required immunizations and health screens (student's cost or covered by student's healthcare insurance)
- Health physical (student sets up and pays for any associated costs)
- CPR-Basic Life Support for the Health Care Provider (American Heart Association- student sets up and pays for any associated costs)
- Required health insurance coverage during Level II fieldwork-last semester

The above listed items are required in order for OTA students to participate in fieldwork education at established fieldwork sites. Site requirements may vary.

## **CODE OF ETHICS POLICY**

The purpose of the code of ethics policy is to ensure professional behavior in all students participating in the occupational therapy assistant program. Students in the program are expected to act ethically both in the classroom and when in a fieldwork setting. The Fieldwork Agreement states "The College, along with the students shall respect and conscientiously observe the confidential nature of all information, which may come to either or all of them, individually or collectively with respect to patients and patients' records." NCCC supports HIPAA privacy practices. The OTA students are expected to adhere to the American Occupational Therapy Association's Code of Ethics ([www.aota.org](http://www.aota.org)) in addition to the following:

1. Each student shall attend and participate in all learning experiences designed to meet the objectives of the course(s) in which he/she is enrolled.
2. Each student shall notify the instructor in the event that he/she will not be attending and the reason for the absence.
3. Each student shall identify the need for any reasonable accommodation required for successfully completing the learning objectives for each course and shall work with the Director of Residence and Student Life at the Chanut campus or the Dean of the Ottawa Campus to coordinate specific learning needs with the course instructor.
4. If a student believes that a course is not meeting his or her learning needs, the student shall initiate discussion with the course instructor and his advisor as soon as the problem is perceived.
5. Each student may be asked to complete an online evaluation of each course in which the student is enrolled.
6. Each student shall engage in open discussion with OTA program faculty pertaining to any factors interfering with acceptable progress in the course of study.
7. Each student shall adhere to all rules and regulations related to participation in fieldwork placement.
8. In fieldwork, each student will engage in only those activities for which he/she has been trained, minimizing the probability of physical or psychological harm to the client.
9. Each student shall recognize the rights and professional standing of colleagues in their respective professions.
10. In the event that a student or colleague acts in an unethical or incompetent manner, each student is responsible to report this behavior to the fieldwork supervisor. In the event that the fieldwork supervisor is behaving in this manner, the student should notify the department supervisor as well as the NCCC OTA Academic Fieldwork Coordinator.

11. In fieldwork, information received from clients will be discussed only for professional purposes and in private. Students will not release unauthorized information to any source. Students must comply with HIPAA regulations and policies of the institutions they are assigned to.
12. Students will neither disclose passwords nor security codes, their own or another user's, to anyone nor use another person's password, security code, and/or employee identification badge.
13. Client information gained from a fieldwork site will be discussed in classes in a way that the confidentiality of the individual is maintained.
14. Written reports will be presented in an objective manner. Subjective data will be identified as such.
15. Each student is responsible for knowing and adhering to all rules, regulations, policies, and procedures of the College, the OTA program, and the fieldwork facilities.
16. Each student will be prepared for all classes, labs, and fieldwork assignments. This includes reading assignments before class, actively participating and allowing others to participate in learning opportunities, and being attentive to the instructor and other students.

## **ESSENTIAL FUNCTIONS**

**Essential Functions** are defined as the skills you need to **bring into** the program in order to be successful as an OTA Student (in contrast to the learning objectives met during your course of studies).

The listed skills are considered essential to your functioning as an OTA student. An inability to perform any of the functions listed below (with or without accommodations) indicates that you do not have the prerequisite skills to be successful in this profession and that Occupational Therapy Assistant practice may not be your field of choice.

Please check the appropriate box for your ability to perform the following functions. This is a work sheet to determine your readiness for the program, or your need for accommodations (available to you under the Americans with Disability Act, if you have a documented disability).

When you have completed the checklist, please sign the form "Essential Functions Review" below indicating that you have read and understood the document.

### ***ESSENTIAL FUNCTIONS REVIEW***

Print Name: \_\_\_\_\_

I have reviewed the Essential Functions specific to the role of Occupational Therapy Assistant Student at Neosho County Community College.

I understand that if I have a documented disability and would like to have NCCC make reasonable accommodations as indicated above, I will need to disclose the nature of the disability and provide documentation to the Director of Dean of Student Development, Chanute Campus or Dean, Ottawa Campus.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Name:** \_\_\_\_\_

## ESSENTIAL FUNCTIONS - OTA STUDENT

FUNCTION	YES	NO	ACCOMMODATION
<b>Physical Factors: Motor skills</b>			
Standing (with good balance)			
Walking			
Sitting			
Lifting 100 lbs.			
Carrying 50 lbs.			
Pushing/Pulling 100 lbs.			
Bending			
Crouching			
Kneeling			
Crawling			
Floor sitting			
Grasping, firm/ strong			
Grasping, light			
Finger dexterity			
Reaching forward/overhead			
Coordination of hand, wrist and fingers			
Eye-hand coordination			
<b>Physical factors: Sensory/Perceptual</b>			
Vision acuity: near			
Vision acuity: far			
Vision: depth perception			
Color vision			
Full field of vision			
Spatial perception (ability to "visualize" objects)			
Form perception (perceive and recognize shapes)			
Hear normal conversation			
Hear telephone conversation			
Be comfortable with tactile contact			
Discriminate objects/textures by touch			
<b>Physical Factors: Environmental</b>			
In-Door work			
Out-Door work			
<b>FUNCTION</b>	<b>YES</b>	<b>NO</b>	<b>ACCOMMODATION</b>

Exposure to dust, odors, toxic/caustic chemicals			
Being around moving machinery, electricity			
Exposure to slippery or uneven surfaces.			
Exposure to vibration			
Wearing of protective clothing, masks, gloves			
<b>Cognitive factors</b>			
Reasoning - deal with abstract and concrete variables, define problems, collect data, establish facts, and draw valid conclusions			
Follow instructions given in oral, written, or schedule form			
Problem solving - deal with unexpected situations			
Carry out one to two-step instructions given in written or oral form			
Remember instructions and carry out tasks over time			
Ability to generalize instructions from one situation to another			
Mathematics - add, subtract, multiply, and divide whole numbers and fractions, calculate time, make simple measurements			
Reading - comprehend manuals, instructions for maintenance of equipment, safety rules and procedures, medical and educational charts			
Clerical reading - perceive pertinent detail, proofread words and numbers, observe differences in copy			
Writing - prepare reports using prescribed format, make entries into medical and educational charts			
Work pace - ability to maintain a work pace appropriate to a given workload, including regular attendance at the site			
Computer skills - ability to send and receive e-mail, including attachments, do a basic web search, and participate in on-line course work			
<b>FUNCTION</b>	<b>YES</b>	<b>NO</b>	<b>ACCOMMODATION</b>

<p>Please Note:  All OTA students must have regular access to a computer with internet connection. Computers are available at the NCCC library, The Learning Center, computer labs as well as in public libraries throughout the area. Nevertheless, it is highly recommended that students have their own computers.</p>			
<b>Social-emotional factors</b>			
Social skills - Ability to engage in a face-to-face verbal conversation, making eye-contact and using appropriate body language			
Dependability - effective time management, follow-through on commitments and responsibilities			
Professional presentation - presenting oneself in a manner (dress, body language, verbal style) that is accepted by peers, clients, and employers			
Initiative - self-starting projects, tasks, and communication, searching out answers using appropriate resources			
Empathy - being sensitive, responding to the feelings and behaviors of others			
Cooperation - working effectively with other individuals			
Organization - prioritizing needs, tasks, responsibilities, maintaining effective work space			
Supervision - ability to give and receive constructive feed-back and to modify behavior accordingly			



## **ACCOMMODATIONS FOR DISABILITY POLICY**

Reasonable accommodations are available for students with documented disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) of 1990, students may notify the Dean of Student Services – Student Services Office, Sanders Hall, 620-432-0304 on the Chanutte campus, or the Dean of the Ottawa & Online Campuses 785-248-2798 on the Ottawa campus.

## **PREGNANCY POLICY**

A student wishing to continue her OTA education while pregnant must present a written statement by her physician indicating that the student is capable of fulfilling the academic and fieldwork requirements. The letter is to be submitted by the end of the first trimester. Following childbirth, a physician's verification of fitness to return to academic and fieldwork activity is again required. Any absence due to pregnancy will be subject to the same rules and regulations as stated in the attendance policy.

A student who becomes pregnant at any time during the program should declare the fact to the Program Director as soon as possible. Once declared, the Program Director will meet with the student regarding continuation in the program.

If the student so decides, she may continue in the program and will not be treated any differently than a non-pregnant student. Course objectives, attendance, fieldwork rotations, etc., will still be adhered to.

## **ILLNESS OR INJURY POLICY**

A student who has an extended illness, surgery, and/or injury will be required to submit a written statement by his/her physician indicating that the student is capable of fulfilling the academic and fieldwork requirements. Any absence due to illness or injury will be subject to the same rules and regulations as stated in the attendance policy.

## **STUDENT HEALTH**

The college reserves the right to require a medical examination of any student at any time. When a medical examination is required for admission or continuation in a program or activity, a satisfactory medical examination report from a licensed physician must be filed with the OTA Program Director and chief student affairs officer. The OTA Program Director and chief student affairs officer will review the medical record report and may deny permission for a student to participate in a program, course or activity.

## **ATTENDANCE POLICY**

Regular attendance is expected of all occupational therapy assistant students. Attendance will be recorded as a part of each student's permanent record. Multiple absences can impact a student's ability to continue in the OTA Program. Attendance will be utilized in reporting to financial aid and other training expense payment sources. It will also be utilized for inquiries made by potential employers.

All outside appointments must be scheduled at times other than class and fieldwork hours i.e., physician, dentist, counseling, and other family appointments.

Student's attendance is to be regular and punctual in both classroom and fieldwork areas. Tardiness and absenteeism reflect a lack of professional responsibility. The services you will be providing are very necessary for optimum care of the patient. Good attendance is a mark of dedication and maturity, which is a component of professionalism that future employers consider seriously.

**Should a student's absences exceed 10 percent (for any reason) of scheduled academic courses or fieldwork, it is recommended the student withdrawal from the course.** Any deviation from this policy will be at the discretion of the OTA faculty in an OTA progression meeting with the OTA Program Director, any requested college administrators or OTA instructors.

**Attendance is a prerequisite professional skill. Attendance is expected for all sessions.**

### **Absences/Tardiness:**

See the College Catalog for attendance policies. Below are the general attendance policies for OTA courses and fieldwork. Each course syllabus will specify an attendance policy and may have additional statements specific to the course.

- a. Students are responsible for contacting faculty or fieldwork educators regarding absence or arriving late. Students are responsible for all assignments regardless of absence. Absent or tardy students may not be able to make up some in-classwork.
- b. The student must notify the instructor EACH day that he/she is absent. A "No Show/No Call" to either classroom or fieldwork instructor for the day missed will result in remediation action. The second "No Show/No Call" will result in dismissal from the program.
- c. Students with conditions involving an elevated temperature, open lesions, contagious upper respiratory or gastrointestinal conditions put others health at risk and therefore will not be admitted to class/fieldwork. You must have a doctor's note for consideration of exception.
- d. Students must communicate with instructor or fieldwork educator prior to any planned

absence. Students are responsible for anticipating needs related to a planned absence, initiating arrangements with faculty. Students should not plan vacations, leisure activities or job duties during regularly scheduled class or fieldwork time.

- e. Students should limit time off from scheduled coursework or fieldwork. Children, other family members, or friends of students are not permitted in classes, on-campus laboratories, or fieldwork laboratory areas unless they are designated “patients” for an instructional activity.
- f. A tardy is arriving up to ten minutes late. After 10 minutes, will be considered absent for the hour.
- g. Students are expected to stay for full class times and not leave early. Students are expected to be at fieldwork their full scheduled hours each day.
- h. Students should not plan vacation or extended days off during scheduled coursework weeks. Students should not plan vacation or extended day off during Level II fieldwork semester from January 1 to May 31.

### **Make-up policy:**

See the College Catalog for coursework make-up policies. Below are the general coursework make-up policies for OTA academic courses and fieldwork. Each course syllabus will specify a make-up policy and may have additional statements specific to the course.

- a. It is the **student’s responsibility** to contact the instructor concerning all make-up assignments.
- b. All missed coursework exams must be made up in a timely manner for full credit to be awarded; “timely manner” is defined as the **first day back whether a fieldwork or classroom day**. Students must coordinate with their instructor to schedule missed exams.
- c. Students that miss exams administered in a morning class and attend an afternoon class will be expected to take the exam on that day.
- d. If a student received a "fail" score on a coursework unit exam/quiz, the student may be required to re-take the exam/quiz with a passing score. See course syllabus for specific exam/quiz passing grade expectations. In general, final exams cannot be retaken.
- e. Any fieldwork absence will require make-up
- f. Any delay or rescheduling of Level II FW could delay completion of OTA degree.

## **CONFIDENTIALITY POLICY**

### Student Confidentiality:

Information on any student will not be released from the OTA Program without the express written permission of said student. This includes prospective employers, friends, family, attorney, clergy, educational institutions, and professional organizations, etc. Confidential information includes names, address, telephone number, social security number, fieldwork/ class schedule, grades, evaluations, etc.

### Requests for Information by Students:

Transcripts - Requests for transcripts or grades must be referred to the registrar. Departmental Files - A student may make a request to review the contents of his/her OTA program file. A Student must submit a written request to view his/her file.

Photographs - Students may expect to appear in photographs or media presentations as part of their educational experience. Student will sign a photo release statement form, prior to participation in photographs or other media presentations. If a student chooses not to sign a college photo release, the student must communicate this to the OTA Program Director in writing/email.

## **RECORDS**

The OTA program keep a secure electronic file for each student.

The student file contains:

- Application materials
- Admission Data
- Copies of transcripts
- Contact information
- Records of student-faculty communication
- Accommodation Plans if applicable
- Student Professional Develop Plans
- Professional Behaviors Evaluations
- Action Plans if applicable
- Fieldwork Performance Evaluation (Level I and II)
- Records of student-fieldwork educator communications

Coursework and grades are maintained in *myNeosho*, the NCCC Learning Management System, and students have access to edit their personal information.

Verified Credentials is outside agency that manages background checks, drug screenings, and verification of required health records. Student set up an account in Verified Credential and complete the steps needed to verify completion of background checks, drug screens, immunizations, physical, CPR, and medical insurance documents. The OTA program has access to each student's Verified Credentials account during the time they are completing the OTA program to monitor and ensure the student has completed, documented and provided proof of fieldwork requirements. Student may be asked to provide fieldwork sites with copies of their

immunization, back ground, drug screen or other documents prior to attending fieldwork. Students continue to have access to their Verified Credentials account after graduation.

Student information and permanent transcript records are stored in the college's Jenzebar EX System and only the registrar has access to make grade changes.

## **DISMISSAL POLICY**

The purpose of the dismissal policy is to describe student rights, responsibilities, and consequences regarding grades and professional behavior.

**The OTA program reserves the right to dismiss students at any time for unethical, irresponsible or unprofessional behavior. All cases are considered on an individual basis. Probationary measures prior to dismissal are not guaranteed.**

Students will be dismissed from the Occupational Therapy Assistant Program for the following reasons:

1. If admitted into the OTA program in the fall semester (prior to starting OTA coursework) and the student does not receive a grade of "C" or higher on all required prerequisite courses, the student will be dismissed from the OTA program.
2. Any OTA program required general education course in which the student receives a "D or F" must be repeated within the next semester. Failure to repeat such a course and pass with a grade of "C" or better will result in dismissal from the OTA program and ineligibility for reapplication. All general education courses must be completed prior to starting Level II fieldwork semester.
3. Any OTA courses in which the student receives a grade of "F" can result in dismissal from the OTA program and ineligibility for reapplication. Any exception to this policy must be approved by the OTA Program Director. All OTA coursework and Level I fieldwork must be completed prior to starting Level II fieldwork semester.
4. Successful completion of all required coursework (excluding Level II fieldwork) must occur within 2 years of initial enrollment in OTA courses. Failure to do so will result in dismissal from the OTA program.
5. Successful completion of all required Level II fieldwork must occur within 18 months of completing of coursework. Failure to do so can result in dismissal from the OTA program.
6. Academic Honesty: Honesty is a prerequisite for professional behavior. Honesty and sincerity are expected of health care professionals, whether in class or fieldwork practice. Therefore if a student is in violation of the NCCC Academic Honesty Policy, s/he will be subject to dismissal from the OTA program.
7. Unprofessional behavior (defined in the Code of Ethics) which is inappropriate to the classroom, laboratory, or fieldwork setting that resulted in probation, if repeated, will result in dismissal from the program.
8. Any conduct probation exceeding one semester is subject to dismissal from the program. Any reoccurrence of conduct probation will result in dismissal from the program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **PROBATION POLICY AND REMEDIATION PLANS**

The purpose of the probation policy is to describe student rights and responsibilities and consequences regarding grades and professional behavior. Probation is intended to be a constructive means of identifying and correcting areas of deficient student performance. A student may have a monitored remediation plan while on probation. Circumstances of probation will be clearly documented in an academic advising meeting and report.

### **Probation for Course Grades**

1. All general education courses taken in which the student receives the grade of "D or F" grade must be repeated the next time the course is offered. Student will be placed on probation pending repeat of the course if currently admitted to the OTA program.
2. Receipt of a "C" grade in more than one required OTA course and/or required general education course in one semester will result in probation in the OTA program. The student will be required to meet with the program director and instructor to complete an academic remediation plan.

### **Probation for Grade Point Average**

A cumulative grade point average of 2.0 "C" on all academic work attempted at NCCC must be maintained. At the end of any academic semester in which a student's NCCC grade point average falls below 2.0, the student will be placed on academic probation. The student will be required to meet with the program director and instructor to complete an academic remediation plan.

### **Probation for Time Delays**

Successful completion of all required coursework and graduation from the program must occur within three years of initial enrollment in OTA courses. Under extenuating circumstances discussed in academic advising, the student may be granted a delay and placed on probation in the program. The student will be required to meet with the program director and instructor to complete an academic remediation plan.

### **Probation for Unsafe Laboratory or Fieldwork Practice**

Safety of the student, fellow students, academic and fieldwork faculty and the consumers of OT service are paramount. Probation for unsafe practices may occur at any time during the academic semester. Probation or dismissal is based on unsafe behavior demonstrated by the student as determined by the faculty of the OTA program. Students dismissed during the semester will receive an "F" grade for that course.

Unsafe behavior is defined as:

- a potentially life-threatening incident,
- an incident contributing to the injury of self,
- an incident contributing to the injury or death of another.

## **Probation for Unprofessional Behavior**

Behavior, which is inappropriate to the classroom, laboratory or fieldwork setting, will receive probationary action,

### 1) Regulatory

- a. failure to practice within the Guidelines of the AOTA
- b. failure to practice within the licensure law of Kansas
- c. failure to abide by the policies and procedures of NCCC
- d. failure to abide by the policies and procedures of the OTA program
- e. failure to abide by the policies and procedures of the fieldwork setting

### 2) Accountability

- a. failure to adequately prepare for fieldwork learning experiences
- b. failure to honestly communicate information verbally or in writing
- c. failure to report unsafe or incompetent practices of self or peers
- d. failure to practice within the student OTA role
- e. failure to seek appropriate guidelines from faculty and fieldwork supervisors
- f. showing up to work or fieldwork sites under the influence of substances,

### 3) Respect for Worth and Dignity of Health Care Consumers, Peers, Health Care Team, and Faculty

- a. breach of confidentiality
- b. breach of patients' Bill of Rights
- c. behavior that degrade, demeans or is of a libelous nature
- d. behavior that indicates completed work is not one's own
- e. Extreme behavior which demonstrate lack of judgment, self-control, and attention to reasonable boundaries for professional relationships.

When a student is placed on probation, a remediation plan will be created. The remediation plan will outline the timeline to correct any deficiency of academic performance, attendance, or professional behavior problem. If at the end of the set timeline the corrective action has not been met, the student in question must meet with the program director or a designated OTA faculty member to determine the next actions. Failure to follow the remediation plan may result in dismissal from the program.

## **WITHDRAWAL IN GOOD STANDING**

Students may withdraw from the OTA Program and upon request be given the opportunity for re-admission the following year on a one-time basis. Students must complete the program curriculum and graduate within three years (6 academic semesters). If readmitted they will not be required to repeat courses successfully completed. Only outstanding courses required for graduation must be completed.

A. Exit Interview: To be eligible for readmission students must submit a letter stating reason for withdrawal, request for readmission, and proposed means of successful completion of program if readmitted. Students must schedule an exit interview with the OTA Program Director to discuss



circumstances of withdrawal and later re-entrance to the program. A summary of the exit interview will be signed by the student and OTA Program Director and kept in the student's file.

B. Readmission: The student must submit a request to the OTA Program Director to resume the OTA Program in coursework the following year.

1. Students readmitted to program must maintain a 2.0 grade point average at all times during remainder of program.
2. Students readmitted will not be allowed Probational considerations, cannot receive a final course grade below "C" grade in any course, and must receive passing Level II fieldwork midterm and final scores.
3. Students readmitted who withdraw a second time will not be considered for future admission to OTA Program.

## **RE-ADMISSION POLICY**

The purpose of the readmission policy is to describe the process by which students may resume the Occupational Therapy Assistant Program after a withdrawal from the program.

1. Probation or dismissal, which initially occurred as a result of course grades or grade point average, will be reconsidered on an individual basis. Generally, readmission is not considered with a grade below "C" in OTA courses.
2. Probation or dismissal, which initially occurred as a result of time delays, will be reconsidered on an individual basis for reapplication/readmission into the OTA program.
3. Probation or dismissals from the program, which initially occurred as a result of unsafe laboratory or fieldwork practice or as a result of unprofessional behavior, will make the student ineligible for reapplication/readmission into the OTA program.
4. Withdrawal in good standing will enable the student to be eligible for readmission into the OTA program in the following year only.

## **APPEAL POLICY**

The appeal policies for the Occupational Therapy Assistant Program are in accordance with the college policies See ACADEMIC POLICIES AND INFORMATION in the NCCC College Catalog [https://www.neosho.edu/Portals/0/College\\_Catalog/College%20Catalog.pdf](https://www.neosho.edu/Portals/0/College_Catalog/College%20Catalog.pdf)

## **SAFETY**

Safety is of prime importance during both lab and fieldwork activities. The student is expected to take responsibility for his or her own and others' safety.

### **The Student will:**

- Not use any faulty equipment or supplies, and report any such defects to his instructor or Fieldwork Educator immediately, placing the defective item where others will not use it.
- Maintain a calm, quiet atmosphere, attending to the patient and task at hand, and the immediate environment.
- Notify instructor or Fieldwork Educator of any problems or unexpected effects immediately.
- Know his or her limitations and seek assistance when needed.
- Perform within the bounds of his or her training and role.
- Keep walkways clear of obstructions, cords, etc.
- Wipe up any moisture on floors immediately.
- Unplug machines immediately after use.
- Clean all equipment, utensils, etc., immediately.
- Dispose of waste items, linen, etc., properly and promptly.
- Inform instructor or Fieldwork Educator of any safety infractions observed.
- Document any injury which occurs, no matter how minor, in accordance with facility policy.
- Comply with PPE guidelines and facility infection control policies.

## **FACILITIES**

The Occupational Therapy Lab is located in Room 126 of the NCCC Ottawa Campus. This room is used for laboratory practice of selected therapeutic activities, as well as for lecture as needed. Students without supervision/permission from the occupational therapy assistant program faculty may not use laboratory space containing therapy equipment.

Student areas on both the Ottawa and Chanutte campus are available for OTA student use. Students should adhere to the rules and policies put in place for each space.

NCCC Safety and Security policies and procedures can be accessed through the following link: <https://www.neosho.edu/Prospective-Students/Safety-and-Security> and includes The Emergency Action Plan document.

## **EQUIPMENT AND SUPPLIES**

The diverse nature of occupational therapy treatment requires use of a wide variety of tools, equipment, and supplies. The OTA program supplies major items. Lab fees cover some expendable goods; however, students may be requested to supply some materials of their own, particularly for minor crafts or for construction of small pieces of equipment which they will keep. Students are expected to be conservative in their use of classroom supplies. They also are accountable for any tools or equipment which they borrow. All tools, equipment or supplies *must* be signed out with permission and returned in functioning order.

## **DRESS CODE POLICY**

The context for the OTA Program dress code is found in the Neosho County Community College Fieldwork Agreement. The OTA program will guide students with the appropriate attire of its students when they are administering patient care. In this regard, the uniform or other dress which said student shall wear shall be acceptable to the OTA Program, the college and fieldwork site. Students shall be identified as students of the college. The purpose of the dress code policy is to clarify prudent professional dress behaviors and specify fieldwork dress requirements in the healthcare work environment, which embraces a conservative mode of dress. Please know that occupational therapy is a medical profession. Professionals provide service to the persons of all ages, gender, and cultures. Some individuals are sensitive to fads. They may not mention their preferences to you, but it could disrupt or even terminate the treatment process prematurely. Because we want to build rapport with clients and earn the trust and respect of other professionals and not alienate or offend clients or colleagues, the following dress code is required.

- Student ID badge worn at all times
- Uniform top (polo, scrub, t-shirt, jacket) or other required facility uniform: no excessive gapping at the neck line; no ridding up at the stomach area
- Uniform pants: fully covering the hip area with no sagging or low riding waist; no leggings; no excessively tight fitting pants; not exercise clothing; no cropped or high riding pant legs; no pant legs dragging on the floor; no shorts
- Shoes/socks: washable & comfortable closed-toe shoes; low heel; clean/neat appearance; clean socks worn
- Appearance/Grooming: neat, clean hair; long hair pulled back & hair out of eyes; no hats; minimal jewelry & no dangling jewelry; natural make-up; no body odor; no artificial nails & nails short and clean; no gum chewing; no cigarette smell; tattoos covered up if requested

Professional behaviors are emphasized throughout the program to enhance the student's employability. Students are encouraged to exercise judgment in the consideration of a professional image, especially while out in the community on fieldtrips, observations, and fieldwork experiences.

## **UNIVERSAL PRECAUTIONS**

Since medical history and examination cannot reliably identify all patients infected with HIV or other blood borne pathogens, blood and body fluid precautions should be consistently used for all patients. This approach previously recommended by the Center for Disease Control (CDC) and referred to as "universal blood and body fluid precautions" Or "universal precautions", should be used in the care of all patients, especially including those in emergency care settings in which the risk of blood exposure is increased and the infection status of the patient is usually unknown.

1. All health care workers must routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure when contact with blood or other body fluids of any patient are anticipated.
  - a. Gloves must be worn for touching blood and body fluids, mucous membranes or non-intact skin of all patients.
  - b. Gloves must be worn for handling items or surfaces soiled with blood or body fluids.
  - c. Gloves must be worn for performing venipuncture and other vascular access procedures.
  - d. Gloves should be available in all patient rooms, exam rooms, on crash carts, and should be carried in pockets of healthcare workers.
  - e. Gloves must be changed and hands washed before and after contact with each patient.
  - f. Masks and protective eyewear or face shields must be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose, and eyes.
  - g. Gowns or aprons must be worn during procedures that are likely to generate splashes of blood or other body fluids.

Comment: Routine patient care not involving contact with blood or other body fluids, mucous membranes, or non-intact skin does not require the use of any barrier methods. Routine careful hand washing is required before any patient contact. Examples of procedures requiring "masks and protective eyewear or face shields" are many dental procedures, major operative procedures, endoscopy, and suctioning of the oral cavity or a tracheostomy which is likely to produce splashes.

2. Hand and other skin surfaces must be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed. Comment: Use of these barrier methods in no way eliminates the need for appropriate hand washing before and after patient contacts.

3. All health care workers must take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during disposal of used needles and when handling sharp instruments after procedures.
  - a. To prevent needle stick injuries, needles must not be recapped, purposely bent or broken by hand, removed from disposable syringes or otherwise manipulated by hand.
  - b. After they are used, disposable syringes, needles, scalpel blades, and other sharp items must be placed in puncture resistant containers for disposal; the puncture-resistant containers must be located as close as practical to the use area. Large bore reusable needles must be placed in a puncture-resistant container for transport to the reprocessing area.
4. Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags, or other ventilation devices must be available for use in areas in which the need for resuscitation is predictable.
5. Health care workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient care equipment until the condition resolves.
6. Pregnant health care workers are not known to be at greater risk of contracting HIV infection than health care workers who are not pregnant; however, if a health care worker developed HIV infection during pregnancy, the infant is at risk of infection resulting from perinatal transmission. Because of this risk, pregnant health care workers should be especially familiar with and strictly adhere to precautions to minimize the risk of HIV transmission.

Comments: There are no data suggesting an increased risk of other infections (herpes simplex, cryptosporidiosis, or others) from HIV infected patients to health care workers. Careful adherence to these precautions should adequately protect all healthcare workers, including those women who are pregnant or of childbearing age.

## **NEOSHO COUNTY COMMUNITY COLLEGE**

### **ALLIED HEALTH DIVISION**

#### **HAZARD EXPOSURE INFORMATION FOR ALLIED HEALTH STUDENTS**

As an allied health student, you will be participating in laboratory and fieldwork settings; which may put you at risk of exposure to environmental and physical hazards. These hazards include but are not limited to needle sticks, inhalation of microorganisms, and contact with infected body fluids. In the laboratory and fieldwork setting you will learn how to minimize this risk through the use of universal precautions and other infection control measures. It is the responsibility of allied health students to further protect themselves by maintaining safe practices and providing their own health care insurance. The college recommends that you be vaccinated against Hepatitis B prior to enrollment in the allied health program you have chosen. Please read the attached sheets regarding this disease and the vaccine. In the event that you choose not to receive the Hepatitis B vaccine, a signed waiver will be required prior to admission.

Note: Many of the clinics and hospitals require Neosho County Community College students to have the Hepatitis B vaccination before they are allowed to participate in fieldwork settings. Therefore, the vaccinations may be a prerequisite to entering a program.

NEOSHO COUNTY COMMUNITY COLLEGE ASSUMES NO RESPONSIBILITY for any expenses you may incur associated with personal insurance premiums, Hepatitis B vaccinations, personal protective equipment, or other medical expenses related to testing associated with your exposure to environmental or physical hazards in conjunction with being a student of one of its allied health programs.

### **INFORMATION ABOUT HEPATITIS B VACCINE**

The Center for Disease Control provides a basic information sheet with information about Hepatitis B:

<http://www.cdc.gov/hepatitis/HBV/PDFs/HepBGeneralFactSheet.pdf>

See also the current CDC Vaccine Information Statement:

<http://www.cdc.gov/vaccines/hcp/vis/vis-statements/hep-b.html>

## Immunization & CPR Requirements

Students accepted into the occupational therapy assistant program are required to provide documentation of immunization for the following diseases.

### **Tuberculosis (TB)**

- ✓ Two-step TB skin test within one month of the start of Level IB fieldwork. One followed by a second at least one week later.  
*or*
- ✓ If you receive a TB skin test on a yearly basis, provide documentation of your last two tests, the last being within one month of the start of Level IB fieldwork.  
*or*
- ✓ If you have a history of a positive TB skin test, provide documentation of a negative chest x-ray within 2 years. If longer than 2 years, must get new chest x-ray or letter from physician stating no change in health status since last negative chest x-ray.  
*or*
- ✓ Provide documentation of a BCG or other tuberculosis vaccination.

### **Tdap Vaccine for Tetanus, Diphtheria, Pertussis- REQUIRED IF NEEDING BOOSTER**

- ✓ Immunization within eight years of the start of Level IB fieldwork.

### **Measles, Mumps, and Rubella**

- ✓ 2 MMR's  
*or*
- ✓ Positive Mumps, Measles & Rubella titers\*\*  
\*\* Must include all 3 as positive titer

You may have 1 dose as a child and 1 dose as an adult, **or** 2 as a child, **or** 2 as an adult. Any combination of 2 will work.

### **Varicella (Chickenpox)**

- ✓ Varicella vaccination-2 shots one month apart  
*or*
- ✓ Positive anti –Varicella titer (cannot accept any written documentation stating you had chicken pox as child)

### **Hepatitis B**

- ✓ Hepatitis B Vaccination - 3 shots done over a 6 month period  
*or*
- ✓ Positive anti-HB titer

### **Seasonal Influenza (flu shoot)**

- ✓ Vaccination must be for current flu season (students should get flu shoot b/t Sept 1 –Nov. 1)

### **COVID**

- ✓ Receive recommended vaccination or boosters
- ✓ OR complete COVID waiver form

### **CPR CARD**

- ✓ Provide documentation of a current American Heart Association-Healthcare Provider card. This is the only CPR accepted by the occupational therapy assistant department.

If you are having trouble locating your immunization records, check with your high school. You may check with your doctor's office. You can get a print out from health department.

All documentation must be official forms with student's name on documentation.

## **FIELDWORK REQUIREMENTS**

Students will be required to establish a personal account through Verified Credentials and maintain current immunization records and background check information as any of these records may be required by fieldwork sites. There may be a student cost for immunizations or TB tests.

### **Tuberculin Skin Test Policy (TB)**

Students must have two negative tuberculin skin tests prior to Level II fieldwork. The student is responsible for providing documentation of a negative test. This must be provided to the OTA Academic Fieldwork Coordinator prior to Level II fieldwork. Students may obtain a TB skin test at the Franklin County Health Department, 1418 S. Main Suite 1, Ottawa, KS 66067, 785-229-3530 or Neosho County Health Department, 320 E Main St., Chanute, KS 66720, 620-431-5770 or from their physician.

### **Tetanus/Diphtheria/Pertussis Policy (Tdap)**

Immunization within eight years of the start of OTA classes. Students may be required to receive booster shots.

### **Measles, Mumps, Rubella Titer Policy (MMR)**

Students must provide documentation of immunity to Measles, Mumps and Rubella prior to the first Level II fieldwork. The student is responsible for providing documentation to the OTA Academic Fieldwork Coordinator. If this immunization is needed, students may contact the Franklin County Health Department, 1418 S. Main Suite 1, Ottawa, KS 66067, 785-229-3530 or Neosho County Health Department, 320 E Main St., Chanute, KS 66720, 620-431-5770 or their physician. There may be a fee for immunizations or TB test. If you have lost your documentation, you can attempt to get it from your physician, or ask your physician if he/she could schedule a titer to verify immunity. Students may be required to receive booster shots.

### **Hepatitis B Policy (Hep B)**

The college recommends that you be vaccinated against Hepatitis B prior to Level II fieldwork. You may elect not to receive the Hepatitis B vaccine. If this is the case, a signed waiver will be required. Some of the fieldwork sites require Neosho County Community College students to have the Hepatitis B vaccination before they are allowed to participate in fieldwork settings.

### **Flu Vaccine Policy (Influenza)**

Must be received within current flu season (after August).

### **COVID-19 Policy**

Some fieldwork sites may require COVID vaccination. Students may choose to sign a COVID waiver and not receive the vaccination. Signing a waiver may limit the number and scope of fieldwork availability for a student's placement.



## **CPR Certification Policy**

The purpose of the CPR Certification policy is to ensure that all occupational therapy assistant students are prepared to deal with cardiopulmonary emergency situations during fieldwork.

**Prior to Level II fieldwork, each student must show evidence of having completed American Heart Association Health Provider CPR certification.** Students may already possess proof of current required certification, but certification must be current through Level II fieldwork.

## **Background Check and Drug Screen**

All OTA students are required to complete and receive clearance on a Kansas State Bureau of Investigation (OS81) and Sex Offender Registry check. All students are required to complete and pass a drug screen. This drug screen will take place in a laboratory setting. During orientation, students will be given further instructions on this process and the deadline for completion.

**SECTION V:  
Progression &  
Criteria for Successful  
Completion**

## **ADVISING BY FACULTY**

After a student is admitted into the OTA program, the OTA Program Director and AFWC are assigned as the student's advisor. Either a student or an OTA faculty member may initiate advising at any time. The OTA faculty takes pride in "open door" availability to students. A contact record is documented at the time of the meeting for future reference and is part of the student's file.

An individual advising meeting will be scheduled with each student during the first OTA Spring semester. At this meeting, a *Professional Progress Form* is completed and a follow-up review of the *Student Professional Development Plan* initially completed at the beginning of the spring semester. The *Professional Progress Form* provides an opportunity for the faculty to discuss strengths and areas of concern, reviewing overall performance in the program. Individual advising meetings also provide an opportunity to anticipate needs, to set goals and to receive student input on fieldwork choices. Faculty may complete a Professional Identity Evaluation (PIE) and review it with students at this meeting.

A second individual advising meeting will be scheduled with each student during the OTA Fall semester. During this meeting, student and faculty assess ongoing progress in final coursework, review *Professional Identity Evaluation*, Level I fieldwork performance, and discuss preparation for Level II fieldwork.

Additional advising meetings may be needed if a student has probationary status, poor academic performance, or is currently on an action plan.

Students are encouraged to set up a meeting with specific faculty, the program director, or the academic fieldwork coordinator anytime they have concerns or need assistance.

## **PROGRESSION REQUIREMENTS**

In order to progress and graduate, students MUST:

1. Complete the required 68 credits as outlined in the CourseSequence.

If a student is in good standing and withdraws from the program for health or personal reasons, that student will have **one** opportunity to return to the program the following year and enroll in those courses following the course sequence for required completion. Students will be allowed to continue in the program from the beginning of the semester in which they originally exited. This policy does not apply if a student is failing courses or has professional behavior or ethical violations.

2. Complete all program-specific courses with a grade of “C” or better. All fieldwork courses must be completed with a “Pass” grade.
  - a. If a student receives below a grade of “C” in a general education program-specific course (CURR, ENGL, ALHE, CSIS, PSYC, BIOL, COMM, SOSC), the course must be repeated the following semester or the next time the course is offered, and a passing grade achieved. *Note: This may disrupt student progression in the OTA program.*
  - b. Students receiving grades of “C” in two OTA courses, within the same semester, will be required to meet with the program director and course instructor(s) for advising to develop a plan for continuation. Below a grade of “C” in any OTA course will result in dismissal from the program.
  - c. OTA academic courses have elevated grade scales in which a passing grade is 76% or higher.
  - d. Some OTA courses may require students to retake any unit exam in which they receive an “F” grade or demonstrate knowledge of the failed content through other means.
  - e. If a student receives a “Fail” grade in a fieldwork course, the Program Director and Academic Fieldwork coordinator will review the circumstances leading up to the fail and determine if the student will be dismissed from the OTA Program or repeat the fieldwork course. See Fieldwork section of handbook.
  - f. No student will be allowed to enter or continue in any fieldwork experience unless a “C” or higher grade is achieved in all program-required courses. Failure to maintain a “C” average in all semester concurrent courses during Level I fieldwork experiences will require the student to be **immediately** withdrawn from fieldwork experience.
3. Demonstrate ethical and professional behaviors and attitudes at all times. See College Catalog ([www.neosho.edu](http://www.neosho.edu)) and “Code of Ethics Policy” in the OTA Student Handbook. Failure to do so may result in the student being asked to leave class or immediate removal from the fieldwork component of the curriculum. This may result in a probationary action or dismissal from the OTA program.
4. Complete Fieldwork Level II within 18 months after completion of the OTA didactic coursework. Students are required to satisfactorily complete all Level I and Level II Fieldwork experiences and receive a Pass grade. Please refer to the Fieldwork Section for further information and clarification.

## Criteria for Successful Completion of Each Segment of the Program

### Prerequisite Courses

*CURR 100 First Year Seminar	CSIS 105 Computer Concepts & Applications	*ENGL 101 English Composition I	BIOL 257 Human Anatomy & Physiology	BIOL 258 Human Anatomy & Physiology Lab	PSYC 155 General Psychology	ALHE 105 Medical Terminology
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\*CURR 100 – First Year Seminar is not required if transferring in 15 or more transferable credits from another college.

\*Prerequisite for ENG 101 – if test score or GPA indicate, student to take Developmental Reading/Writing courses.

\*PSYC 155 is a prerequisite for PSYC 263

A & P must have been taken within 5 years from the date of application to the OTA Program.

If a student receives below a grade of “C” in any program-specific general education course, the course must be repeated the following semester or the next time the course is offered, and a passing grade achieved. Note: This may disrupt student progression in the OTA Program.

### Apply to the OTA Program

See OTA Application Procedure (<https://www.neosho.edu/AcademicsandServices/HealthCare/OccupationalTherapyAssistant.aspx>)

During the application period, potential applicants can be enrolled in prerequisite courses with the intention to complete by the end of fall semester. If accepted into the OTA program, prerequisite courses must be completed prior to the start of OTA coursework in the spring semester.

-OTA credits taken at another college do not transfer in to the NCCC OTA Program.

### Spring Semester

**PSYC263 Developmental Psychology	OTA 100 Principles & Practice of Occupational Therapy	OTA 102 Occupational Therapy Skills Through the Lifespan	OTA 103 OTA Fieldwork Level I-A	OTA 104 ClinicalConditions & ActivityAnalysis for OTA	OTA 110 Kinesiology for OTA	OTA 111 Kinesiology for OTA Lab
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\*\*General Education program requirements can be taken any time before OR during semesters of OTA coursework (excluding Fieldwork-Level II semester)

Students receiving grades of “C” in two OTA courses will be required to meet with the program director and course instructors(s) for advising to develop a remediation plan. Below a grade of “C” in any OTA course will result in dismissal from the program.

### Summer

**COMM 207 or COMM 213 Fundamentals of Speech OR Interpersonal Communication	OTA 200 Mental Health & Psychosocial practice for OTA	OTA 202 Documentation for OTA	OTA 213 Pediatric Practice for OTA
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Students receiving grades of “C” in two OTA courses will be required to meet with the program director and course instructors(s) for advising to develop a remediation plan. Below a grade of “C” in any OTA course will result in dismissal from the program.

### Fall Semester

**SOSC 100 Introduction to Sociology	OTA 205 OA Fieldwork Level 1=B	OTA 206 Core Skills & Modalities for OTA	OTA 208 Adult Physiological Applications for OTA	OTA 210 Adult Neurological Applications for OTA	OTA 212 Management & Professional Development for OTA
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Students receiving grades of “C” in two OTA courses will be required to meet with the program director and course instructors(s) for advising to develop a remediation plan. Below a grade of “C” in any OTA course will result in dismissal from the program.

### Spring Semester (2<sup>nd</sup> year)

OTA 214 OTA Fieldwork Level II-A	OTA 216 OTA Fieldwork Level II-B
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Students must complete Fieldwork Level II within 18 months after completion of the OTA didactic coursework. Students are required to satisfactorily complete all Level I and Level II Fieldwork experiences with a Pass grade.

## **STUDENT EVALUATION**

The OTA Program Director and faculty regularly meet with students individually to provide assistance with studying strategies, advisement on tutoring options, provide additional resources, and support the student in reaching their academic goals.

**Student evaluation will occur on a regular basis and feedback provided in a timely fashion in the following areas:**

### **1. Student Progress:**

During the application process and at the orientation meeting, students will be provided with the specific grading scale for OTA coursework and the grade requirement policy will be reviewed. Students will fill out a *Professional Development Plan* at orientation at the beginning of the first spring semester of the OTA Program. Faculty will schedule an individual meeting with each student in the first spring semester between weeks 7 and 10. At this meeting both faculty and the student will review the student's *Professional Development Plan* as well as complete the *Professional Progress Form*. The *Professional Progress Form* allows students to reflect and report on their current progress in the program with the faculty providing additional feedback. Grades are reviewed during this meeting and students are given the opportunity to list their three top fieldwork setting/population preferences.

### **2. Professional Behaviors:**

Students will receive a *Professional Identification Evaluation* in the first spring semester and the fall semester. This evaluation will be a numeric rating on areas of professionalism the student demonstrates in coursework and fieldwork settings based on input from all faculty. Students receiving a score below 76% will meet individually with the program director and a possible *Remediation Plan* for improvement of professional behaviors will be completed. Re-evaluation of a student's professional behaviors will be conducted within a given time line as outlined on the *Remediation Plan*.

### **3. Academic Standing:**

Students must receive "C" grade or higher (70% or higher) on all program required general education courses. Students must receive "C" grade or higher (76% or higher) on all OTA required courses.

The grading scale for OTA academic courses is:

A 91%-100%

B 83%-90%

C 76%-82%

F 0-75%

Students must receive a "Pass" grade on all OTA fieldwork courses.

- Students failing an OTA coursework exam (Unit Exams, Midterm Exam) may be required to retake the exam and receive a passing grade or complete remedial work before taking the next exam for that course. Prior to retaking a failed exam, instructors may require student to complete a study guide or additional research on missed information. Final exams cannot be retaken.
- Class participation/attendance will be taken into the calculation of the final course grade.

- NCCC’s Early Academic Warning System is used to alert students, advisors, and activity sponsors when a student is struggling in a course. An “early warning notification” is issued for all students earning a “D,” “F” or “NP” at designated reporting dates set throughout the semester. Notification is sent to the student with a copy to the advisor and activity sponsor. Students are encouraged to contact their instructor and/or advisor when they receive an early warning notification.

#### 4. Fieldwork Evaluation:

Students are evaluated by supervising OTA faculty during Level 1-A Fieldwork. See Section VI: Fieldwork for specific evaluation measures.

Students are evaluated by supervising clinical Fieldwork Educators during Level I-B, Level II-A and Level II-B Fieldwork placements. See Section VI: Fieldwork for specific evaluation measures and forms.

## STUDENT HOMEWORK GUIDELINES

1. Your name and the name of the assignment should be at the top of the document or in the header
2. All Assignments: Accurate spelling, grammar and OT vocabulary are expected
  - Use resources like spell check, grammar check, etc.
  - There are technology resources like speech to text and text to speech as well as apps like *Grammarly* to help you with spelling, grammar, and sentence structure. (ie: Google store extensions work with Google docs, MacBooks have this built into the system software, etc.)
  - Use as much of the terminology as you can from your book within assignments. It is important to get familiar and comfortable with thinking, reading, writing and speaking with this vocabulary.
3. Uploaded assignments
  - If you are uploading a document, save the document with your first name followed by initial of last name and assignment name. Example: DeeS case study therapy intervention
  - Combine pages into one document by “batching” or “combining” them. This saves the grader from losing pieces when they are downloaded for grading.
  - If you do not have a regular scanner, use the *CamScanner* app on your phone or tablet.
4. Forum Assignments
  - Use a *Google* or *Word* document and then copy your answers into the forum text box.
  - Questions need to be in bold, followed by a skipped line and then your answer not bolded or in a different color font. The grader needs to know the answer you are giving to which question and if you have covered all components of the question.
5. Class participation
  - You will be called on during class. This is not to embarrass or pick on you in any way. This is to help get everyone engaged in the discussions. When you are out in the field, as a member of a team, you NEED to participate in team discussions to advocate for your client as well as learn how your skills can be utilized to the maximum benefit of your clients.
  - If you do not know how to respond to a question when you are called on in class, please don’t worry about it, we are presenting challenging material. Instead of directly answering the question, you can ask one back.
  - If you can’t think of a question to ask back, then ask, “Can you tell me more?” This is always a good question to ask in a team meeting if you need to learn more and do not know how else to contribute to the team discussion.
  - Participation in class is a great and safe way to get comfortable participating in group collaboration. You will need to do this as a professional.

## Group work

- In-class and homework assignments will have instructions informing the student if the assignment can be completed with other classmates, if it is group work to be shared equally, or if the work is to only be done by individual students.
- There will be many opportunities to do presentations in OTA courses. Many times these will be partner or group presentations. Each member of the group is expected to share equally in the preparation and practice of a group presentation. The group should work collectively to divide the responsibilities and allow flexibility in schedules to meet with group members as needed.

## 6. Academic honesty & ethics

- Cheating of any form is not tolerated. Students are expected to abide by the college and OTA program academic honesty policies. Students should only be turning in work that was completed by themselves.
- Assignment instructions will inform students when the use of technology, online resources, or others input is expected and allowed.
- Students should not access AI (artificial intelligence) technology for OTA homework assignments.
- Students should not access documents from previous OTA students to be copied and turned in as their own work.
- Any written work taken from another author should be cited within the text and at the end of the document. Do not randomly “cut” and “paste” other’s words. Do not take credit for words you did not write.
- Do not copy a classmate’s work.

## 7. Questions/Concerns

- Emailing instructors is the best means of communication besides face to face discussions. Even a follow up email to an instructor after meeting in person is helpful for both the student and instructor. Students should always use respectful and professional language with all college communications.
- If a student does not understand the instructions of an assignment they can first clarify directions with other classmates. Students can email the instructor, days in advance of due date, and professionally ask for clarification.
- If a student has a fail grade on an assignment or exam, the student should contact the instructor and ask for a time to review the assignment or how to best learn the content.
- Students can request a meeting with an instructor to clarify content on an upcoming exam if the student performed poorly on the previous exam. This meeting should take place days prior to the exam.
- Students should be proactive in their progress in any course. If a student is close to failing a course, the student should set up an appointment with the instructor as soon as possible and discuss strategies to bring their grade up.
- Students should be aware of instructor office hours. Generally, most instructors are available to meet with students after a class has ended. Try not to meet with instructors just prior to the class beginning, as instructors are using that time frame to prepare class. Instructors can meet via phone or Zoom outside of class days.



## **TIPS FOR SUCCESSFUL TEST TAKING**

- Expand the Power Point/class notes by going back through the readings and adding more content/explanation.
- The study guide provided should be completed by students prior to studying for the exam; Study guides are assignments to complete not just a listing to look at.
- Memory tips:
  - read out loud (to yourself or others)
  - record yourself reviewing the study guide to listen to in car, etc.
  - walk or do other motor activity while studying
  - have a variety of physical locations you study in
  - Study in a sensory environment that increased your concentration
- Study in groups. Split the content evenly and come to study group ready to share your information. The highest level of learning is teaching others.
- Contact your instructor days prior to the exam with any content you feel unsure of. Talk to peers to see if they are finding the same information as you.
- Start studying the materials early. You can start by reviewing the last chapter/s the night of the lecture. Don't cram the night before.

## **ONLINE TEST TAKING POLICIES**

1. Some exams or quizzes will be taken outside of class time on an online platform. These exams or quizzes will be set up on myNeosho and may or may not require a password. The exam or quiz will open at a set date/time and close at a set date/time. The open/close time will likely span over several days. The exam or quiz will be timed.
2. Students should plan a time to complete the exam or quiz at home or in the TLC. Be sure you have reliable internet service.
3. Unless otherwise stated, all online exams or quizzes are to be completed **individually**. Student should NOT plan to complete the exam or quiz together. Students should NOT collaborate in person, via phone, or by any other electronic device during the exam or quiz completion.
4. Once you start the exam or quiz, you must complete it fully. You will not be able to stop and start the exam or quiz. These are TIMED and your exam or quiz will be automatically submitted when the set time has ended.
5. Students are allowed to use their own coursework notes, resources, and text book as references during the exam or quiz. Students should however study thoroughly before attempting the online exam or quiz and not rely on "looking everything up" during completion of the exam or quiz. Plagiarism is NOT ALLOWED, and students should NOT cut and paste information from online sources unless exam instructions state it is allowed.
6. Once the exam or quiz has been submitted it cannot be reopened unless the student has received specific permission from the instructor.
7. Students who have completed the online exam or quiz, should NOT communicate about it with students who have not completed the exam or quiz. Students should avoid discussing the online exam or quiz together until after the due date. This is unfair and unethical behavior and both students could be subject to serious consequences.
8. Review of the exam/quiz: Instructors are not required to allow review of exams/quizzes, it is up to the policies of the course/instructor. If review of a complete exam or quiz is allowed, it will be scheduled after the due date and after all students have completed the exam or quiz.
9. If an online exam or quiz is failed, the student may have a follow-up assignment or second exam/quiz to insure the student knows the content. Do not take the exam or quiz without first studying for it.

## **COMPUTER LAB TEST TAKING POLICIES**

1. **No talking or gesturing at all** before/during/after the quiz/exams while still in examroom.
2. There are overhead cameras in computer testing labs.  
Leave all bags, purses, phones, watches, drinks, books, writing utensils & notes at the back of the classroom (front of classroom if we are in TLC computer lab). You may have corded headphones not attached to a device or ear plugs (no blue tooth ear buds). You may be asked to remove a bulky jacket. Wear long sleeves that do not have pockets if chilly during exams.
3. Choose your computer and be sure you are able to log on to *myNeosho*. Try to leave one empty computer between students if space allows.
4. Students may request a computer in the front row close to the wall if needed for concentration and a less distracting space.
5. Do not start the quiz/exam until the proctor prompts students to start. There may be a passwords to enter before starting the quiz/exam.
6. Keep your eyes on your screen. If you need to “talk” to yourself or make any type of gesture during the exam to help you process the questions, look up to the ceiling and close your eyes. Avoid the appearance of attempting to communicate with other students.
7. Do not request clarification of questions from proctor during the before/during/after the quiz/exam.
8. If you have a computer problem as you are taking the quiz/exam, please raise your hand to get the proctor's attention. If your quiz/exam submits before you intended it to or another technology problem happens, the proctor will fix it and let you know when to log back on. It is highly likely no work will be lost.
9. Complete quiz/exam. Submit when done. Most quizzes/exams have a limited time to complete. The proctor will let you know if you will leave the computer lab or sit quietly at your seat after you submit your quiz/exam.

### **Review of a quiz/exam after completion:**

- Instructors are not required to allow review of quizzes/exams.
- Students will not be able to review question/answers till everyone has submitted quiz/exam. If a student is absent on day of quiz/exam, the class will not have a review. Students may schedule a time outside of class to meet with an instructor to review their quiz/exam or the instructor will schedule another time for the review.
- If a quiz/exam review is completed the instructor will determine if correct answer are available during review.
- Students will not be able to talk to peers, ask the instructor questions or write any notes/questions on paper during the review time.
- Students cannot print or reproduce or share the test questions/answers in any form.
- If you would like to have more clarification on a quiz/exam question or you feel you can justify your answer as correct, send the instructor an email within one day of quiz/exam with the question and why you feel your answer is correct. You must reference the text book page and/or PP slide in which you are getting your information from.

**DO NOT discuss any quiz/exams with any member of the class who has not taking the quiz/exam. This is unethical behavior and both students could be subject to serious consequences.**

**NEOSHO COUNTY COMMUNITY COLLEGE**  
**Occupational Therapy Assistant Program**  
**PROFESSIONAL DEVELOPMENT PLAN (PDP)**

Student Name: \_\_\_\_\_ Student ID# \_\_\_\_\_

Semester/Year \_\_\_\_\_ Meeting Date: \_\_\_\_\_

1. Comment on your knowledge and skills related to occupational therapy currently.
  
2. Identify strengths that you perceive will enhance your professional development.
  
3. Describe at least three areas you would like to improve in to support your professional growth.
  - a)
  
  - b)
  
  - c)
  
4. Identify at least three professional goals.
  - a)
  
  - b)
  
  - c)

**NEOSHO COUNTY COMMUNITY COLLEGE**  
**Occupational Therapy Assistant Program**  
**PROFESSIONAL PROGRESS FORM**

Student Name: \_\_\_\_\_ Student ID# \_\_\_\_\_

Semester/Year \_\_\_\_\_ Meeting Date: \_\_\_\_\_

Progress/Grades in Current Courses:

OTA 100 \_\_\_\_\_                      OTA 104 \_\_\_\_\_

OTA 102 \_\_\_\_\_                      OTA 110 \_\_\_\_\_

OTA 103 \_\_\_\_\_                      OTA 111 \_\_\_\_\_

Student's Perception of Current Performance:

Faculty Observations:

Student's Comments about OTA Program in General:

Academic Goals:

Professionalism Goals (See PDP):

Signatures:    Instructor \_\_\_\_\_  
Date

Student \_\_\_\_\_  
Date

# Professional Identity Evaluation (PIE)

Semester:    Fall    Spring                      Student: \_\_\_\_\_

Classroom Student Competencies		0	1	2	3	4
1	Demonstrates a pleasant and cooperative attitude towards peers, faculty, and college staff. Does not make negative comments or gestures towards others in the program.					
2	Demonstrate active, engaging classroom participation and contributes to topic discussions. Is prepared to discuss content presented by instructor. Comes prepared to class with required text books/materials.					
3	Equal contributions and participation in small group or partner work. Collaborates with peers to complete projects and is flexible with meeting outside of class time. Demonstrates teamwork.					
4	Shows good attentions skills and note taking during class lectures. Does not leave the classroom/lab frequently during instructional times.					
5	Demonstrates effective listening and speaking skills. Demonstrates appropriate oral, written and non-verbal communication within all instructional settings (classroom, fieldtrips, community projects, fieldwork).					
6	Uses electronic devices (phones, smart watches, tablets, & computers) in classroom setting only when directed by instructor (ie: note taking, timer, google, myNeosho). Does not engage in excessive use of electronic devices for personal issues during in classroom/lab settings.					
7	Demonstrates the importance of the importance of attendance and promptness. Does not exhibit regular tardiness to class, meetings or fieldwork. Communicates with instructor when tardy or absent from class.					
8	Demonstrate good personal hygiene and ability to dress appropriately for classroom and lab activities. Follows required guidelines for OTA uniforms. Displays positive affect & smiles.					
9	Demonstrates decision-making and problem-solving techniques. Demonstrates adaptability and flexibility with changes in coursework, fieldwork, and the physical environment.					
10	Demonstrates ability to give and receive constructive feedback. Demonstrates ability to resolve conflicts utilizing the appropriate and professional grievance steps.					
<b>Total Score</b>						

Students must receive a 31/40 (76%) to demonstrate satisfactory Professional Behaviors. See comments below for scores below 31 and if there is a need for an Action Plan.

Rating Scale:	
4	Exceeds Expectation
3	Skilled-Performs appropriately
2	Limited Skill –Requires assistance, feedback given, impacts performance
1	Skill Undeveloped –Received multiple feedback but has not developed skill
0	Not demonstrating this skill

**Comments:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **National Board for Certification in Occupational Therapy (NBCOT)**

Occupational therapy assistant graduates must complete educational requirements from a program that is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) [www.acoteonline.org](http://www.acoteonline.org) to be eligible to sit for the national certification exam. This exam is administered by the National Board for Certification in Occupational Therapy (NBCOT) [www.nbcot.org](http://www.nbcot.org). Information on the process is given in the “Certification Examination Handbook” available on the NBCOT website. Students submit application for the exam after completing graduation requirements (after completing/passing Level II Fieldwork). Student course fees in the Level II Fieldwork semester (2<sup>nd</sup> spring semester) are used to pay for student application and study materials for the exam. The OTA Program faculty and staff are available to assist students in the application process and provide study resources to assist the student in passing the NBCOT exam. The Program Director and Academic Fieldwork Coordinator monitor graduates’ progression with passing the NBCOT exam and make regular contact with students who need more time or support to be successful.

*Please note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.*

## **State Licensure**

In Kansas, OTAs are licensed by the Kansas State Board of Healing Arts. Further information about Kansas state licensure for OTAs can be found at: <http://www.ksbha.org/professions/OTA.shtml>. Graduates may obtain a temporary license following graduation to begin practice under the supervision of a licensed occupational therapist prior to the successful completion of the certification examination or while permanent licensing application is being processed.

# **VI: Fieldwork**

# **LETTER FROM THE DIRECTOR**

## **On**

### **FIELDWORK EXPERIENCE**

Congratulations on reaching this long-anticipated level of your educational endeavors! No matter what college or university you are enrolled in as an OTA student, you will participate in fieldwork experiences as part of your curriculum. Fieldwork marks the culmination of the academic learning experience, and the beginning of a lifelong learning experience as a professional practitioner. On the journey from coursework through fieldwork, information is presented in an active learning environment and must be incorporated into each person's working knowledge bank. This will be an exciting time in your life. This will also be a time of adjustment and rapid professional growth that can cause stress in all aspects of each person's life.

Dealing with the stress of personal resource management demands an organized, realistic approach. Family, current work and daily obligations, and financial resources can become strained during this demanding time. Each fieldwork student must take/make the time to plan for these strained resources and address how to effectively deal with each. In so doing, this exciting and personally stimulating time will result in the most successful opportunity for you to expand your acquired skills in new and innovative ways.

In being aware of the stress factors you face during this time, it is important to remember that this can be reflected in your work as a therapy assistant. In an effort to be as creative and successful as possible, it is critical to also be balanced and knowledgeable as to the needs and expectations of the facility in which you are working, and the individuals that you serve. You will discover many opportunities to expound upon the current services provided to clients above and beyond what is in place. Although there is an admirable desire to improve, it is critical to work within the framework of the facility and the current service program in place. An ongoing awareness of the roles of each participant in this partnership will help tremendously. Be sure to review these roles periodically and ensure that you work within their framework. If problems arise, know that we will work through them as a team.

Again, congratulations. Your excellent academic endeavor and professionalism have propelled you to this exciting juncture in your professional life and will continue to serve you during your fieldwork experiences, and well beyond in your chosen field.

Peggy Carman - Program Director

Dee Steinbach – Academic Fieldwork Coordinator



## **FIELDWORK EDUCATION**

### **PURPOSE OF FIELDWORK EDUCATION AND TIES TO CURRICULUM DESIGN**

The fieldwork program reflects the sequence and scope of content in the overall curriculum design. Level I A & B are completed during the didactic portion of the program in the foundation OTA coursework, first spring semester, and the application OTA coursework in the summer and fall semesters. Level II A & B fieldwork are completed after the didactic learning is completed. All students must successfully complete and master the coursework content before moving to Level II fieldwork. The purpose of fieldwork education is to enable occupational therapy assistant students to integrate academic knowledge with application skills and attitudes at progressively higher levels of performance. Meeting *Site Specific Objectives* at each 8-week Level II fieldwork placement ensures students are completing the educational requirements for entry level practice and for passing the NBCOT exam. Requirements and responsibilities and the use of fieldwork sites vary with each semester.

### **LEVELS OF FIELDWORK EXPERIENCE**

**Field Site Visits--** Field site visits to a variety of fieldwork settings may be scheduled before and throughout the program in conjunction with academic courses. The visits serve as an introduction to the roles of the occupational therapy practitioner, as a means to gain first-hand experience in a variety of settings, and to gain experience working with all types people. In addition to shadowing and class field trips, students may have scheduled observations at fieldwork sites. These experiences may require out of class time and are designed to enhance understanding of basic information.

**Fieldwork Level I --** Fieldwork Level-I experiences, rotations of 20 hours each, are scheduled in Semester II and Semester III. Semester II *Fieldwork and Practice Level IA* is community based and focuses on psychosocial skills related to occupations of life. Students at this community based setting may be supervised by occupational therapy practitioners or other qualified professionals. Semester III *Fieldwork and Practice Level IB* is clinical based and focuses on psychosocial, physical and developmental skills related to occupation of life. Students at this clinical based setting may be supervised by occupational therapy practitioners or other qualified professionals. Level I fieldwork is intended to provide the student with opportunities for contact with patients/clients and for applying the acquired knowledge of professional skills such as observation, data gathering, program planning, beginning patient treatment, and information reporting. Students will be expected to demonstrate professional behaviors such as: arriving on time and attending all hours scheduled, dressing appropriately for their setting, and communicating effectively with staff and clients. Student will complete coursework assignments for the academic fieldwork coordinator and/or need to demonstrate skills for the fieldwork educator.

**Fieldwork Level II --** Fieldwork Level-II experiences make up the final semester of the occupational therapy assistant program. The equivalent of full time work for 16 weeks is required for graduation. Level II Fieldwork is scheduled in two separate 8-week rotations. Fieldwork II is attempted after all other courses in the OTA curriculum pattern have been completed satisfactorily. Fieldwork II emphasizes the application of academically acquired

knowledge by providing in depth experience in and responsibility for the delivery of occupational therapy services to patients/clients. Students are expected to be providing therapy services, completing documentation, and exhibiting fieldwork reasoning at a minimal assistance level at the end of each 8-week rotation. The Level II fieldwork placements differ in scope, population, or setting.

All Fieldwork requirements must be completed within 18 months of completion of coursework.

## **SITE SELECTION**

The NCCC Occupational Therapy Assistant Program's philosophy toward fieldwork education is one of quality supervision in a progressive treatment setting. NCCC strives to maintain a wide variety of quality fieldwork sites.

Fieldwork sites are developed with institutions that have fieldwork agreements in place with Neosho County Community College. The faculty of the OTA program initiates fieldwork agreements by gathering preliminary data necessary for the college to write a fieldwork agreement. Neosho County Community College sends a fieldwork agreement to the Clinical Coordinator at the site. The fieldwork agreement goes into effect when the site returns the signed agreement to Neosho County Community College. Specific sites for each student are arranged on the basis of:

1. Availability
2. Student's previous experiences, in order to provide broad range of experiences
3. Student's area of interest, preference, and needs
4. Student's learning style and site's educational programs
5. Site's prerequisites and requirements
6. Transportation and living constraints

The Academic Fieldwork Coordinator (AFWC) is responsible for making requests to the fieldwork sites for level I and level II fieldwork placements. Site availability will be determined by fieldwork sites.

The AFWC is responsible for ensuring collaboration between the fieldwork site and Neosho County Community College. The OTA faculty works with potential fieldwork sites to develop fieldwork relationships.

## **ASSIGNMENT TO FIELDWORK SITES**

Assignment to a fieldwork site is based on the student's learning needs, and the ability of the fieldwork sites to provide the expected learning experiences. A description of each fieldwork site is on file with the educational program. This description includes information about the facility occupational therapy services offered, and administrative information. Fieldwork files also include evaluation forms completed by students previously assigned to the fieldwork site.

During the third semester, the AFWC may request lists from students on possible fieldwork sites they are interested in experiencing. As much as possible, student preferences will be considered.

As fieldwork sites in the Neosho and Franklin County area are limited, it is at times necessary for students to leave the local area. *NCCC will keep students within an 100-mile radius.* Students should be prepared to commute this distance or secure their own room and board. Requests by students outside of the 100-mile radius will be evaluated on an individual basis.

The college will make efforts to secure fieldwork sites immediately following completion of didactic course work. However, accepting a fieldwork student is at the discretion of the site and it is not guaranteed that all students will be assigned fieldwork sites immediately following completion of didactic course work. Fieldwork sites may require student placement dates slightly different than the planned dates. The AFWC and student will provide some flexibility to meet and dates and work hours requested by the site.

Once a student is assigned to a particular fieldwork site the student is obligated to uphold his or her commitment to that site. Fieldwork placements are arranged on a contractual basis and must be taken seriously. Failure on the student's part to fulfill his/her commitment to the assigned site will constitute withdrawal from the OTA program.

Students should note that Level II Fieldwork might not follow the semester schedule.

Students should not schedule any extended days off from January 1<sup>st</sup> through May 30<sup>th</sup> during the Level II fieldwork semester.

## **TIMING OF STUDENT FIELDWORK**

### **Semester II & III - Fieldwork I**

March semester II	20 hour on campus and in fieldwork setting-community based fieldwork; students work in assigned small groups
Semester III date TBA	20 hour fieldwork at clinical fieldwork site
November	Mandatory Pre-Fieldwork class on campus Individual student placements
End of Semester III (Dec)	Receive Level II Fieldwork assignments <b>Contact first Fieldwork IIA</b> verify placement info Send all required documentation to the sites

### **Semester IV – Fieldwork II A & B**

Email AFWC weekly	Check Neosho emails weekly and reply to AFWC
Mid -January	Begin first Level II A fieldwork-OTAS will not follow NCCC semester schedule
Fieldwork IIA-Mid Term Site Visit	AFWC sets up Mid-FW site visit b/t 3 <sup>rd</sup> - 6 <sup>th</sup> weeks Complete-FW Mid Term eval with FWE Complete Mid Term Homework Assignment
Completion of Fieldwork II A (March)	Final FWPE for student and SEFWE for site <b>Contact second Fieldwork IIB</b> verify placement
One week off (March)	Between Level II Fieldwork Placements
Mid-semester (March)	Begin Level II B Fieldwork
Fieldwork II B-Mid Term Site Visit	AFWC sets up Mid-FW site visit b/t 3 <sup>rd</sup> - 6 <sup>th</sup> weeks Complete-FW Mid Term eval with FWE Complete Mid Term Homework Assignment
Completion of Fieldwork II B (May)	Final FWPE for student and SEFWE for site
End of Semester (May)	Mandatory Post Fieldwork class on campus Student application for Cert. Exam/ Temp. License Graduation Ceremony- in Chanute

## **STUDENT RESPONSIBILITIES**

Neosho County Community College has formal agreements in place with all fieldwork settings that agree to have students in their facilities. Students must be in compliance with all aspects of the fieldwork agreement. Refer to the sample fieldwork agreement in appendix. There are a number of requirements that must be met prior to placement in a fieldwork setting.

Documentation may be required to be completed by the student or Academic Fieldwork Coordinator prior to the start of fieldwork placement.

### **A. Coursework Observations/ Field Trip Visits**

Students may be responsible for contacting sites within the guidelines set by the Academic Fieldwork Coordinator. They should confirm the location, time, and person to whom they report. Students should also inquire about attire, parking, etc.

### **B. Fieldwork I and Fieldwork II**

After the Academic Fieldwork Coordinator provides students with fieldwork contact information, students are responsible for contacting the fieldwork site (email and phone call) 2-4 weeks in advance of the starting date to confirm the fieldwork assignment. Students should confirm specifics of their arrival such as: appropriate attire, parking, badge, hours to work, HR requirements, and initial contact person.

**Students must obey all policies and procedures of the facility and fulfill all assignments made by the Academic Fieldwork Coordinator in cooperation with the Fieldwork Educator.**

# **PROFESSIONAL BEHAVIORS**

## **For Fieldwork Students**

The behaviors listed here are essential for a successful Fieldwork Experience. Your Fieldwork Educator (FWE) will rate you in areas related to these skills. For a successful experience, be prepared to address these behaviors by considering the following suggestions:

### 1. TIME MANAGEMENT SKILLS

- Arrive 5 minutes prior to the scheduled start of the day.
- Have assignments ready at the beginning of the day they are due.
- Do not leave early.
- Read assignment requirements before the fieldwork begins in preparation for what to observe in the clinic for that day.

### 2. ORGANIZATION

- Set priorities, identify what is relevant, be prepared.
- Be dependable, always follow through with responsibilities.
- If you feel you cannot manage a task or complete it in the time given, let your FWE know before you commit yourself. You may be able to develop alternate strategies.
- Be organized mentally and physically (note books, pads, pencils).

### 3. ENGAGEMENT IN THE FIELDWORK EXPERIENCE

- Get involved in the process.
- Demonstrate interest, ask questions, research issues independently and discuss.
- Show interest in clients and their treatment outcome.

### 4. SELF-DIRECTED LEARNING

- Ask FWE when the best time to ask questions is.
- Ask questions of FWE (when s/he is not busy).
- When “free” time is available, work on assignments or ask for permission to look through OT cabinets, library, etc. to learn more about the clinic.
- In discussions with FWE, try to ask questions that relate to the material you are learning in the classroom at NCCC.
- Assume responsibility for self-learning.

### 5. REASONING / PROBLEM SOLVING

- Ask questions whenever possible, but be aware of not bombarding FWE with too many questions, especially during treatment sessions.
- Refer to classroom notes and readings when writing assignments.

## 6. WRITTEN COMMUNICATION

- Type assignments clearly and neatly – it shows respect to the FWE who is volunteering her/his time to read the assignments.
- Use proper grammar, spelling, etc. in all work – this is college after all!
- Make sure written assignments make logical sense.
- Use professional terminology.
- Use professional standards for documentation.

## 7. INITIATIVE

- Offer suggestions if asked to do so by FWE.
- Do not expect FWE to give you all the answers. Ask FWE for further resources that you can explore and find your own answers. Then discuss.
- Offer to help clean up the supplies after a treatment session.
- Demonstrate flexibility: Expect changes to occur throughout the day, and go with the “flow.”
- Ask for help if you need it. Do not expect your FWE to read your mind.

## 8. OBSERVATION SKILLS

- Keep your eyes open at all times: Observe behaviors as well as verbal and non-verbal communication and relate these to client factors and occupational performance.
- Observe client behaviors, therapist approaches, the fieldwork setting, staff interactions.
- Discuss your observations with your FWE.

## 9. PARTICIPATE IN SUPERVISORY PROCESS

- Listen to feedback given from FWE and discuss any thoughts in a respectful and constructive manner.
- Have assignments ready on time for review by FWE.
- Keep a notepad during the day, if possible, to write down observations and questions to share later with FWE at a convenient time.

## 10. VERBAL COMMUNICATION AND INTERPERSONAL SKILLS

- When interacting with clients, staff, and family members / caregivers, make eye contact, demonstrate interest, and show that you are listening. At all times, show respect.
- Demonstrate empathy and sensitivity.
- Do not be defensive. Listen to feedback in a thoughtful manner even if there is a disagreement in opinion. Make sure everything the FWE says is understood before making comments. Ask questions for clarification and rephrase what s/he has said before making comments.
- Be aware of facial expressions – actions speak louder than words!
- Say “Hello” to FWE and other staff each day.
- Smile some of the time and look appreciative of being at their clinic for the day, even if it is not a place of choice for future work someday. Remember, the staff in the fieldwork clinics may be future colleagues someday.

## 11. PROFESSIONAL AND PERSONAL BOUNDARIES

- If a conflict arises with the FWE, be respectful and polite in all interactions. Ask for the opportunity to clarify issues because conflicts are often based on misunderstandings.
- If concerns arise about how the FW experience is going, call the NCCC Academic Fieldwork Coordinator to discuss the situation BEFORE the next visit to “problem solve” for the future.
- Do not expect, or ask, the FWE to explain assignments.
- Remember to thank people for helping and teaching about OT.

## 12. USE OF PROFESSIONAL TERMINOLOGY

- Be familiar with professional terminology and apply it appropriately in verbal and written communication.
- At all times respect confidentiality, do not discuss clients with your friends and family. When reading charts, be aware of your environment. Do not discuss cases in semi-public area, such as elevators or the cafeteria.

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In addition to the above, make sure you always present a professional appearance:

## **PROFESSIONAL APPEARANCE**

- Fieldwork II- wear the appropriate professional attire for setting. Wear appropriate nametag.
- Fieldwork I – wear NCCC scrub or polo and student ID badge.
- Do not wear shorts.
- If allowed to wear jeans- be sure no rips, fading, or unraveled ends.
- Do not chew gum.
- Wear sensible shoes – No high heels, no flip-flops, yes closed toe shoes.
- Comb hair neatly. Keep hair out of face.
- Smile genuinely.
- Make eye contact.
- Do not wear strong fragrances – perfume, hairspray.
- No long or artificial nails.
- No dangly earrings or long necklaces.
- Remove visible body jewelry, cover tattoos.
- No high cut or tight fitted skirts/dresses.
- No low cut necklines.
- No baggy/low waist pants.
- No hats.
- Dress professional, not sloppy or distracting.
- NO cell phone use during treatment times.**



## **HIPAA GUIDELINES FOR FIELDWORK**

Per HIPAA guidelines, students **cannot** report this information in fieldwork assignments or presentations:

- Client name
- Client/Facility location - includes anything smaller than a state, such as street address
- Dates - all, including date of birth, admission and discharge dates
- Telephone numbers
- Fax numbers
- Electronic e-mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate and/or license numbers
- Vehicle identification numbers and license plate numbers
- Device identifiers and their serial numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code.

For written reports, the following information **can** be shared:

- Age (age 90 and over must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status
- Codes (a random code may be used to link cases, as long as the code does not contain, or be a derivative of, the person's social security number, date of birth, phone/fax numbers, etc.)

Students, as well as therapists, often keep "working files" in their desk. This is still allowed under HIPAA guidelines; however, this information must be locked in a file cabinet when not in use, and must be shredded when no longer needed.

Students must not share patient/client personal or health information with others who are not involved in the patient/client care. Students must make all efforts to protect patient/client's right to privacy. Students must comply with the fieldwork site's HIPAA guidelines. If a student violates a patient/client's privacy or disclosure of health information inappropriately, the student may be at risk for dismissal from the fieldwork placement.

All OTAS will sign and date the Confidentiality and Non-Disclosure Agreement prior to attending Level IB Fieldwork. By reading and signing this form, students acknowledge and are in agreement with the NCCC OTA and fieldwork site HIPAA policies.

## **CONFIDENTIALITY AND NON-DISCLOSURE AGREEMENT**

As a student, I understand that I may come in contact with confidential information both in the fieldwork facility and classroom settings through written records, documents, verbal correspondence and/or communications, interactions with family members and direct therapy.

I understand that patient information may not be discussed with anyone either inside or outside of the classroom or fieldwork facility setting except as needed to conduct the business of the day. I agree not to divulge or disclose to anyone, other than those persons who have the “need to know” for patient care or employment reasons, either during or after my completion of this program, any confidential information acquired during the course of this program. The following is strictly prohibited:

~Disclosure of protected health information (PHI) with anyone outside of the direct care of the patient and directly related to the learning activity.

~Discussion (verbal, written, electronic, etc.) of said information in public areas (public buildings, Facebook, social networking sites, etc.)

~ Photocopying, printing or photographing any part of the patient chart for student use this is unauthorized removal of patient health records.

~Accessing information on patients other than those as required for assignments and as needed to complete program responsibilities.

~Disclosure of any ID and/or passwords provided in order to conduct patient documentation.

~Use of any ID and/or passwords which belong to someone else, not assigned to me.

I further understand the above list is not comprehensive of all violations that I could encounter and I will take responsibility to ask questions should I be unclear on potential violations. I am required to abide by the Program and fieldwork site privacy policies and refrain from using patient identifiers on any fieldwork paperwork especially names, date of birth, account numbers, health plan beneficiary numbers, admission/discharge dates, etc. Any paperwork should be shredded and electronic resources purged, of any identifiable information at program completion, or in the event of voluntary/involuntary dismissal.

I understand and acknowledge that breaching any provision of this agreement is cause for dismissal from the Occupational Therapy Program, with or without notice, and for any other legal remedies available. It is my responsibility to discuss with my AFWC, FWE, preceptor, etc, if I have any questions regarding this, and will ask before making a disclosure that puts me in jeopardy of violating a patient’s rights. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) not only allows privacy, security

and confidentiality violations to be cause for civil penalties and prosecution, but may also hinder my ability to work in the healthcare field indefinitely.

Student Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

AFWC Signature: \_\_\_\_\_

## **SITE REQUIREMENTS**

### **1. Health Clearances**

Fieldwork site health requirements are specified on the Fieldwork Data Form on file for each site. While requirements may differ slightly from center to center, the OTA program requires all students to complete a standard list of requirements prior to Level IB fieldwork.

- Current physical exam (not older than one year)
- Immunization as noted in the Orientation Packet and following pages
- Flu vaccine (when available in fall)
- Current CPR Certification-American Heart Assoc. Health Care Provider
- Completion of Blood Borne Pathogens and Hazardous Materials training

### **2. Legal Clearances**

- Background checks review/release form in Orientation Packet (prior to Level IA Fieldwork).  
Before being placed in a fieldwork experience, students are required to receive an academic healthcare standard background check through Validity Screening Solutions.
- Urine drug screen- instructions provided in Orientation Packet. After acceptance into the OTA program students are required to complete urine drug screen. Students may also be subject to a drug screen prior to any Fieldwork placement.
- Training in HIPAA Guidelines

### **3. Transportation**

Students are responsible for reliable transportation to and from fieldwork placements and any travel expenses associated with this travel. Students acknowledge that they may need to travel out of the immediate area (within 100 miles to and from) for any/all fieldwork. Students should be prepared to commute this distance or secure their own room and board.

### **4. Emergency Situations**

In an event where an emergency occurs at the fieldwork facility (i.e. blood splash, needle stick, student injury) the student must contact the Academic Fieldwork Coordinator immediately. If the Academic Fieldwork Coordinator is unavailable, the student must contact the program director or another OTA faculty member at NCCC. Please reference *Serious Incident Report* in the appendix.

### **5. Dress**

The student is expected to dress professionally and in accordance with the facility's dress code. For example, jeans are rarely, if ever, acceptable. For Fieldwork I experiences, students are required to wear the NCCC Polo or Scrub top. Students should wear their NCCC student ID badge or a badge required by the facility at all times for both Fieldwork I and Fieldwork II

## **FIELDWORK LEVEL I A-B**

### **DESCRIPTION AND PURPOSE**

The Accreditation Standards for an Educational Program for the Occupational Therapy Assistant (ACOTE 2011) describes the goal of Level I Fieldwork as “to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.” Experiences may well include those directly related to occupational therapy as seen in traditional sites, or may include situations in emerging sites designed to enhance understanding of developmental stages, tasks, and roles of individuals throughout the life span.

Level I Fieldwork experiences may be supervised by OT’s, OTA’s, PT, PTA, SPL, teachers, nurses, social workers or other professionals who are knowledgeable of Occupational Therapy, and who are cognizant of the goals and objectives of the Fieldwork Level I experience.

Each OTA student will successfully complete two Level I fieldwork experiences. Each Level I experience will encompass 20 hours of coursework, structured observation and client interaction. They will also attend a pre-Fieldwork class and a post-fieldwork class. Each OTA student will contact their assigned Level IB FWE and schedule the 20 hours of on-site time. All 20 hours of Level IA & B fieldwork will be completed within the assigned month and homework assignments must be complete and turned into the Academic Fieldwork Coordinator by the due date indicated on coursework.

#### **Level I A Fieldwork—Community Based**

Each OTA student will be assigned to complete Level IA fieldwork at a community based site in groups of 4-5 students per site. Students will complete 20 hours of observation, activity planning & preparation and direct interactions with at risk populations or community programs servicing persons with disabilities. Some of the 20 hours will be spent in student/faculty facilitator groups on campus and some hours will be spent at the community based site.

Students will work in groups at their assigned Level IA fieldwork site to plan, prep and carry out two group activities to address the client’s occupational, health or leisure interests. Students will be evaluated by the faculty facilitator on their individual homework and leadership skills as well as group work and organization.

This fieldwork experience focuses on psychological and social factors that influence engagement in occupation.

#### **Level I B Fieldwork – Clinical Based**

Each OTA student will contact their assigned Level IB FWE and schedule the 20 hours of on-site time. The 20 hours must fit into the timeframe established by the AFWC and within the FWE regular work hours.

Students are required to submit one recording method utilized by the fieldwork setting, chart reviews on clients/patients observed from each site, one treatment plan that includes long term and

short term goals/outcomes, interventions strategies and service provided and time frame for plan. Students will submit one article review from OT literature that reflects an observed treatment during fieldwork, and relates directly to the treatment plan. Students will type summaries identifying the effects of disability on function for 3 clients/patients observed at each site. Students will submit written summaries from each site of: screening and assessment tools used at the site, professional behaviors exhibited by providers at the site, and models of occupational performance and theories of occupation as applied to practice observed at the site. A contact log will be filled out with date and number of hours each day the student attends the site. This log will be signed by Fieldwork Educator or appropriate staff each day.

### **STUDENT REQUIREMENTS- Level IB Fieldwork**

Confirmation of Placement: Students are responsible for contacting fieldwork sites within the guidelines set by the Academic Fieldwork Coordinator. They should confirm the location, time, and person to whom they report. Students should also inquire about attire, parking, etc.

Travel: Because some fieldwork sites are considerable distance from the school, students are required to sign a statement upon admission to the OTA Program acknowledging that they may need to travel out of the area (within a 100 mile radius) for Level I Fieldwork.

Attendance: All students are required to report to the fieldwork site on time for each day assigned. If the student must miss a day due to illness or other significant extenuating circumstances, the student must call the site immediately to inform the FWE of the situation. The student must make arrangements directly with the FWE to make up for any missed time. In addition, the student must also contact the Academic Fieldwork Coordinator immediately to inform of any missed time and any arrangements made with the FWE to make up the missed time. Students will be allowed lunch breaks in accordance to site's policy.

Tardiness - Arriving tardy at the fieldwork site is considered unprofessional behavior and reflects negatively on both the student and NCCC. When possible the Fieldwork Educator and AFWC must be notified in advance of anticipated tardy. An adequate explanation of the reason for said tardiness must be provided promptly by the student when he/she arrives at the site. Students are encouraged to allow extra time for travel to an unfamiliar location, especially during times of heavier traffic, especially on the first day of the fieldwork encounter. Arriving late on the first day will certainly not create a good first impression of the student or the college

Children, other family members, or friends of students are not permitted in classes, on-campus laboratories, or fieldwork site areas unless they are designated "patients" for an instructional activity. Friends and/or family members should not participate in fieldwork activities or "hang out" at fieldwork sites.

### **Any fieldwork absence will require make-up:**

*Should a student's absences exceed 10 percent (for any reason) of scheduled fieldwork classes, the instructors recommend student withdrawal from the course.* Any deviation from this policy

will be at the discretion of the AFWC, Fieldwork Educator, and OTA Program Director collaboration.

- a) Students with conditions involving an elevated temperature, open lesions, contagious upper respiratory or gastrointestinal conditions put others health at risk and therefore will not be admitted to class/fieldwork. You must have a doctor's note for consideration of exception. If a student misses 3 consecutive days of fieldwork due to illness, the student must provide a doctor's note saying student is cleared to return to fieldwork.
- b) The student must notify the instructor EACH day that he/she is absent. A "No Show/No Call" to Fieldwork Educator for the day missed will result in a Statement of Action. The second "No Show/No Call" will result in dismissal from the program.
- c) A tardy is arriving up to ten minutes late. After 10 minutes, the student will be considered absent for the hour. Student should make every effort to contact their Fieldwork Educator or director of rehab if they are going to be tardy.

## **GOALS AND OBJECTIVES**

Level IB Fieldwork students will identify:

1. Screening, assessment, intervention tools and documentation methods used at the site.
2. Activities of ADL, IADLs, work, education, play, leisure, and social participation as they pertain to the site.
3. Professional behaviors exhibited by providers at site.
4. The effects of disability on function for 3 clients/patients observed at site.
5. Models of occupational performance and theories of occupation as applied to practice, as observed at site.

## **ASSIGNMENTS**

Level IB Fieldwork students will complete:

1. One article review from OT literature that reflects an observed treatment during fieldwork from each site.
2. One chart review on a client/patient observed from each site.
3. One progress note in the format pertinent to each site.
4. Typed summaries identifying the effects of disability on function for 3 clients/patients observed at each site.
5. Written summaries from each site of: screening and assessment tools used at the site, professional behaviors exhibited by providers at the site, and models of occupational performance and theories of occupations applied to practice observed at the site.
6. Signed and Completed Fieldwork Level I Student Evaluation from each site.

Some assignments may need to be completed and submitted to the Fieldwork Educator to verify the information relates to clients observed. When an assignment is completed and signed by the Fieldwork Educator, the student will return assignments to the AFWC for grading. The Level I

Fieldwork Student Evaluation form will be completed by the Fieldwork Educator on the student's last day. The student will turn this form into the AFWC to be recorded.

Weekly discussion during Level I Fieldwork should occur between the student and primary Fieldwork Educator. This discussion should include feedback of student's performance and any upcoming plans.

**Level IB Fieldwork Evaluation/Student Grade:**

The student will complete all Level I assignments and receive a passing score on academic work as well as receive a satisfactory rating on the Level I Fieldwork Evaluation of Student Performance in order to pass Level I Fieldwork. The following form is used by the clinical Fieldwork Educator on the last day of the student's placement to score a student's performance.



## **FIELDWORK LEVEL II A-B**

A goal of Level II Fieldwork is to afford the student an opportunity to apply academically acquired knowledge through in-depth responsibilities in occupational therapy services. These opportunities occur in various traditional and emerging practice settings and include but are not limited to: preschool and school-age programs; hospital, rehabilitation, out-patient, home health, day care centers; acute, intermediate, and long-term care facilities. Areas of focus may include pediatric, adult and/or older adult populations, with deficits in sensorimotor, psychosocial and/or cognitive performance areas.

Students may not do a Level II Fieldwork at any site where they are currently employed or have arranged employment following graduation. Because some fieldwork sites are considerable distance from the school, students are required to sign a statement upon admission to the OTA Program acknowledging that they may need to travel out of the area (within a 100 mile radius) for Level II Fieldwork. Assignments are made as noted on the Timing of Student Fieldwork, page 10.

The Academic Fieldwork Coordinator assumes the responsibility of contacting specific sites to disseminate information related to OTA fieldwork and to establish positive fieldwork experiences that are consistent with ACOTE Standards. Both student and site receive copies of the fieldwork assignment agreement and the Fieldwork Manual. Each student is expected to successfully complete a minimum of two eight-week, full-time Level II fieldwork experiences. The two sites attended by each student shall vary from one another in setting and/or focus to provide diversity in the experiences.

The fieldwork experiences usually occur during the fourth semester at the successful completion of all prerequisite courses. Variations to this schedule may occur in response to student needs and site availability. All fieldwork is to be completed within 18 months of completion of academic course work.

The Academic Fieldwork Coordinator is the only person to contact a site regarding placement or placement issues. At no time should a student contact a potential fieldwork site without first speaking to the Academic Fieldwork Coordinator. If a special situation should arise and adjustments are needed regarding beginning or ending dates of the fieldwork or special time off, the Academic Fieldwork Coordinator must be contacted first and the Academic Fieldwork Coordinator will contact the site to make arrangements. Strict adherence to this is required due to the complexity of the fieldwork placement process. Students should not change start/stop dates or hours of fieldwork to meet their desired schedule.

The Academic Fieldwork Coordinator will maintain contact with each site during the student placement to facilitate collaboration and to insure continuity of the academic fieldwork program. When possible, the Academic Fieldwork Coordinator may also plan a visit during the fieldwork. It is expected that the Academic Fieldwork Coordinator will contact the AFWC promptly if the student begins to experience significant difficulty during the fieldwork.

All students need to make contact with the Academic Fieldwork Coordinator at midterm to update the Academic Fieldwork Coordinator on how the experience is progressing. The performance by each student on the AOTA Fieldwork Performance Evaluation determines successful completion of each Level II Fieldwork.

If a student withdraws from OTA 214 (or OTA 216 after completion of OTA 214) due to health concerns, family emergencies or other nonacademic unforeseen circumstances (not due to unsatisfactory performance), the student can meet with the Program Director and AFWC to discuss options for future completion of that Level II Fieldwork.

## **COURSE OUTCOMES**

### **OTA Fieldwork, Level II A-B**

The student, upon completion of this course, will be able to:

#### Fundamentals of Practice:

1. Adhere consistently to the American Occupational Therapy Association Code of Ethics and all federal, state, and facility regulations.
2. Adhere to safety regulations and report/documents incidents appropriately.
3. Ensure the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.

#### Basic Tenets:

4. Articulate the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.
5. Articulate the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.
6. Articulate the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.

#### Screening and Evaluation:

7. Obtain sufficient and necessary information about factors that support and hinder occupational performance from relevant sources throughout the evaluation process.
8. Establish service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely.
9. Administer delegated assessments using appropriate procedures and protocols.
10. Assist with interpreting information in relation to the client's needs, factors, and performance.
11. Report results clearly, accurately, and concisely, reflecting the client's occupational performance.

#### Intervention:

12. Articulate a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations.
13. Under the supervision of and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions.
14. Select client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.
15. Implement client-centered and occupation-based intervention plans.
16. Modify the task and/or environment to maximize the client's performance.
17. Recommend modification or termination of intervention plan based on the client's status.
18. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

#### Management of Occupational Therapy Services:

19. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to whom responsibilities might be assigned.

20. Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.
21. Demonstrates knowledge about the organization.
22. Meets productivity standards or volume of work expected of occupational therapy assistant students.

Communication and Professional Behaviors:

23. Communicates clearly and effectively, both verbally and nonverbally.
24. Produces clear and accurate documentation.
25. Collaborates with fieldwork educator(s) to maximize the learning experience.
26. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
27. Responds constructively to feedback in a timely manner.
28. Demonstrates consistent and acceptable work behaviors.
29. Demonstrates effective time management.
30. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
31. Demonstrates respect for diversity factors of others.

## **STUDENT EVALUATION**

1. Level II Fieldwork mid-term evaluations should be performed and reviewed with the student. The student's performance should be critically evaluated at this point; strengths and weaknesses discussed in detail with specific recommendations made on how to correct perceived weaknesses. The Fieldwork Educator will use the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student (FWPE). If a student receives an Unsatisfactory Performance score (53 or below), a meeting needs to be scheduled with the AFWC, Fieldwork Educator, and student. A Plan of Action with student goals for improvement will be implemented.
2. Each student is evaluated by the person providing his or her direct supervision (If this is someone other than the Fieldwork Educator, input from the Fieldwork Educator is recommended).
3. All fieldwork evaluation forms must be reviewed and signed by the student, the person providing the majority of the direct supervision, and the Fieldwork Educator.
4. The final FWPE will be forwarded to the Academic Fieldwork Coordinator immediately upon completion of the fieldwork. Students' final grades on fieldwork Level II are based on the performance report. Students must receive a passing score on the final FWPE in order to pass that fieldwork course.
5. If problems or concerns arise during the fieldwork placement, it is the students' responsibility to contact the Academic Fieldwork Coordinator. The Academic Fieldwork Coordinator will be available to schedule a coordinated meeting at the fieldwork site, to assist in establishing objectives and conflict resolutions. Again, it is emphasized that the responsibility of contacting the Academic Fieldwork Coordinator lies with the student.

## Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student (Revised in 2020)

<b>FUNDAMENTALS OF PRACTICE</b>	
<b>1</b>	<b>Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations.</b> Examples: Medicare, Medicaid, client privacy, social media, human subject research
<b>2</b>	<b>Adheres to safety regulations and reports/documents incidents appropriately.</b> Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
<b>3</b>	<b>Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.</b> Examples: body mechanics, medical safety, equipment safety, client specific precautions, contraindications, community safety
<b>BASIC TENETS</b>	
<b>4</b>	<b>Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.</b> Examples: families, caregivers, colleagues, service providers, administration, the public
<b>5</b>	<b>Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.</b> Examples: families, caregivers, colleagues, service providers, administration, the public
<b>6</b>	<b>Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.</b> Examples: families, caregivers, colleagues, service providers, administration, the public
<b>SCREENING AND EVALUATION</b>	
<b>7</b>	<b>Obtains sufficient and necessary information about factors that support and hinder occupational performance from relevant sources throughout the evaluation process.</b> Examples: record or chart reviews, client, family, caregivers, service providers
<b>8</b>	<b>Establishes service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely.</b> Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments
<b>9</b>	<b>Administers delegated assessments using appropriate procedures and protocols.</b> Examples: standardized and non-standardized assessments, interviews, and observations
<b>10</b>	<b>Assists with interpreting information in relation to the client’s needs, factors, and performance.</b>

	<p>Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments</p> <p><b>Client factors:</b> Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures).</p> <p>Includes the consideration of psychosocial factors</p>
<b>11</b>	<b>Reports results clearly, accurately, and concisely, reflecting the client's occupational performance.</b>
<b>INTERVENTION</b>	
<b>12</b>	<b>Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations.</b> Examples: contexts, theories, frames of reference, practice models, and evidence
<b>13</b>	<b>Under the supervision of and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions.</b> Examples: textbooks, journal articles, other relevant and reliable informational resources
<b>14</b>	<b>Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.</b> Includes the consideration of all client centered components including psychosocial factors
<b>15</b>	<b>Implements client-centered and occupation-based intervention plans.</b> Includes the consideration of all client centered components including psychosocial factors
<b>16</b>	<b>Modifies the task and/or environment to maximize the client's performance.</b> Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
<b>17</b>	<b>Recommends modification or termination of intervention plan based on the client's status.</b>
<b>18</b>	<b>Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.</b>
<b>MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES</b>	
<b>19</b>	<b>Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to whom responsibilities might be assigned.</b> Examples: paraprofessionals, nurses' aides, volunteers
<b>20</b>	<b>Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.</b> Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
<b>21</b>	<b>Demonstrates knowledge about the organization.</b> Examples: mission and vision, accreditation status, licensing, specialty certifications

22	<b>Meets productivity standards or volume of work expected of occupational therapy assistant students.</b>
<b>COMMUNICATION AND PROFESSIONAL BEHAVIORS</b>	
23	<b>Communicates clearly and effectively, both verbally and nonverbally.</b> Examples: clients, families, caregivers, colleagues, service providers, administration, the public
24	<b>Produces clear and accurate documentation.</b> Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
25	<b>Collaborates with fieldwork educator(s) to maximize the learning experience.</b> Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
26	<b>Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.</b>
27	<b>Responds constructively to feedback in a timely manner.</b>
28	<b>Demonstrates consistent and acceptable work behaviors.</b> Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
29	<b>Demonstrates effective time management.</b> Examples: plans ahead, adheres to schedules, completes work in expected timeframe
30	<b>Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.</b>
31	<b>Demonstrates respect for diversity factors of others.</b> Examples: culture, socioeconomic status, beliefs, identity



## **STUDENT REQUIREMENTS – Level II Fieldwork**

Confirmation of Placement: Students are responsible for contacting fieldwork sites within the guidelines set by the Academic Fieldwork Coordinator. They should confirm the location, time, and person to whom they report. Students should also inquire about attire, parking, etc.

Attendance: All students are required to report to the fieldwork site on time for each day assigned. If the student must miss a day due to illness or other significant extenuating circumstances, the student must call the site immediately to inform the FWE of the situation. The student must make arrangements directly with the FWE to make up for any missed time. In addition, the student must also contact the AFWC immediately to inform of any missed time and any arrangements made with the Fieldwork Educator to make up the missed time.

Tardiness - Arriving at the fieldwork site is considered unprofessional behavior and reflects negatively on both the student and NCCC. When possible the AFWC must be notified in advance of anticipated tardiness. An adequate explanation of the reason for said tardiness must be provided promptly by the student when he/she arrives at the site. Students are encouraged to allow extra time for travel to an unfamiliar location, especially during times of heavier traffic, especially on the first day of the fieldwork encounter. Arriving late on the first day will certainly not create a good first impression of the student or the college.

Children, other family members, or friends of students are not permitted in classes, on-campus laboratories, or fieldwork site areas unless they are designated “patients” for an instructional activity. Friends and/or family members should not participate in fieldwork activities or “hang out” at fieldwork sites.

### **Any fieldwork absence will require make-up:**

*Should a student’s absences exceed 10 percent (for any reason) of scheduled fieldwork classes, the instructors recommend student withdrawal from the course.* Any deviation from this policy will be at the discretion of the AFWC, Fieldwork Educator, and OTA Program Director collaboration.

- a) Students with conditions involving an elevated temperature, open lesions, contagious upper respiratory or gastrointestinal conditions put others health at risk and therefore will not be admitted to class/fieldwork. You must have a doctor’s note for consideration of exception. If a student misses 3 consecutive days of fieldwork due to illness, the student must provide a doctor’s note saying student is cleared to return to fieldwork.
- b) The student must notify the instructor EACH day that he/she is absent. A “No Show/No Call” to Fieldwork Educator for the day missed will result in a Statement of Action. The second “No Show/No Call” will result in dismissal from the program.
- c) A tardy is arriving up to ten minutes late. After 10 minutes, the student will be considered absent for the hour. Student should make every effort to contact their Fieldwork Educator or director of rehab if they are going to be tardy.

## **REPORTING PROBLEMS; DISMISSAL**

1. Any problem concerning students' appearance, fieldwork performance, application of knowledge, interpersonal relations with staff or patients, tardiness, lack of adequate supervision, etc., should be discussed confidentially with the Academic Fieldwork Coordinator and the student.
2. Discussion of these problems should occur immediately if a potentially harmful situation exists. Otherwise, an appropriate time and place should be chosen to discuss problems, solutions and goals as soon as possible.
3. If the Fieldwork Educator or student deems necessary, a meeting with the Academic Fieldwork Coordinator should be scheduled.
4. Any student found to be engaging in unprofessional or unethical conduct or exhibiting poor fieldwork performance may be placed on probation by the Academic Fieldwork Coordinator. A second unprofessional or unethical incident may lead to failure of Fieldwork II. Probation will be a written explanation and expectations of student's performance provided to students and Fieldwork Educator.
5. The decision to remove a student from a fieldwork placement will be made by the Academic Fieldwork Coordinator in conjunction with the Fieldwork Educator, according to guidelines established by Neosho County Community College. The OTA Program Director and/or the NCCC Dean of Outreach and Workforce will provide collaboration as needed.
6. Timely acknowledgment by the Fieldwork Educator and/or OTA student of problems or areas for improvement is essential for satisfactory completion of fieldwork placement.

## **PROCEDURES FOR TREATMENT AND REPORTING FOR HEALTH PROFESSIONS**

### **STUDENTS INJURED IN THE FIELDWORK SITE**

When a Health Professions student is injured on campus in a non-fieldwork experience related accident or illness, that student would seek treatment and services as any other student. You may be treated by your own medical services and insurance and make an accident report.

Any blood borne pathogen exposure incident is serious and needs an immediate response and medical evaluation. Notify your Fieldwork Educator immediately and seek appropriate medical attention per the established site procedures.

If you are injured at a fieldwork site while doing your Fieldwork Level I or II Experience (includes injury, illness or a blood borne pathogen exposure incident):

(Of course, if an injury is life threatening or urgent, seek medical treatment first.)

- 1) First, immediately notify your Fieldwork Educator (may be the person you report to at the fieldwork site, or who immediately supervises you.)
- 2) Next, as soon as possible, but within 24 hours, notify your Academic Fieldwork Coordinator, OTA faculty or OTA Program Director.
- 3) Some paperwork from your fieldwork site and from NCCC may need to be completed. If convenient, do this before going for medical treatment. If it is medically urgent or more convenient to seek medical evaluation and treatment first, then complete required paperwork.
- 4) Seek appropriate medical attention.
- 5) If you had a blood borne pathogen exposure incident, you should receive counseling and a schedule for appropriate testing, treatment and follow up. Return visits may be necessary. It is important to follow through on the recommended course of action.
- 6) Within 24 hours contact your Academic Fieldwork Coordinator and complete the *Serious Incident Report* form. (Appendix)
- 7) Return the forms to your Academic Fieldwork Coordinator or OTA Program Director.

## Level II Fieldwork Forms to be completed:

FORM	WHO COMPLETES FORM	WHEN IS FORM COMPLETED
Clinical Contract Agreement	NCCC AFWC and Fieldwork Site	Prior to start of Level I and II FW
Site Specific Objectives	AFWC & FWE	Prior to start of Level II FW
Personal Data Sheet	OTA student	Prior to the start of Level I B FW, uploaded to AFWC and emailed to Level I B and both Level II FWE prior to the start of each FW
Fieldwork Hours Daily Log	OTA Student, signed by FWE	Complete daily hours, FWE signs at least weekly
Weekly Review Student and FWE	OTA Student and FWE	Once a week during first 7 weeks of Level II FW Uploaded to AFWC each week
AOTA Fieldwork Data Form	OTA student and Level II FW staff	Week 1 of Level II FW Uploaded to AFWC
Level II Fieldwork Site Visit	AFWC	Week 5 or 6 of each Level II FW, AFWC keeps form, OTA Student or FWE can request a copy
SEFWE	OTA Student completes, review with FWE	Week 7 of Level II FW Uploaded to AFWC
Level II FW Evaluation of Performance (AOTA FWPE)	Level II FWE	At the last day of Level II FW, Electronic form completed, copy uploaded by student to coursework
Serious Incident Report	OTA Student (as needed)	Immediately a copy goes to FWE and AFWC
OTA Daily Schedule Form	OTA Student- optional	This is an optional form that can be used by the OTA student for organizing case load/meetings
OTA Weekly Schedule Form	OTA Student -optional	This is an optional form that can be used by the OTA student for organizing case load/meetings
FEAT	OTA Student and FEW (optional)	Midterm if student scores 53 or below Copy provided to AFWC

**Suggested Timelines for Level II Fieldwork**  
**Assignments/expectations subject to change by AFWC or FWE**

**OTA 214**  
**Level II Fieldwork**  
**First Rotation**  
**Coursework**

## Week 1:

### **AFWC Homework:**

1. Complete all coursework homework and any assigned ForumPosts.
2. Completion of “**AOTA Fieldwork Data Form**” for the facility you are at. You will need to get this information from your fieldwork resources or interview of the Director of Rehab. This form will be attached to coursework and will need to be printed, filled out and then uploaded back to coursework.

### **On site suggested requirements:**

1. Complete all orientation to facility, staff, basic equipment and paperwork.
2. Complete all human resources paperwork and any required in-services videos/readings.
3. Observe treatments with OT staff and other disciplines.
4. Begin personal daily journal.
5. Orient to documentation/paperwork required: including chart location; chart sections; charting styles.
6. Write up observations on two treatments- see coursework for format. Have FWE review.
7. Practice interview skills or interpersonal communication with 3-4 clients as determined by FWE (i.e.: pain levels, leisure interest, PLOF, home environment, teacher/parent interaction, client’s goals). Start Client Interaction Check List – this will be completed weeks 1-4.
8. Plan at least one time a week to discuss progress and expectations with FWE.

Other:

## Week 2:

### **AFWC Homework:**

1. Complete all coursework homework and any assigned Forum Posts.

### **On site suggested requirements:**

1. Continue to attend in-services/meetings as appropriate.
2. Continue to observe FWE's caseload.
3. Initiate direct patient treatment with FWE for 1-3 clients – i.e. taking part in the therapy session, and/or group session (as determined by your FWE).
4. Review charts of two (or more) assigned clients. Plan and write out appropriate therapy interventions and goals to address. Discuss with your FWE. See “Therapy Intervention” form in coursework Handouts as a format to follow.
5. Write 2-3 “mock” daily notes on assigned client and review with FWE. Documentation must be accurate, clear, and concise.
6. Observe 1-2 OT clients receiving therapy/services from other disciplines.
7. Complete journal each day.
8. Plan at least one time a week to discuss progress and expectations with FWE.

Other:

## Week 3:

### **AFWC Homework:**

1. Plan and/or finalize mid-fieldwork site visit with AFWC- Check NCCC email frequently. Keep up communication with AFWC.
2. Complete all coursework homework and any assigned ForumPosts.

### **On site suggested requirements:**

1. Observe an OT evaluation. Look over and familiarize yourself with standardized assessments used by your site.
2. Observe a modality or specialized intervention.
3. Build on co-treatment time with FWE. Assuming caseload of two (or more) clients, with supervision as necessary.
4. Become more responsible for documentation- including daily progress notes on treatment sessions.
5. Participate in a client group session as appropriate. This can be with another discipline if no OT groups at your site (i.e.: participating in a Facility Activities Group or attending, going on a Community Outing, assisting with an Adaptive PE class, etc.).
6. Report on a client in staff meeting, in rounds, in case conferences, or educational meetings.
7. Discuss with FWE Student Project or Staff In-service. Research/present ideas to FWE. Must be appropriate to the setting and approved by FWE.
8. FWE should have completed Site Specific Objectives completed and review with student in preparation for completing Mid-term FWPE at the end of week4
9. Complete journal each day.
10. Plan at least one time a week to discuss progress and expectations with FWE.

Other:

## Week 4:

### **AFWC Homework:**

1. Fieldwork site visit with AFWC: this meeting will be arranged by AFWC in communication with FWE. Everyone's site visit cannot take place in week 4. The AFWC will attempt to visit FW sites located closest to each other on the same day. Site visits may be scheduled anytime from week 3 to week 7. If scheduling allows, AFWC will observe OTAS completing therapy session with a client. Then, there will be a 30 minute meeting with AFWC, OTAS and FWE to discuss student's progress, strengths & improvement areas. Mid-fieldwork score will be reviewed.
2. If student receives an unsatisfactory score on the mid-term score, then a Plan of Action will be put in place to determine the best strategies to help the student succeed.
3. Mid-term Homework: see coursework. Student will need to have 3 goals for professional improvement and actions to achieve goals. Student will have mid-term score on homework. Student will have Student Project or In-service decided and approved. This assignment is due to AFWC by the end of student's 4 week offfieldwork.

### **On site suggested requirements:**

1. Continue to build on client caseload. Depending on your site, you should be adding new clients to your caseload every other day. You should be seeing at least half the case load with supervision as appropriate by the end of week 4.
2. All students should be taking the self-initiative to look up diagnoses information, evidence based interventions strategies, and be prepared for your clients each day. Students should be doing homework each evening in order to improve their performance.
3. Increased responsibility for documentation. Student should be completing daily/weekly chart documentation with input from FWE.
4. Complete evaluations or data collection as appropriate.
5. FWE will complete AOTA mid-term FWPE on the student and discuss results with student. This is the form in the student's orange folder.
6. Complete journal each day.
7. Plan at least one time a week to discuss progress and expectations with FWE.

Other:



## Week 5:

### **AFWC Homework:**

1. Fieldwork site visit from AFWC continue.
2. Complete all coursework homework and any assigned Forum Posts.

### **On site suggested requirements**

1. Continue to build on client caseload. Depending on your site, you should be adding new clients to your caseload every other day.
2. All students should be taking the self-initiation to look up diagnoses information, evidence based interventions strategies, and be prepared for your clients each day. Students should be doing homework each evening in order to improve their performance.
3. Increased responsibility for documentation. Student should be completing daily/weekly chart documentation with input from FWE.
4. Complete evaluations or data collection as appropriate.
5. Add new skills such as modalities and specialized interventions.
6. Family consultation, staff education, reporting on clients at meetings.
7. Work on Student Project or In-service as time allows. Will need to do most of this preparation/work at home.
8. Complete journal each day.
9. Plan at least one time a week to discuss progress and expectations with FWE.

Other:

## Week 6:

### **AFWC Homework:**

1. Fieldwork site visit from AFWC continue.
2. Complete all coursework homework and any assigned Forum Posts.

### **On site suggested requirements:**

1. Continue to build on client caseload. Depending on your site, you should be adding new clients to your caseload every other day.
2. All students should be taking the self-initiation to look up diagnoses information, evidence based interventions strategies, and be prepared for your clients each day. Students should be doing homework each evening in order to improve their performance.
3. Increased responsibility for documentation. Student should be completing daily/weekly chart documentation with input from FWE.
4. Complete evaluations or data collection as appropriate.
5. Add new skills such as modalities and specialized interventions.
6. Family consultation, staff education, reporting on clients at meetings.
7. Set date to present Student Project or In-service to staff. Work on Student Project or In-service as time allows. Will need to do most of this preparation/work at home.
8. Complete journal each day.
9. Plan at least one time a week to discuss progress and expectations with FWE.

Other:

## Week 7:

### AFWC Homework:

1. Fieldwork site visit from AFWC continue.
2. Complete all coursework homework and any assigned Forum Posts.
3. Complete **AOTA SEFWE** form and review with FWE. Must be signed by FWE and a copy given to the Director of the dept. Must be uploaded to myNeosho by end of student's 7<sup>th</sup> week. See coursework for attachment of this form.

### On site suggested requirements:

1. Continue to build on client caseload. Depending on your site, you should be seeing a full caseload of clients each day. Productivity should be increasing and FWE will place expectation on **productivity, accurate documentation, and time management**.
2. All students should be taking the self-initiative to look up diagnoses information, evidence based interventions strategies, and be prepared for your clients each day. Students should be doing homework each evening in order to improve their performance.
3. Increased responsibility for documentation. Student should be completing daily/weekly chart documentation with **less** input from FWE.
4. Complete evaluations or data collection as appropriate. Collaborate with OTR on data collection.
5. Add new skills such as modalities, specialized interventions, and home evaluation.
6. Family consultation, staff education, reporting on clients at meetings- student should be at independent level with staff communication.
7. Work on Student Project or In-service as time allows. Will need to do most of this preparation/work at home.
8. Complete journal each day.
9. Plan at least one time a week to discuss progress and expectations with FWE. Communicate with FWE regularly. Ask for input on how you can improve your skills. You don't want to be surprised with low scores at final evaluation.

Other:

## Week 8:

### AFWC Homework:

1. FWE completes **AOTA FWPE Final**, scores it and reviews with student. FWE will have this form. Must be signed by FWE **and** student. A copy must be uploaded to MyNeosho by end of student's 8<sup>th</sup> week (can also be mailed or dropped off at campus by end of 8<sup>th</sup> week). Student keeps original. Final grade cannot be posted until final FWPE is completed and received by AFWC. Student must have a passing score of 70 or above to pass Level II fieldwork.
2. Keep up FW Daily Journal. After 2<sup>nd</sup> rotation, at Post FW class in May-turn in FW Daily Journal for grade.
3. FWE emails AFWC to report student's final score and if Student Project or In-Service was completed.

After second Level II placement is over:

1. Plan to attend Post – FW class- see coursework/MyNeosho for date and time.
2. Plan to attend graduation ceremony in Chanute.

### On site suggested requirements:

1. Full time caseload daily. Productivity should be increasing and FWE will place expectation on **productivity, accurate documentation, and time management.**
2. All students should be taking the self-initiation to look up diagnoses information, evidence based interventions strategies, and be prepared for your clients each day. Students should be doing homework each evening in order to improve their performance.
4. Student should work independently while completing required documentation.
5. Complete evaluations or data collection as appropriate. Collaborate with OTR on data collection.
6. Add new skills such as modalities, specialized interventions, and home evaluation.
7. Family consultation, staff education, reporting on clients at meetings- student should be at independent level with staff communication.
8. **Present** Student Project or In-service to staff.
9. Complete journal each day. These notes will be helpful for you in your next Level 2 fieldwork and at your first job.

**Congratulations!!!! You did it.**

**OTA 216**  
**Level II Fieldwork**  
**Second Rotation**  
**Coursework**

## Week 1:

### **AFWC Homework:**

1. Complete all coursework homework and any assigned ForumPosts.
2. Complete the “**AOTA Fieldwork Data Form**” for the facility you are at. You will need to get this information from your fieldwork resources or interview of the Director of Rehab. Have FEW or department director review completed form. This form will be attached to coursework and will need to be printed, filled out and then upload back to coursework by the due date.

### **On site suggested requirements:**

1. Complete all orientation to facility, staff, basic equipment and paperwork.
2. Complete all human resources paperwork and any required in-services videos/readings.
3. Observe treatments with OT staff and other disciplines.
4. Begin personal daily journal.
5. Orient to documentation/paperwork required: including chart location, chart sections, and charting styles.
6. Write up observations on two treatments- see coursework for format. Have FWE review.
7. Practice interview skills or interpersonal communication with 3-4 clients as determined by FWE (i.e.: pain levels, leisure interest, PLOF, home environment, teacher/parent interaction, client’s goals). Start Client Interaction Check List –this will be completed weeks 1-4.
8. Plan at least one time a week to discuss progress and expectations with FWE.

Other:

## Week 2:

### **AFWC Homework:**

1. Complete all coursework homework and any assigned Forum Posts.

### **On site suggested requirements:**

1. Continue to attend in-services/meetings as appropriate.
2. Continue to observe FWE's caseload.
2. Initiate direct patient treatment with FWE for 1-3 clients – i.e. taking part in the therapy session, and/or group session (as determined by your FWE).
3. Review charts of two (or more) assigned clients. Plan and write out appropriate therapy interventions and goals to address. Discuss with your FWE. See “Therapy Intervention” form on coursework as a possible format to follow.
4. Write 2-3 “mock” daily notes on assigned client and review with FWE. Documentation must be accurate, clear, and concise.
5. Observe 1-2 OT clients receiving therapy/services from other disciplines.
6. Complete journal each day.
7. Plan at least one time a week to discuss progress and expectations with FWE.

Other:

## Week 3:

### **AFWC Homework:**

1. Plan and/or finalize mid-fieldwork site visit with AFWC- Check NCCC email frequently. Keep up communication with AFWC.
2. Complete all coursework homework and any assigned ForumPosts.

### **On site suggested requirements:**

1. Observe an OT evaluation. Look over and familiarize yourself with standardized assessments used by your site.
2. Observe a modality or specialized intervention.
3. Build on co-treatment time with FWE. Assuming caseload of two (or more) clients, with supervision as necessary.
4. Become more responsible for documentation- including daily progress notes on treatment sessions.
5. Participate in a client group session as appropriate. This can be with another discipline if no OT groups at your site (i.e.: participating in a Facility Activities Group or attending, going on a Community Outing, assisting with an Adaptive PE class, etc.).
6. Report on a client in staff meeting, in rounds, in case conferences, or educational meetings.
7. Discuss with FWE your Student Project or Staff In-service. Research/present ideas to FWE. Must be appropriate to the setting and approved by FWE.
8. FWE should have completed Site Specific Objectives completed and review with student in preparation for completing Mid-term FWPE at the end of week 4.
9. Complete journal each day.
10. Plan at least one time a week to discuss progress and expectations with FWE.

Other:

## Week 4:

### **AFWC Homework:**

1. Fieldwork site visit with AFWC: this meeting will be arranged by AFWC in communication with FWE. Everyone's site visit cannot take place in week 4. The AFWC will attempt to visit FW sites located closest to each other on the same day. Site visits may be scheduled anytime from week 3 to week 7. If scheduling allows, AFWC will observe OTAS completing therapy session with a client. Then there will be a 30 minute meeting with AFWC, OTAS and FWE to discuss student's progress, strengths & improvement areas. Mid-fieldwork score will be reviewed.
2. If student receives an unsatisfactory score on the mid-term score, then a Plan of Action will be put in place to determine the best strategies to help the student succeed.
3. Mid-term Homework: see coursework. Student will need to have 3 goals for professional improvement and actions to achieve goals. Student will have mid-term score on homework. Student will have Student Project or In-service decided and approved. This assignment is due to AFWC by the end of student's 4 week offfieldwork.

### **On site suggested requirements:**

1. Continue to build on client caseload. Depending on your site, you should be adding new clients to your caseload every other day. You should be seeing at least half the case load with supervision as appropriate by the end of week 4.
2. All students should be taking the self-initiative to look up diagnoses information, evidence based interventions strategies, and be prepared for your clients each day. Students should be doing homework each evening in order to improve their performance.
3. Increased responsibility for documentation. Student should be completing daily/weekly chart documentation with input from FWE.
4. Complete evaluations or data collection as appropriate.
5. FWE will complete AOTA mid-term FWPE on the student and discuss results with student.
6. Complete journal each day.
7. Plan at least one time a week to discuss progress and expectations with FWE.

Other:



## Week 5:

### **AFWC Homework:**

1. Fieldwork site visit from AFWC continue.
2. Complete all coursework homework and any assigned Forum Posts.

### **On site suggested requirements**

1. Continue to build on client caseload. Depending on your site, you should be adding new clients to your caseload every other day.
2. All students should be taking the self-initiation to look up diagnoses information, evidence based interventions strategies, and be prepared for your clients each day. Students should be doing homework each evening in order to improve their performance.
3. Increased responsibility for documentation. Student should be completing daily/weekly chart documentation with input from FWE.
4. Complete evaluations or data collection as appropriate.
5. Add new skills such as modalities and specialized interventions.
6. Family consultation, staff education, reporting on clients at meetings.
7. Work on Student Project or In-service as time allows. Will need to do most of this preparation/work at home.
8. Complete journal each day.
9. Plan at least one time a week to discuss progress and expectations with FWE.

Other:

## Week 6:

### **AFWC Homework:**

1. Fieldwork site visit from AFWC continue.
2. Complete all coursework homework and any assigned ForumPosts.
3. NBCOT on line practice test – see coursework instructions.

### **On site suggested requirements:**

1. Continue to build on client caseload. Depending on your site, you should be adding new clients to your caseload every other day.
2. All students should be taking the self-initiation to look up diagnoses information, evidence based interventions strategies, and be prepared for your clients each day. Students should be doing homework each evening in order to improve their performance.
3. Increased responsibility for documentation. Student should be completing daily/weekly chart documentation with input from FWE.
4. Complete evaluations or data collection as appropriate.
5. Add new skills such as modalities and specialized interventions.
6. Family consultation, staff education, reporting on clients at meeting.
7. Set date to present Student Project or In-service to staff. Work on Student Project or In-service as time allows. Will need to do most of this preparation/work at home.
8. Complete journal each day.
9. Plan at least one time a week to discuss progress and expectations with FWE.

Other:

## Week 7:

### AFWC Homework:

1. Fieldwork site visit from AFWCcontinue.
2. Complete all coursework homework and any assigned ForumPosts.
3. Complete **AOTA SEFWE** form and review with FWE. Must be signed by FWE and a copy given to the Director of the dept. Must be uploaded to MyNeosho by end of student's 7<sup>th</sup> week. See coursework for attachment of this form and due date.

### On site suggested requirements:

1. Continue to build on client caseload. Depending on your site, you should be seeing a full caseload of clients each day. Productivity should be increasing and FWE will place expectation on **productivity, accurate documentation, and timemanagement**.
2. All students should be taking the self-initiative to look up diagnoses information; evidence based interventions strategies, and be prepared for your clients each day. Students should be doing homework each evening in order to improve their performance.
3. Increased responsibility for documentation. Student should be completing daily/weekly chart documentation with **less** input from FWE.
4. Complete evaluations or data collection as appropriate. Collaborate with OTR on data collection.
5. Add new skills such as modalities, specialized interventions, and home evaluation.
6. Family consultation, staff education, reporting on clients at meetings- student should be at independent level with staff communication.
7. Work on Student Project or In-service as time allows. Will need to do most of this preparation/work at home.
8. Complete journal each day.
9. Plan at least one time a week to discuss progress and expectations with FWE. Communicate with FWE regularly. Ask for input on how you can improve your skills. You don't want to be surprised with low scores at final evaluation.

Other:

## Week 8:

### **AFWC Homework:**

1. FWE completes **AOTA FWPE Final**, scores it and reviews with student. FWE will have this form. Must be signed by FWE **and** student. Student keeps original. A copy must be brought to the Post FW meeting. Final course grade cannot be posted until final FWPE is completed and received by AFWC. Student must have a passing score of 70 or above to pass Level II fieldwork.
2. FWE **emails AFWC** to report student's final score and if Student Project or In-Service was completed.
3. Daily Log sheets signed by Fieldwork Educator are due along with FWPE copy. Bring to Post FW meeting.
4. Daily Journals are due at the Post FW meeting.
5. After 2<sup>nd</sup> rotation, plan to attend **a mandatory Post FW class will be held date TBA-** Turn in all 3 requirements mentioned above.
6. Plan to attend graduation ceremony in Chanute.

### **On site suggested requirements:**

1. Full time caseload daily. Productivity should be increasing and FWE will place expectation on **productivity, accurate documentation, and time management.**
2. All students should be taking the self-initiative to look up diagnoses information, evidence based interventions strategies, and be prepared for your clients each day. Students should be doing homework each evening in order to improve their performance.
3. Student should work independently while completing required documentation.
4. Complete evaluations or data collection as appropriate. Collaborate with OTR on data collection.
5. Add new skills such as modalities, specialized interventions, and home evaluation.
6. Family consultation, staff education, reporting on clients at meetings- student should be at independent level with staff communication.
7. **Present** Student Project or In-service to staff.
8. Complete journal each day. These notes will be helpful for you in your next Level II fieldwork and at your first job.

**Congratulations!!!! You did it.**

# Appendix

**Clinical Agreement**

**AGREEMENT**

**Between**

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**And**

**NEOSHO COUNTY COMMUNITY COLLEGE**

THIS AGREEMENT between NEOSHO COUNTY COMMUNITY COLLEGE, hereinafter referred to as the “College,” and \_\_\_\_\_ the “Institution,” is made and entered into on the date signed by both parties.

**WITNESSETH:**

**WHEREAS,** both parties are desirous of cooperating in a plan to furnish fieldwork instruction to Health Occupations Training Programs students enrolled in the college, it is therefore agreed that both parties will abide by the following conditions:

1. The administration of the total operation at the Institution shall be the responsibility of and under the control and supervision of the Institution and shall be administered through the Institution staff.
2. The administration of the Health Occupations Training Programs and the coordination and monitoring of the College’s Health Occupations training instruction shall be the responsibility of and under the control and supervision of the College and shall be administered through the College staff. The assignment of academic grades shall be the responsibility of the program faculty.
3. The Institution staff and Allied Health training programs faculty shall cooperate in the planning and administration of a suitable program of clinical instruction for the students and the College will maintain proper records of each student’s progress and competence.
4. The right is reserved to either party to ask to have included in the program of training and/or education any additional features, which it may deem desirable. Both parties hereby agree to give reasonable consideration to any such request.
5. The character of the clinical and classroom experience and the education of the students shall be mutually acceptable to both the Institution’s staff and to the College faculty. To further this, the Institution will provide competent Fieldwork Educator. Where applicable, Fieldwork Educator must be currently licensed to practice in the State of Kansas.

6. The College shall assume the responsibility for all classroom instruction of the Allied Health Occupations Training students.
7. Should the occasion arise, all Allied Health Occupations Training Programs students and College Fieldwork Educator will be furnished emergency care and treatment by the Institution until the individual can be transferred to the care of a personal physician. Such care provided to the Allied Health Occupations Training Programs students are to be charged to them as determined by the Institution.
8. The College shall provide orientation to the educational program for all involved Institution personnel. The Institution will be responsible for providing orientation to the students as to the rules and regulations of the Institution.
9. The College agrees to have in force a professional liability insurance policy with limit of \$1,000,000 per occurrence and \$3,000,000 aggregate. The College shall furnish certificates of insurance covering all Health Occupations Training Programs students and faculty members showing the limits and amounts of such liability and malpractice insurance and insurance is subject to the approval of the Institution. In the event the malpractice is cancelled, the Institution will be given 30 days' notice prior to cancellation.
10. The College shall assume the responsibility for seeing that the students comply with the rules and regulations of the Institution while in the Institution and ensure that students have received adequate information regarding Hazardous Communication and Universal Precautions prior to assignment to the Institution.
11. The College, along with the students shall respect and conscientiously observe the confidential nature of all information, which may come to either or all of them, individually or collectively with respect to patients and patients' records.
12. The College will assume responsibility for student and faculty records to include current immunizations and cardiopulmonary resuscitation training and tuberculosis screening and state criminal background checks and sex offender registration checks.
13. College faculty and students cannot be considered an employee of the Institution during scheduled clinical rotations.
14. This Agreement shall remain in force indefinitely. If either party desires to terminate this Agreement, it shall serve the other party thirty (30) days prior to the effective date with written notice to this effect. However, termination shall not affect those Health Occupations Training students already enrolled and participating in the program until they shall have had the opportunity to complete it fully. This Agreement may be modified or revised at anytime by mutual consent and in writing.
15. This Agreement will cover all of the College's Allied Health Occupations Training Programs for which the Institution is making facilities available for training purposes. Programs may be

added to or dropped from the Agreement by cooperative, appropriate procedures of both parties as formal amendments of the Agreement.

16. The Institution will provide the use of such instructional and library resource materials as may be available. Additionally, services such as parking space and cafeteria facilities will be made available to the College students and faculty at the same prices charged the Institution's employees and other patrons.
17. The number of college students receiving training experience at the Institution will be determined by the Institution's representative and the appropriate counterpart of the College.
18. The College will withdraw any student from clinical areas if that student is unacceptable to the Institution for reasons of health, performance or other reasonable cause. In any event the College will have the right to withdraw any student from clinical areas.
19. The Institution will permit the student to ride in the Institution's vehicles with the Fieldwork Educator whenever traveling to various sites to provide health care. Whenever the Institution clinician is driving his/her own vehicle, the student will be responsible for providing his/her own transportation to the sites.
20. The College will assume full responsibility for the appropriate attire of its students when they are administering patient care. In this regard, the uniform or other dress which said student shall wear shall be acceptable to the Institution as well as to the College and College students shall be identified as students of the College.
21. The Institution and college will have a meeting between their respective appropriate representatives annually, for the purpose of evaluating the programs, reviewing this Agreement and thereupon advising the Institution and college as to whether or not the same should be continued.
22. This Agreement constitutes the entire Agreement between the parties and supersedes all prior Agreements, arrangements and understandings relating to the subject matters hereof. Any modifications hereto shall be valid only if set forth in writing and signed by all parties hereto.
23. The Agreement is executed in duplicate, each of which is to be regarded as an original by both parties. This Agreement has been executed as of the day and year signed below.



## CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

"The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 1-01), which is attached hereto, are hereby incorporated in this contract and made a part thereof."

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated.
2. **Agreement With Kansas Law:** All contractual agreements shall be subject to, governed by, and construed according to the laws of the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** Neither the State of Kansas nor any agency thereof shall hold harmless or indemnify any contractor beyond that liability incurred under the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.).
5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 et seq.) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 et seq.) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 et seq.) (ADA) and to not discriminate against any person because of race, religion, color, sex, disability, national origin or ancestry, or age in the admission or access to, or treatment or employment in, its programs or activities; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) if it is determined that the contractor has violated applicable provisions of ADA, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

Parties to this contract understand that the provisions of this paragraph number 5 (with the exception of those provisions relating to the ADA) are not applicable to a contractor who employs fewer than four employees during the term of such contract or whose contracts with the contracting state agency cumulatively total \$5,000 or less during the fiscal year of such agency.

6. **Acceptance Of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation shall be allowed to find the State or any agency thereof has agreed to binding arbitration, or the payment of damages or

penalties upon the occurrence of a contingency. Further, the State of Kansas shall not agree to pay attorney fees and late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect which attempts to exclude, modify, disclaim or otherwise attempt to limit implied warranties of merchantability and fitness for a particular purpose.

8. **Representative's Authority To Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility For Taxes:** The State of Kansas shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas shall not be required to purchase, any insurance against loss or damage to any personal property to which this contract relates, nor shall this contract require the State to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.), the vendor or lessor shall bear the risk of any loss or damage to any personal property in which vendor or lessor holds title.
11. **Information: No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101 et seq.**
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
  - The community college and board of trustees shall be responsible solely for their own actions or failure to act. (71-201a(a))
  - The community college and board of trustees shall not indemnify or hold harmless resulting from actions or failure to act by any party other than the board of trustees or the community college. (71-201a(b))
  - The community college and board of trustees submit to the jurisdiction of any court other than the courts of the State of Kansas. (71-201b(c))

This Agreement covers the following Allied Health Occupations Training Programs:

**Occupational Therapy Assistant**

**SIGNATURES:**

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Date

NEOSHO COUNTY COMMUNITY COLLEGE

\_\_\_\_\_  
President, NCCC

\_\_\_\_\_  
Date

# **AOTA FIELDWORK DATA FORM**

**This form is completed by the Fieldwork Educator and/or  
Department Director along with the Academic Fieldwork  
Coordinator.**

## AOTA FIELDWORK DATA FORM

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### **Introduction:**

The purpose of the Fieldwork Data Form is to facilitate communication between occupational therapy (OT) and occupational therapy assistant (OTA) academic programs, OT/ OTA students, and Fieldwork Educators. Fieldwork Educators and Academic Fieldwork Coordinators (AFWC) jointly complete the Fieldwork Data Form to describe the fieldwork setting where students may have placements. While much of the information may be completed by the Fieldwork Educator, there will be additional information best obtained through AFWC interview of the fieldwork education coordinator at the site. The AFWC will find opportunity to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards that support the ACOTE on-site accreditation review process. In addition, OT/ OTA students will find valuable information describing the characteristics of the fieldwork setting, the client population, commonly used assessments, interventions, and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the Occupational Therapy Practice Framework terminology and best practice in occupational therapy to promote quality fieldwork experiences. It was developed through the joint efforts of the Commission on Education (COE) and Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and Fieldwork Educators.

# AOTA FIELDWORK DATA FORM

**Date:**

**Name of Facility:**

**Address: Street**

**City**

**State**

**Zip:**

<p><b>FW I</b></p> <p><b>Contact Person:</b></p> <p><b>Phone:</b></p>	<p><b>FW II</b></p> <p><b>Contact Person:</b></p> <p><b>Phone:</b></p>
<p><b>E-mail:</b></p> <p><b>Credentials:</b></p>	<p><b>E-mail:</b></p> <p><b>Credentials:</b></p>

<p><b>Director:</b></p> <p><b>Phone:</b></p> <p><b>Fax:</b></p> <p><b>Web site address:</b></p>	<p><b>Initiation Source:</b></p> <p><input type="checkbox"/> FW Office</p> <p><input type="checkbox"/> FW Site</p> <p><input type="checkbox"/> Student</p>	<p><b>Corporate Status:</b></p> <p><input type="checkbox"/> For Profit</p> <p><input type="checkbox"/> Non-Profit</p> <p><input type="checkbox"/> State Gov't</p> <p><input type="checkbox"/> Federal Gov't</p>	<p><b>Preferred Sequence of FW: ACOTE Standards B.10.6</b></p> <p><input type="checkbox"/> Any</p> <p><input type="checkbox"/> Second/Third only; 1<sup>st</sup> must be in:</p> <p><input type="checkbox"/> Full-time only    <input type="checkbox"/> Part-time option</p> <p><input type="checkbox"/> Prefer Full-time</p>
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**OT Fieldwork Practice Settings (ACOTE Form A #s noted) :**

Hospital-based settings	Community-based settings	School-based settings	Age Groups:	Number of Staff:
<input type="checkbox"/> In-Patient Acute 1.1 <input type="checkbox"/> In-Patient Rehab 1.2 <input type="checkbox"/> SNF/ Sub-Acute/ Acute Long-Term Care 1.3 <input type="checkbox"/> General Rehab Outpatient 1.4 <input type="checkbox"/> Outpatient Hands 1.5 <input type="checkbox"/> Pediatric Hospital/Unit 1.6 <input type="checkbox"/> Peds Hospital Outpatient 1.7 <input type="checkbox"/> In-Patient Psych 1.8	<input type="checkbox"/> Peds Community 2.1 <input type="checkbox"/> Behavioral Health Community 2.2 <input type="checkbox"/> Older Adult Community Living 2.3 <input type="checkbox"/> Older Adult Day Program 2.4 <input type="checkbox"/> Outpatient/hand private practice 2.5 <input type="checkbox"/> Adult Day Program for DD 2.6 <input type="checkbox"/> Home Health 2.7 <input type="checkbox"/> Peds Outpatient Clinic 2.8	<input type="checkbox"/> Early Intervention 3.1 <input type="checkbox"/> School 3.2  <p><b>Other area(s)</b> please specify:</p>	<input type="checkbox"/> 0-5 <input type="checkbox"/> 6-12 <input type="checkbox"/> 13-21 <input type="checkbox"/> 22-64 <input type="checkbox"/> 65+	OTRs: COTAs: Aides: PT: Speech: Resource Teacher: Counselor/Psychologist: Other:

<p><b>Student Prerequisites (check all that apply) ACOTE Standard B.10.6</b></p> <p><input type="checkbox"/> CPR</p> <p><input type="checkbox"/> Medicare / Medicaid Fraud Check</p> <p><input type="checkbox"/> Criminal Background Check</p> <p><input type="checkbox"/> Child Protection/abuse check</p> <p><input type="checkbox"/> Adult abuse check</p> <p><input type="checkbox"/> Fingerprinting</p>	<p><b>Health requirements:</b></p> <p><input type="checkbox"/> First Aid</p> <p><input type="checkbox"/> Infection Control training</p> <p><input type="checkbox"/> HIPAA Training</p> <p><input type="checkbox"/> Prof. Liability Ins.</p> <p><input type="checkbox"/> Own transportation</p> <p><input type="checkbox"/> Interview</p> <p><input type="checkbox"/> HepB</p> <p><input type="checkbox"/> MMR</p> <p><input type="checkbox"/> Tetanus</p> <p><input type="checkbox"/> Chest x-ray</p> <p><input type="checkbox"/> Drug screening</p> <p><input type="checkbox"/> TB/Mantoux</p> <p><input type="checkbox"/> Physical Check up</p> <p><input type="checkbox"/> Varicella</p> <p><input type="checkbox"/> Influenza</p> <p>Please list any other requirements:</p>
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**Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply)**

<p><b>Performance Skills:</b></p> <p><b>Motor Skills</b></p> <p><input type="checkbox"/> Posture</p> <p><input type="checkbox"/> Mobility</p> <p><input type="checkbox"/> Coordination</p> <p><input type="checkbox"/> Strength &amp; effort</p> <p><input type="checkbox"/> Energy</p> <p><b>Process Skills</b></p> <p><input type="checkbox"/> Energy</p> <p><input type="checkbox"/> Knowledge</p> <p><input type="checkbox"/> Temporal organization</p> <p><input type="checkbox"/> Organizing space &amp; objects</p> <p><input type="checkbox"/> Adaptation</p> <p><b>Communication/ Interaction Skills</b></p> <p><input type="checkbox"/> Physicality- non verbal</p> <p><input type="checkbox"/> Information exchange</p> <p>Relations</p>	<p><b>Client Factors:</b></p> <p><b>Body functions/structures</b></p> <p><input type="checkbox"/> Mental functions- affective</p> <p><input type="checkbox"/> Mental functions-cognitive</p> <p><input type="checkbox"/> Mental functions- perceptual</p> <p><input type="checkbox"/> Sensory functions &amp; pain</p> <p><input type="checkbox"/> Voice &amp; speech functions</p> <p><input type="checkbox"/> Major organ systems: heart, lungs, blood, immune</p> <p><input type="checkbox"/> Digestion/ metabolic/ endocrine systems</p> <p><input type="checkbox"/> Reproductive functions</p> <p><input type="checkbox"/> Neuromusculoskeletal &amp; movement functions</p> <p><input type="checkbox"/> Skin</p>	<p><b>Context(s):</b></p> <p><input type="checkbox"/> Cultural- ethnic beliefs &amp; values</p> <p><input type="checkbox"/> Physical environment</p> <p><input type="checkbox"/> Social Relationships</p> <p><input type="checkbox"/> Personal- age, gender, etc.</p> <p><input type="checkbox"/> Spiritual</p> <p><input type="checkbox"/> Temporal- life stages, etc.</p> <p><input type="checkbox"/> Virtual- simulation of env, chat room, etc.</p> <p><b>Performance Patterns/Habits</b></p> <p><input type="checkbox"/> Impoverished habits</p> <p><input type="checkbox"/> Useful habits</p> <p><input type="checkbox"/> Dominating habits</p> <p><input type="checkbox"/> <b>Routine sequences</b></p> <p><input type="checkbox"/> <b>Roles</b></p>
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**Most common services priorities** (check all that apply)

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Direct service     | <input type="checkbox"/> Meetings(team, department, family) | <input type="checkbox"/> Consultation        | <input type="checkbox"/> Billing       |
| <input type="checkbox"/> Discharge planning | <input type="checkbox"/> Client education                   | <input type="checkbox"/> In-service training | <input type="checkbox"/> Documentation |
| <input type="checkbox"/> Evaluation         | <input type="checkbox"/> Intervention                       |  |  |

**Types of OT Interventions addressed in this setting** (check all that apply): \* ACOTE Standards A.5.3, B.10.1, B.10.3, B.10.11, B.10.13, B.10.15, B.10.19, B.10.20

**Occupation-based activity- within client’s own environmental context; based on their goals addressed in this setting** (check all that apply):

\*ACOTE Standards A.5.3, B.10.1, B.10.3, B.10.11, B.10.13, B.10.15, B.10.19, B.10.20

**Activities of Daily Living (ADL)**

- Bathing/showering
- Bowel and bladder mgmt
- Dressing
- Eating
- Feeding
- Functional mobility
- Personal device care
- Personal hygiene & grooming
- Sexual activity
- Sleep/rest
- Toilet hygiene

**Play**

- Play exploration
- Play participation

**Purposeful Activity- therapeutic context leading to occupation, practice in preparation for natural context**

- Practicing an activity
- Simulation of activity
- Role Play
- Examples:

**Instrumental Activities of Daily Living (IADL)**

- Care of others/pets
- Child rearing
- Communication device use
- Community mobility
- Financial management
- Health management & maintenance
- Home establishment & management
- Meal preparation & clean up
- Safety procedures & emergency responses
- Shopping

**Leisure**

- Leisure exploration
- Leisure participation

**Preparatory Methods- preparation for purposeful & occupation-based activity**

- Sensory-Stimulation
- Physical agent modalities
- Splinting
- Exercise
- Examples:

**Education**

- Formal education participation
- Exploration of informal personal education needs or interests
- Informal personal education participation

**Work**

- Employment interests & pursuits
- Employment seeking and acquisition
- Job performance
- Retirement preparation & adjustment
- Volunteer exploration / participation

**Social Participation**

- Community
- Family
- Peer/friend

**Therapeutic Use-of-Self- describe**

**Consultation Process- describe**

**Education Process- describe**

**Method of Intervention**

**Direct Services/case load for entry-level OT**

- One-to-one:
- Small group(s):
- Large group:

**Discharge Outcomes of clients (% clients)**

- Home
- Another medical facility
- Home Health

**Outcomes of Intervention \***

- Occupational performance- improve &/ or enhance
- Client Satisfaction
- Role Competence
- Adaptation
- Health & Wellness
- Prevention
- Quality of Life

**OT Intervention Approaches**

- Create, promote (health promotion)
- Establish, restore, remediation
- Maintain
- Modify, compensation, adaptation
- Prevent, disability prevention

**Theory/ Frames of Reference/ Models of Practice**

- Acquisitional
- Biomechanical
- Cognitive- Behavioral
- Coping
- Developmental
- Ecology of Human Performance
- Model of Human Occupation(MOHO)
- Occupational Adaptation
- Occupational Performance Model
- Person/ Environment/ Occupation (P-E-O)
- Person-Environment-Occupational Performance
- Psychosocial
- Rehabilitation frames of reference
- Sensory Integration
- Other (please list):

**Please list most common screenings and evaluations used in your setting:**

<b>Identify safety precautions important at your FW</b>	
<input type="checkbox"/> Medications	<input type="checkbox"/> Swallowing/ choking risks
<input type="checkbox"/> Post-surgical (list procedures)	<input type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds)
<input type="checkbox"/> Contact guard for ambulation	<input type="checkbox"/> Sharps count
<input type="checkbox"/> Fall risk	<input type="checkbox"/> 1:1 safety/ suicide precautions
<input type="checkbox"/> Other (describe):	
<b>Please list how students should prepare for a FW II placement such as doing readings, learn specific evaluations and interventions used in your setting:</b>	

<b>Target caseload/ productivity for fieldwork students:</b> Productivity % per 40 hour work week:  Caseload expectation at end of FW:  Productivity % per 8 hour day:  # Groups per day expectation at end of FW:	<b>Documentation: Frequency/ Format (briefly describe) :</b>  <input type="checkbox"/> Hand-written documentation: <input type="checkbox"/> Computerized Medical Records:  Time frame requirements to complete documentation:
---	--

<b>Administrative/ Management duties or responsibilities of the OT/ OTA student:</b> <input type="checkbox"/> Schedule own clients <input type="checkbox"/> Supervision of others (Level I students, aides, OTA, volunteers) <input type="checkbox"/> Budgeting <input type="checkbox"/> Procuring supplies (shopping for cooking groups, client/ intervention related items) <input type="checkbox"/> Participating in supply or environmental maintenance <input type="checkbox"/> Other:	<b>Student Assignments. Students will be expected to successfully complete:</b> <input type="checkbox"/> Research/ EBP/ Literature review <input type="checkbox"/> In-service <input type="checkbox"/> Case study <input type="checkbox"/> Participate in in-services/ grand rounds <input type="checkbox"/> Fieldwork Project ( describe): <input type="checkbox"/> Field visits/ rotations to other areas of service <input type="checkbox"/> Observation of other units/ disciplines <input type="checkbox"/> Other assignments (please list):
---	---

<b>Student work schedule &amp; outside study expected:</b> Schedule hrs/ week/ day:  Do students work weekends? <input type="checkbox"/> yes <input type="checkbox"/> no Do students work evenings? <input type="checkbox"/> yes <input type="checkbox"/> no	<b>Other</b> Room provided <input type="checkbox"/> yes <input type="checkbox"/> no Meals <input type="checkbox"/> yes <input type="checkbox"/> no Stipend amount:	<b>Describe level of structure for student?</b> <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	<b>Describe level of supervisory support for student?</b> <input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
--	---	---	---

<b>Describe the FW environment/ atmosphere for student learning:</b>
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<b>Describe public transportation available:</b>
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**ACOTE Standards Documentation for Fieldwork** (may be completed by AFWC interview of FWE)

- The fieldwork agency must be in compliance with standards by external review bodies. Please identify external review agencies involved with this FW setting and year of accreditation (JCAHO, CARF, Department of Health, etc.). ACOTEon-site review

**Name of Agency for External Review:**  
**Year of most recent review:**  
**Summary of outcomes of OT Department review:**

2. Describe the fieldwork site agency stated mission or purpose (can be attached). *ACOTE Standards B.10.1, B.10.2, B.10.3, B.10.4, B.10.14, B.10.15*
3. OT Curriculum Design integrated with Fieldwork Site (insert key OT academic curricular themes here): *ACOTE Standards B.10.1, B.10.2, B.10.3, B.10.4, B.10.11, B.10.15*
  - a. How are occupation-based needs evaluated and addressed in your OT program? How do you incorporate the client's 'meaningful' doing in this setting?
  - b. Describe how you seek to include client-centered OT practice? How do clients participate in goal setting and intervention activities?
- c. Describe how psychosocial factors influence engagement in occupational therapy services?
  - d. Describe how you address clients' community-based needs in your setting?
4. How do you incorporate evidence-based practice into interventions and decision-making? Are FW students encouraged to provide evidence for their practice? *ACOTE Standards B.10.1, B.10.3, B.10.4, B.10.11, B.10.15*
5. Please describe FW Program & how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of entry-level job description with essential job functions to the AFWC. *ACOTE Standards B.10.2, B.10.3, B.10.5, B.10.7, B.10.13, B.10.19, B.10.20, b.10.21*
6. Please describe the background of supervisors (please attach list of practitioners who are FWE including academic program, degree, years of experience since initial certification, years of experience supervising students) *ACOTE Standards B.7.10, B.10.12, B.10.17* (provide a template)
7. Describe the training provided for OT staff for effective supervision of students (check all that apply). *ACOTE Standards B.7.10, B.10.1, B.10.3, B.10.12, B.10.13, B.10.17, B.10.18, B.10.19, B.10.20, B.10.21*
  - Supervisory models
  - Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation- FWPE, Student Evaluation of Fieldwork Experience-SEFWE, and the Fieldwork Experience Assessment Tool-FEAT)
  - Fieldwork reasoning
  - Reflective practice

Comments:
8. Please describe the process for record keeping supervisory sessions with a student, and the student orientation process to the agency, OT services and the fieldwork experience. *ACOTE Standards B.7.10, B.10.1, B.10.3, B.10.12, B.10.13, B.10.17, B.10.18, B.10.19, B.10.20, B.10.21*

**Supervisory patterns-Description** (respond to all that apply)

  - 1:1 Supervision Model:
  - Multiple students supervised by one supervisor:
  - Collaborative Supervision Model:
  - Multiple supervisors share supervision of one student, # supervisors per student:
  - Non-OT supervisors:
9. Describe funding and reimbursement sources and their impact on student supervision. *ACOTE Standards B.10.3, B.10.5, B.10.7, B.10.14, B.10.17, B.10.19*

## Status/Tracking Information Sent to Facility

**To be used by OT Academic Program**  
*ACOTE Standards B.10.4, B.10.8, B.10.9, B.10.10*

Date:



**Which Documentation Does The Fieldwork Site Need?**

A Fieldwork Agreement/ Contract?

**OR**

A Memorandum of Understanding?

**Which FW Agreement will be used:**  OT Academic Program Fieldwork Agreement  Fieldwork Site Agreement/Contract

**Title of Parent Corporation** (if different from facility name):

**Type of Business Organization** (Corporation, partnership, sole proprietor, etc.):

**State of Incorporation:**

**Fieldwork Site agreement negotiator:**

**Phone:**

**Email:**

**Address** (if different from facility):

Street:

City:

State:

Zip:

**Name of student:**

**Potential start date for fieldwork:**

Any notation or changes that you want to include in the initial contact letter:

**Information Status:**

- New general facility letter sent:
- Level I Information Packet sent:
- Level II Information Packet sent:
- Mail contract with intro letter (sent):
- Confirmation sent:
- Model Behavioral Objectives:
- Week-by-Week Outline:
- Other Information:
- Database entry:
  - Facility Information:
  - Student fieldwork information:
- Make facility folder:
- Print facility sheet:

Revised 7/12/2022

## **PERSONAL DATA SHEET**

**This form is completed by the student and is sent to the student's Level II Fieldwork Educator prior to the start of the fieldwork experience.**

**PERSONAL DATA SHEET**  
***FOR STUDENT FIELDWORK EXPERIENCE***

PERSONAL INFORMATION

Name \_\_\_\_\_

Permanent Home Address \_\_\_\_\_

Phone number and dates that you will be available at that number

Phone Number \_\_\_\_\_ Dates \_\_\_\_\_

Name, address, and phone number of person to be notified in case of accident or illness:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EDUCATION INFORMATION

1. Expected degree (*circle one*)

OTA:

Associate          Baccalaureate          Masters          Doctorate          Certificate

OT:

Baccalaureate          Masters          Doctorate          Certificate

2. Anticipated year of graduation \_\_\_\_\_

3. Prior degrees obtained \_\_\_\_\_

4. Foreign languages read \_\_\_\_\_ spoken \_\_\_\_\_

5. Do you hold a current CPR certification card? Yes \_\_\_\_\_ No \_\_\_\_\_  
Date of expiration \_\_\_\_\_

HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes \_\_\_\_\_ No \_\_\_\_\_

2. If yes, name of company \_\_\_\_\_

Group # \_\_\_\_\_ Subscriber # \_\_\_\_\_

3. Date of last Tine Test or chest x-ray: \_\_\_\_\_  
(If positive for TB, tine test is not given)

**PREVIOUS WORK/VOLUNTEER EXPERIENCE**

- 
1. Strengths: \_\_\_\_\_  
\_\_\_\_\_
  2. Areas of growth: \_\_\_\_\_  
\_\_\_\_\_
  3. Special skills or interests: \_\_\_\_\_  
\_\_\_\_\_
  4. Describe your preferred learning style: \_\_\_\_\_  
\_\_\_\_\_
  5. Describe your preferred style of supervision: \_\_\_\_\_  
\_\_\_\_\_
  6. Will you need housing during your affiliation? Yes \_\_\_\_\_ No \_\_\_\_\_
  7. Will you have your own transportation during your affiliation? Yes \_\_\_\_\_ No \_\_\_\_\_
  8. *(Optional)* Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork? Yes \_\_\_\_\_ No \_\_\_\_\_. If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, list them. To promote your successful accommodation, it should be discussed and documented before each fieldwork experience.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FIELDWORK EXPERIENCE SCHEDULE**

	CENTER	TYPE OF FW SETTING	LENGTH OF FW EXPERIENCE
<b>Level I Exp.</b>			
<b>Level II Exp.</b>			

**ADDITIONAL COMMENTS**

*AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC)  
Amended and Approved by FWIC 11/99 and COE 12/99 fieldwork\miscall\persdatasheet.1299*

# NCCC OTA

## Level 1B Fieldwork

### Evaluation of Student Performance

#### Professional Behaviors and Interpersonal Communication

<b>RATING:</b> 1=Strongly Disagree      2=Disagree      3=Neutral      4=Agree      5=Strongly Agree					
<b>Does the student exhibit...</b>					
<u>Personal Responsibility</u>					
Arrives on time, does not leave early	1	2	3	4	5
Demonstrate interest, ask questions at appropriate times	1	2	3	4	5
Interacts and shows interest in clients and their activities	1	2	3	4	5
Demonstrate flexibility: expect changes to occur and go with the flow	1	2	3	4	5
Discuss observations with supervisor and listen to feedback	1	2	3	4	5
Follows facility policies and safety precautions	1	2	3	4	5
Follows facility's guidelines on dressing appropriately and wears name tag exhibits good hygiene, no gum chewing, and no phone use.	1	2	3	4	5
<u>Professional communication skills</u>					
Makes professional and timely contacts when setting up fieldwork hours, is flexible and accommodating with site	1	2	3	4	5
Practices positive verbal and no-verbal interpersonal communication skills in fieldwork interactions (confidence, polite, eye contact)	1	2	3	4	5
Introduce self when appropriate, greets staff/clients, smiles	1	2	3	4	5
Demonstrates empathy and sensitivity	1	2	3	4	5
<u>Respect of others</u>					
Respects diversity	1	2	3	4	5
Attentive to clients or staffs needs	1	2	3	4	5
Respects and can maintain confidentiality	1	2	3	4	5
<u>Tally Scores</u>					
					<b>Final Score</b>

Satisfactory Performance ..... 53 and above  
 Unsatisfactory Performance ..... 52 and below

Additional Comments (supervisor will explain any 1 or 2 received on this evaluation)

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Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

OTAS signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Level II Midterm Fieldwork Site Visit

Student: \_\_\_\_\_

FW Site: \_\_\_\_\_

Fieldwork Educator: \_\_\_\_\_

Date: \_\_\_\_\_ Rotation \_\_\_\_\_ Week \_\_\_\_\_

Student's Strengths:

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Areas of Improvement:

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Student Project: \_\_\_\_\_

Student In-Service: \_\_\_\_\_

Midterm score \_\_\_\_\_

FWE Comments:

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## **STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)**

**This form is to be completed by the student at the end of each Level II fieldwork placement and sent to the Academic Fieldwork Coordinator.**

### **Purpose:**

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to student who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide education experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Sections outlined with thick black double borders are designed to be customized by your program as needed. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.

# STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

## Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your Fieldwork Educator(s). It is imperative that you review the form with your Fieldwork Educator and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site \_\_\_\_\_ Site Code \_\_\_\_\_

Address \_\_\_\_\_

Placement Dates: from \_\_\_\_\_ to \_\_\_\_\_

Order of Placement:  First  Second  Third  Fourth

Living Accommodations: *(include type, cost, location, condition)*

Public transportation in the area:

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: -

\_\_\_\_\_

**We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report.**

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
FW Educator's Signature

\_\_\_\_\_  
Student's Name *(Please Print)*

\_\_\_\_\_  
FW Educator's Name and credentials *(Please Print)*

FW Educator's years of experience \_\_\_\_\_



## ORIENTATION

Indicate your view of the orientation by *checking* "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA—Standard precautions							
16. Community resources for service recipients							
17. Department model of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

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## CASELOAD

List approximate number of each age category in your caseload.

Age	Number
0–3 years old	
3–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
> 65 years old	

List approximate number of each primary condition/problem/diagnosis in your caseload

Condition/Problem	Number

## OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

	REQUIRED		HOW MANY	EDUCATIONAL VALUE				
	Yes	No		1	2	3	4	5
1. Client/patient screening								
2. Client/patient evaluations (Use specific names of evaluations)								
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
3. Written treatment/care plans				1	2	3	4	5
4. Discharge summary				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity(therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				
Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				
3.				
4.				

## THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

	Never	Rarely	Occasionally	Frequently
Model of Human Occupation				
Occupational Adaptation				
Ecology of Human Performance				
Person–Environment–Occupation Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopmental Theory				
Sensory Integration				
Behaviorism				
Cognitive Theory				
Cognitive Disability Frame of Reference				

Motor Learning Frame of Reference				
Other (list)				

## FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable -----5 = very valuable)

Case study applying the Practice Framework	1	2	3	4	5	N/A
Evidence-based practice presentation: Topic:	1	2	3	4	5	N/A
Revision of site-specific fieldwork objectives	1	2	3	4	5	N/A
Program development Topic:	1	2	3	4	5	N/A
In-service/presentation Topic:	1	2	3	4	5	N/A
Research Topic:	1	2	3	4	5	N/A
Other (list)	1	2	3	4	5	

## ASPECTS OF THE ENVIRONMENT

	1 = Rarely 2 = Occasionally 3 = Frequently 4 = Consistently			
	1	2	3	4
Staff and administration demonstrated cultural sensitivity				
The Practice Framework was integrated into practice				
Student work area/supplies/equipment were adequate				
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides				
Opportunities to network with other professionals				
Opportunities to interact with other OT students				
Opportunities to interact with students from other disciplines				
Staff used a team approach to care				
Opportunities to observe role modeling of therapeutic relationships				
Opportunities to expand knowledge of community resources				
Opportunities to participate in research				
Additional educational opportunities ( <i>specify</i> ):				
How would you describe the pace of this setting? (circle one)	Slow	Med	Fast	
Types of documentation used in this setting:				
Ending student caseload expectation: _____ # of clients per week or day				
Ending student productivity expectation: _____ % per day (directcare)				

## SUPERVISION

What was the primary model of supervision used? (check one)

- one supervisor : one student  
 one supervisor : group of students  
 two supervisors : one student  
 one supervisor : two students  
 distant supervision (primarily off-site)  
 three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List Fieldwork Educators who participated in your learning experience.

Name	Credentials	Frequency	Individual	Group
1.				
2.				
3.				
4.				
5.				

## ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement					Relevance for Placement				
	Low	2	3	4	High	Low	2	3	4	High
Anatomy and Kinesiology	1	2	3	4	5	1	2	3	4	5
Neurodevelopment	1	2	3	4	5	1	2	3	4	5
Human development	1	2	3	4	5	1	2	3	4	5
Evaluation	1	2	3	4	5	1	2	3	4	5
Intervention planning	1	2	3	4	5	1	2	3	4	5
Interventions (individual, group, activities, methods)	1	2	3	4	5	1	2	3	4	5
Theory	1	2	3	4	5	1	2	3	4	5
Documentation skills	1	2	3	4	5	1	2	3	4	5
Leadership	1	2	3	4	5	1	2	3	4	5
Professional behavior and communication	1	2	3	4	5	1	2	3	4	5
Therapeutic use of self	1	2	3	4	5	1	2	3	4	5
Level I fieldwork	1	2	3	4	5	1	2	3	4	5
Program development	1	2	3	4	5	1	2	3	4	5

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

<input type="checkbox"/>	Informatics	<input type="checkbox"/>	Occ. as Life Org	<input type="checkbox"/>	A & K	<input type="checkbox"/>	Foundations	<input type="checkbox"/>	Level I FW
<input type="checkbox"/>	Pathology	<input type="checkbox"/>	Neuro	<input type="checkbox"/>	Administration	<input type="checkbox"/>	Theory	<input type="checkbox"/>	Peds electives
<input type="checkbox"/>	Env.	<input type="checkbox"/>	Research	<input type="checkbox"/>	Prog design/eval	<input type="checkbox"/>	Consult/collab	<input type="checkbox"/>	Older adult elect
<input type="checkbox"/>	Competence	<input type="checkbox"/>	courses	<input type="checkbox"/>					
<input type="checkbox"/>	Interventions	<input type="checkbox"/>	Evaluations	<input type="checkbox"/>	Adapting Env	<input type="checkbox"/>	Human comp.	<input type="checkbox"/>	Community elect
<input type="checkbox"/>	Social Roles	<input type="checkbox"/>	History	<input type="checkbox"/>	Occupational Sci	<input type="checkbox"/>	Other:		

What changes would you recommend in your academic program relative to the needs of **THIS** Level II fieldwork experience?

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**SUMMARY**

1 = Strongly disagree 2 = Disagree 3 = No Opinion 4 = Agree 5 = Strongly agree				
1	2	3	4	5

Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

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What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations:

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Study the following intervention methods:

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Read up on the following in advance:

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Overall, what changes would you recommend in this Level II fieldwork experience?

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Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

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Indicate the number that seems descriptive of each Fieldwork Educator.  
Please make a copy of this page for each individual.

	1 = Strongly Disagree
	2 = Disagree
	3 = No opinion
	4 = Agree
	5 = Strongly agree
1	2
3	4
5	

**FIELDWORKEDUCATOR NAME:** \_\_\_\_\_

**FIELDWORKEDUCATOR YEARS OF EXPERIENCE:** \_\_\_\_\_

	1	2	3	4	5
Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's fieldwork reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					

Frequency of meetings/types of meetings with supervisor (value/frequency):

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General comments on supervision: \_\_\_\_\_

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# Serious Incident Report - NCCC

Date of Incident:

Location of incident:

Nature of incident: (Briefly describe what happened)

Person(s) involved including name, address & phone number (list each by full name):

Describe in detail, what happened:

Were police/emergency personnel contacted? If yes – who, what time, etc.

Did person(s) involved refuse emergency transport request?

Are pictures of the area, incident, injury required?

Names, addresses and phone numbers of witnesses, if any:

To the best of my knowledge this statement is true.

Person Reporting Incident (Print Name) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Fieldwork Educator (Print Name) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

VP for Operations (Print Name) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

t:common/forms/SeriousIncidentForm revision date 10/13/11

If you are unable to fit your information in the provided area please use a second form.



# OTA DAILY SCHEDULE FORM

Date: \_\_\_\_\_

	<i>Planned</i>	<i>Actual</i>		<i>Planned</i>	<i>Actual</i>	
5:00			3:00			
5:15			3:15			
5:30			3:30			
5:45			3:45			
6:00			4:00			
6:15			4:15			
6:30			4:30			
6:45			4:45			
7:00			5:00			To Look Up:
7:15			5:15			
7:30			5:30			
7:45			5:45			
8:00			6:00			
8:15			6:15			
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9:00			7:00			
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1:30			11:30			
1:45			11:45			
2:00			12:00			
2:15			12:15			
2:30			12:30			
2:45			12:45			

## OTA WEEKLY SCHEDULE FORM

	<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
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9:00							
10:00							
11:00							

## NCCC OTA Level II Fieldwork Site Specific Objectives Checklist for use with:

### AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student

Site: \_\_\_\_\_

Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Email: \_\_\_\_\_

Phone #: \_\_\_\_\_

#### FUNDAMENTALS OF PRACTICE

**Ethics (FWPE item #1 Adheres consistently to AOTA Code of Ethics & Ethics Standards (AOTA 2010, draft) & site's policies & procedures; including, when relevant, those related to human subject research) as stated below:**

1. Demonstrates concern for well-being & safety of recipients of services (**beneficence**)
2. Intentionally refrains from actions that cause harm (**non-maleficence**)
3. Respects right of individual to self-rule (**autonomy, confidentiality**)
4. Provides services in fair & equitable manner (**social justice**)
5. Complies with institutional rules, local, state, federal, international laws & AOTA documents applicable to profession of occupational therapy (**procedural justice**)
6. Provides comprehensive, accurate, & objective information when representing profession (**veracity**)
7. Treats colleagues & other professionals with respect, fairness, discretion, & integrity (**fidelity**)

Other: \_\_\_\_\_

**Safety (FWPE item #2 Adheres consistently to safety regulations. Anticipates potentially hazardous situations & takes steps to prevent accidents) for all clients & staff members throughout all fieldwork related activities aeb:**

____ record review	____ OSHA/BBP
____ medication side effects	____ I.V./lines
____ post-surgical	____ ERcodes/protocols
____ infection control	____ restraintreduction
____ fall prevention	____ HIPAA
____ swallowing	____ w/c locks/bedrails/call button
____ food allergies	____ Vital signs (BP, O2)
____ ambulation status	____ Trach/Ventilator monitoring
____ behavioral system/privilege level (e.g., locked area/unit, on grounds)	____ Fire/Evacuation/Lockdown
____ 1:1 for personalsafety/suicide precautions	____ CPR certification
____ sharps count	____ Communication re: change in status
____ environment set up (no clutter, spills, unsafe items, etc.)	____ other: _____
____ Other: _____	

**Judgment in Safety (FWPE item #3 Uses sound judgment in regards to safety of self & others during all fieldwork-related activities) aeb:**

\_\_\_\_ proper body mechanics for lifting

\_\_\_\_ effective use of self-disclosure (boundaries)

\_\_\_\_ ability to limit set

\_\_\_\_ follows ambulation/functional mobility protocols

    \_\_\_\_ gait belt      \_\_\_\_ contact guard

\_\_\_\_ proper transfer techniques

\_\_\_\_ proper wheelchair positioning (e.g., footrests, cushions, trays/poesy's, etc.)

\_\_\_\_ effective group leadership (planning, protocols, time use)

\_\_\_\_\_ monitors correct Splinting use by client  
\_\_\_\_\_ Static \_\_\_\_\_ Dynamic  
\_\_\_\_\_ proper positioning in chair/bed  
\_\_\_\_\_ checks MD orders  
\_\_\_\_\_ confirms parent agreement has been obtained for services per IDEA  
\_\_\_\_\_ Other: \_\_\_\_\_

### **BASIC TENETS**

#### **Occupational Therapy Philosophy (FWPE item #4 Clearly communicates values & beliefs of occupational therapy, highlighting use of occupation) aeb:**

Confidently explains profession's values & beliefs, using examples appropriate to setting to:

\_\_\_\_\_ Client \_\_\_\_\_ families/significant others \_\_\_\_\_ OT \_\_\_\_\_ PT \_\_\_\_\_ SLP \_\_\_\_\_ Teacher \_\_\_\_\_ Aides \_\_\_\_\_ MDs  
\_\_\_\_\_ Nursing \_\_\_\_\_ LISCW \_\_\_\_\_ Psychologist \_\_\_\_\_ RT \_\_\_\_\_ CRC \_\_\_\_\_ AT \_\_\_\_\_ MT \_\_\_\_\_ 3rd party payers  
\_\_\_\_\_ regulatory bodies \_\_\_\_\_ general public (e.g., via promotional materials/activities such as brochures, flyers/press releases, in-services)  
\_\_\_\_\_ Other: \_\_\_\_\_

#### **OT/OTA Roles (FWPE item #5 Communicates role of OT/OTA) as collaborative team according to state laws/practice acts \_\_\_\_\_ verbally &/or \_\_\_\_\_ via written material provided to:**

\_\_\_\_\_ Client \_\_\_\_\_ families/significant others \_\_\_\_\_ OT \_\_\_\_\_ PT \_\_\_\_\_ SLP \_\_\_\_\_ Teacher \_\_\_\_\_ Aides \_\_\_\_\_ MDs  
\_\_\_\_\_ Nursing \_\_\_\_\_ LISCW \_\_\_\_\_ Psychologist \_\_\_\_\_ RT \_\_\_\_\_ CRC \_\_\_\_\_ AT \_\_\_\_\_ MT \_\_\_\_\_ 3rd party payers  
\_\_\_\_\_ regulatory bodies \_\_\_\_\_ general public (e.g., via promotional materials/activities such as brochures, flyers/press releases, in-services)  
\_\_\_\_\_ Other: \_\_\_\_\_

#### **Evidence-based practice (FWPE #6 Makes informed practice decisions using published research & relevant informational resources) using evidence from sources such as:**

\_\_\_\_\_ summarized evidence from Critically Appraised Topics/Papers (CATs/CAPs)  
\_\_\_\_\_ articles from peer reviewed journals (e.g., AJOT, OTJR, etc.)  
\_\_\_\_\_ discussion/sharing of material learned via other sources (textbooks, OT Practice, coursework, conference workshops, website searches, conferences, etc.,) in supervision  
\_\_\_\_\_ materials found using EBP approach (e.g., PICO question: Person, Intervention, Condition, Outcome) to search for relevant evidence  
\_\_\_\_\_ Other: \_\_\_\_\_

### **EVALUATION & SCREENING**

#### **Gathers data (FWPE item #7 Under supervision of & in cooperation with OT/OTA, gathers relevant information re: clients' occupations of self-care, productivity, leisure, & factors that support/hinder occupational performance) according to state law & to assessed level of competency via:**

\_\_\_\_\_ record review \_\_\_\_\_ interview \_\_\_\_\_ observation in context  
\_\_\_\_\_ describing observed performance as per setting's policies & procedures/scope of practice  
\_\_\_\_\_ gathering data using site sanctioned methods within expected time frame of: \_\_\_\_\_  
\_\_\_\_\_ completing expected number of screenings:  
\_\_\_\_\_ per day \_\_\_\_\_ per week \_\_\_\_\_ per month  
\_\_\_\_\_ completing expected number of evaluations:  
\_\_\_\_\_ per day \_\_\_\_\_ per week \_\_\_\_\_ per month  
\_\_\_\_\_ Other: \_\_\_\_\_  
\_\_\_\_\_ Theories/Frames of reference such as \_\_\_\_\_

	PEO		Sensory Integrative
	Biomechanical		NDT
	Behavioral		Functional Group Model
	Acquisitional		MOHO
	Psychodynamic		Occupational adaptation
	Cognitive Behavioral		Ecology of Human Performance
	DBT		Rehabilitation
	Sensory Processing		Clinical Reasoning
	Developmental		Cognitive/Cognitive Disability
	Motor Learning		Other(s):
	Other(s):		Other(s):

**Administers Assessments (FWPE item #8 Establishes service competency in assessment method including but not limited to interviews, observation assessment tools, & chart reviews within context of service delivery setting)**

**Assessment method:**

\_\_\_ **Facility Specific Evaluation addressing:**

\_\_\_ Occupational Performance in Areas of Occupation:

\_\_\_ADL      \_\_\_IADL      \_\_\_Education      \_\_\_Work      \_\_\_Play/Leisure  
 \_\_\_Social Participation      \_\_\_Rest/Sleep

\_\_\_ Client factors      \_\_\_ Performance Skills/Patterns      \_\_\_ Activity Demands

\_\_\_ Quality of Life      \_\_\_ Role Competence      \_\_\_ Adaptation

\_\_\_ Self-Advocacy      \_\_\_ Health Wellness      \_\_\_ Occupational Justice issues

**Informal methods:**

\_\_\_ Classroom Observations      \_\_\_ Activity Analysis      \_\_\_ Informal interview

\_\_\_ Other(s): \_\_\_\_\_

**Formal methods: (please indicate expectations for entry-level competency on attached list)**

**Interprets (FWPE item #9 Assists with interpreting assessment results in relation to client's occupational performance & goals in collaboration with occupational therapist) by sharing observations/information to assist occupational therapist re:**

\_\_\_ standardized assessment results      \_\_\_ observations of client's performance

\_\_\_ understanding of condition/dx      \_\_\_ client's stated values, beliefs/motivations

\_\_\_ inter/intrapersonal (subjective) impressions      \_\_\_ client identified problems/needs

\_\_\_ verbal reports of others (team, family/caretakers, etc.)

\_\_\_ information re: client contexts (personal, cultural, temporal, virtual, physical, social)

\_\_\_ Other: \_\_\_\_\_

**Reports (FWPE item #10 Reports results accurately in a clear, concise manner that reflects client's status & goals):**

\_\_\_ completes standardized assessment data collection

- \_\_\_ reports results of interview/observations
- \_\_\_ summarizes material contained in history of client/chart review
- \_\_\_ accurately reports standardized assessment data (raw scores/results) as applicable
- \_\_\_ Other: \_\_\_\_\_

**Establishes Goals (FWPE item #11 Develops client centered & occupation based goals in collaboration with occupational therapist):**

- \_\_\_ formulates specific, measurable, realistic, attainable, time-limited goals
- \_\_\_ articulates suggestions for goals based on client problems/priorities, values/interests, needs/strengths, setting scope of practice
- \_\_\_ Other: \_\_\_\_\_

**INTERVENTION**

**Plans (FWPE item # 12 In collaboration with OT, establishes methods, duration, & frequency of interventions that are client centered & occupation based, Intervention plans reflect context of setting) relative to clients' needs demonstrating clinical/pragmatic reasoning based on:**

- |                                 |   |
|---------------------------------|---|
| ___ client's interests          | ___ clients beliefs & values                                |
| ___ current context & resources | ___ future context & resources                              |
| ___ intervention plan goals     | ___ client status   |
| ___ scope of practice           | ___ regulatory guidelines (Medicaid, Medicare, IDEA, etc.,) |
| ___ length of stay              | ___ resources (space/supplies/funding/time)                 |
| ___ Other: _____                |   |

**Selects (FWPE item #13 Selects & sequences relevant interventions that promote client's ability to engage in occupations) based on:**

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| ___ clients' interests/roles    | ___ clients' beliefs & values         |
| ___ current context & resources | ___ future context & resources        |
| ___ intervention plan goals     | ___ client status/current performance |
| ___ Other: _____                |                                       |

**Implements (FWPE item # 14: Implements occupation-based interventions effectively in collaboration with clients, families, significant others, & service providers)**

- \_\_\_ maintains open attitude re: clients' occupational performance needs/interests
- \_\_\_ seeks & responds to feedback from clients, families, significant others, service providers
- \_\_\_ respectfully engages in discussion with client/family/caregivers, occupational therapist, others
- \_\_\_ provides written documentation of collaborative plan (e.g., home program)
- \_\_\_ communication with others (documentation, at meetings, in letters or documents to other providers)
- \_\_\_ incorporates examples of occupation-based interventions used and clients' response.

**Activity analysis: (FWPE item #15 Grades activities to motivate/challenge client & facilitate progress) by:**

- \_\_\_ adapting sequence of activity & objects used
- \_\_\_ changing length/frequency/timing of sessions
- \_\_\_ ↑↓ sensory input
- \_\_\_ ↑↓ cognitivedemand
- \_\_\_ ↑↓ visual/verbalcues
- \_\_\_ ↑↓ physical requirements
- \_\_\_ ↑↓ amount of physical assistance provided
- \_\_\_ ↑↓ social demand (1:1 vs. group, family vs. peer(s), rules/nor ms)
- \_\_\_ ↑↓ amount of emotional/behavioral support provided
- \_\_\_ promoting ↑ safety (awareness, environmental modifications for fall prevention, removing potential sources of self- injury, etc.)
- \_\_\_ reviewing/revising expectations with client(s) relative to desired occupations, role(s) & context



Other: \_\_\_\_\_

**Therapeutic Use of Self: (FWPE item #16: Effectively interacts w/clients to facilitate accomplishment of established goals)**

- \_\_\_ communicates to address concerns in 1st person manner (e.g., "I statements")
- \_\_\_ provides clear and concise instructions
- \_\_\_ provides timely and specific feedback
- \_\_\_ remains calm when conveying point of view
- \_\_\_ compromises as needed to facilitate therapeutic alliance
- \_\_\_ demonstrates ongoing awareness of impact of own behavior on others
- \_\_\_ displays positive regard for others; genuine in client interaction
- \_\_\_ utilizes own strengths and personality to establish rapport & motivate clients
- \_\_\_ provides encouraging and empathetic responses to maximize client's participation & occupational performance
- \_\_\_ sets limits to allow for positive performance in therapeutic process

Other: \_\_\_\_\_

**Monitors client status to modify intervention plan as needed in collaboration with occupational therapist based on (FWPE item #17):**

- \_\_\_ fatigue      \_\_\_ O2 sat/respiration rate      \_\_\_ BP/heart rate      \_\_\_ frustration tolerance
- \_\_\_ anxiety      \_\_\_ acuity      \_\_\_ concerns re: safety (please specify): \_\_\_\_\_
- \_\_\_ cultural sensitivity      \_\_\_ cognitive status      \_\_\_ pain      \_\_\_ client distress/discomfort
- \_\_\_ inability to perform task      \_\_\_ refusal to engage

Other: \_\_\_\_\_

**COMMUNICATION**

**Verbal & Nonverbal (FWPE item #18 Clearly & effectively communicates verbally & nonverbally with clients, families, significant others, colleagues, service providers, & the public)**

- \_\_\_ uses language appropriate to the level of understanding of person with whom communicating
- \_\_\_ utilizes examples to illustrate meaning/intent
- \_\_\_ uses active listening strategies (restates/paraphrases) to ensure that both parties have shared understanding of information/plan
- \_\_\_ uses multiple modes of communication (verbal, written, nonverbal)
- \_\_\_ makes eye contact when appropriate
- \_\_\_ attends to physical boundaries/body space
- \_\_\_ demonstrates professional presentation/demeanor in facial expression, posture, grooming affect, & attire
- \_\_\_ utilizes setting's services for translators or translation of written materials when indicated/available

Other: \_\_\_\_\_

**Written (FWPE item #19 Produces clear & accurate documentation according to site requirements. All written communication is legible, using proper spelling, punctuation, & grammar)**

- \_\_\_ completes computerized &/or hand-written documentation per setting protocols/formats
- \_\_\_ uses approved institutional terminology/abbreviations
- \_\_\_ completes all documentation within expected time periods
- \_\_\_ writes in a manner conducive to being read by recipients of services & other disciplines, free of jargon while retaining language consistent with OTPF-Revised
- \_\_\_ uses technology when available to check work (grammar, spelling)
- \_\_\_ uses strategies such as proof reading, reading aloud, checking against template, asking colleague/peer to proof if feasible

Other: \_\_\_\_\_

**PROFESSIONAL BEHAVIORS**

**Self-Responsibility (FWPE item #20 Takes responsibility for attaining professional competence by seeking out learning opportunities & interactions with supervisor(s) & others)**

- \_\_\_ shares information about learning style with supervisor
- \_\_\_ asks for help incorporating learning style in ways consistent with setting if needed
- \_\_\_ comes to supervision with list of questions/concerns & possible options for how to address
- \_\_\_ takes initiative to meet with other members of team to understand their role/perspective
- \_\_\_ reviews testing materials/manuals on own prior to observing or administering
- \_\_\_ seeks out, reviews & shares reading materials/articles on frames of reference/EBP, client conditions, public law/policy
- \_\_\_ judges when choosing to attend in-services or other continuing education opportunities based on workload management & caseload focus
- \_\_\_ asks for specific feedback
- \_\_\_ consistently checks ins to clarify expectations
- \_\_\_ utilizes structured methods in setting to support learning (e.g., student manual, readings, in-services, self-assessment, tracking own caseload/workload
- \_\_\_ assertive regarding need to meet for supervision
- \_\_\_ openly discusses concerns & identifies possible avenues for changes or improvements
- \_\_\_ able to discuss &/or negotiate needs for adjustments to supervisory relationship, expectations, caseload, environment to improve quality of experience
- Other: \_\_\_\_\_

**Feedback (FWPE item #21 Responds constructively to feedback):**

- \_\_\_ engages in mutual feedback exchange (e.g., listens, clarifies, acknowledges the feedback &/or redirection, provides examples, asks "How can I improve?" discusses ways make active changes, identifies what would be helpful, discusses options)
- \_\_\_ demonstrates commitment to learning by identifying specific goals/actions to improve behavior/performance based on feedback in collaboration with supervisor
- \_\_\_ processes feedback & seeks support from supervisor within context of supervisory relationship & learning opportunity
- \_\_\_ utilizes tools to reflect on own performance or variables affecting performance (e.g., self-assessment on FWPE, journaling, Fieldwork Experience Assessment Tool)
- Other: \_\_\_\_\_

**Work Behaviors (FWPE item #22 Demonstrates consistent work behaviors including initiative, preparedness, dependability, & work site maintenance)**

- \_\_\_ takes initiative to address workload management
- \_\_\_ demonstrates consistent work behaviors in task & interpersonal interactions
- \_\_\_ attends to site cleanliness, safety & maintenance of supplies as appropriate to role
- \_\_\_ has ideas/plans prepared for meetings/sessions
- \_\_\_ takes responsibility to address areas of personal/professional growth
- \_\_\_ asks for appropriate supports or accommodations in responsible manner consistent with federal law & site resources (e.g., open in communication, provides appropriate documentation, requests reasonable accommodation if indicated)
- Other: \_\_\_\_\_

**Time Management (FWPE item #23 Demonstrates effective time management)**

- \_\_\_ maintains own schedule
- \_\_\_ has agenda or materials organized for meetings, sessions
- \_\_\_ arrives on time to work, meetings, client sessions
- \_\_\_ completes documentation/paperwork in timely manner
- Other: \_\_\_\_\_

**Interpersonal Skills (FWPE item #24 Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, & empathy)**

- \_\_\_ interacts professionally with peers & colleagues
- \_\_\_ addresses concerns in 1st person manner (e.g., “I statements”) at appropriate times
- \_\_\_ compromises as needed when negotiating workload
- \_\_\_ puts in necessary amount of effort to support own learning or department mission (e.g., willing to stay late if needed, etc.,) collaborates with others to maximize the learning experience
- \_\_\_ respectfully engages in discussion when conflict arises
- \_\_\_ Other: \_\_\_\_\_

**Cultural Competence (FWPE item #25 Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, & lifestyle choices)**

- \_\_\_ demonstrates awareness of own background & sensitivity to worldviews of others (clients, family, colleagues)
- \_\_\_ refrains from imposing one’s own beliefs & values on others
- \_\_\_ treats everyone with dignity & respect
- \_\_\_ gathers information about clients’ cultural values &/or spiritual beliefs
- \_\_\_ incorporates clients’ values & beliefs into therapeutic interactions & interventions when feasible
- \_\_\_ considers clients socioeconomic & community resources & lifestyle when designing intervention plans & discharge planning
- \_\_\_ demonstrates tolerance for differences in others & willingness to work with all clients

**Other expectations not noted above:**

\_\_\_\_\_  
Signature  
Adopted from NEOTEC, Inc. 2016

**Neosho County Community College  
Occupational Therapy Assistant Program**

WEEKLY REVIEW Student & FW Educator

Week #: \_\_\_\_\_ Student: \_\_\_\_\_ FW Educator: \_\_\_\_\_

STRENGTHS:

GROWTH AREAS:

GOALS FOR NEXT WEEK:

MEETINGS, ASSIGNMENTS DUE, ETC.:

## Mid-Term Fieldwork Experience Assessment Tool (FEAT)

Student's name:	Supervisor(s) names:	
Facility name:		
Type of fieldwork experience (setting, population, level):	Date:	Week #:

**Context:**

The Fieldwork Experience Assessment Tool (FEAT) is the result of an American Occupational Therapy Foundation qualitative study completed by six occupational therapy programs across the United States and Puerto Rico. Data was collected from fieldwork students and fieldwork educators. In their interviews, students and Fieldwork Educators described fieldwork education in terms of a dynamic triad of interaction among the environment, the fieldwork educator and the student. Interviewees indicated that a positive educational experience occurred when a balance existed among these three key components.

**Purpose:**

The FEAT identifies essential characteristics of the three key components. By providing a framework to explore the fieldwork experience, the FEAT can help students and fieldwork educators consider how to promote the best possible learning experience.

The purpose of the FEAT is to contribute to student and fieldwork educator discussions, so that reflection and problem solving can occur to enhance the fieldwork experience. The tool is designed to both assess the balance of the three key components, and to facilitate discussion about student and fieldwork educator behaviors and attitudes, and environmental resources and challenges. By mutually identifying issues present during fieldwork, the fieldwork educator and student can use the FEAT as a tool to promote dialogue and foster the identification of strategies to facilitate the just-right challenge. The FEAT may be used early in fieldwork as a tool to promote dialogue, or at any time throughout fieldwork as the need for problem solving emerges.

**Directions:**

In the Assessment Section, the FEAT is organized according to the three key components: environment, fieldwork educator, and student. Under each component, essential characteristics and examples are listed. These examples are not all-inclusive; new descriptors may be added to individualize the tool for different settings. The fieldwork educator and student, either individually or together, should complete the FEAT by describing each component using the continuum provided at the top of each section (limited →just right challenge →excessive).

Following the assessment portion of the FEAT, questions are provided to guide student and fieldwork educator discussion and problem solving. Collaboratively reflect upon the student and fieldwork educator descriptions on the FEAT to identify commonalities and differences between the two perspectives, and identify patterns across the key components. Based on these discussions, develop strategies for a more balanced fieldwork experience. Consider environmental experiences and resources; fieldwork educator attitudes, behaviors and professional attributes; and/or student attitudes and behaviors that could enhance the experience. The examples listed within each section are intended to guide discussion between the fieldwork educator and student in an effort to create a successful fieldwork experience. Additional elements may be identified and included according to the nature of the setting or the fieldwork process.

Use of the FEAT at the end of the fieldwork experience is different than at midterm. At the end of the fieldwork the FEAT is completed exclusively by the student to provide “student-to-student” feedback based upon what characteristics the ideal student in this setting should possess to make the most of this fieldwork experience. This final FEAT is sent directly to CSU by the student.

A. Assessment Section

<b>ENVIRONMENT</b>	
<b>I. VARIETY OF EXPERIENCES</b>	<b>Descriptions</b> (limited →just right challenge →excessive)
<b>A. Patients/Clients/Diagnoses</b> -Different Diagnoses -Range of abilities for given diagnosis(complexity, function-dysfunction) -Diversity of clients, including socioeconomic & lifestyle)	
<b>B. Therapy Approaches</b> -Engage the entire therapy process (evaluation, planning, intervention, documentation) -Learn about different roles of therapist (direct service, consultation, education and administration) -Use variety of activities with clients -Observe and use different frames of reference/theoretical approaches -Use occupation vs. exercise	
<b>C. Setting Characteristics</b> -Pace (setting demands; caseload quantity) -Delivery system	
<b>II. RESOURCES</b>	<b>Descriptions</b> (limited →just right challenge →excessive)
<b>A. OT Staff</b> -See others' strengths and styles -Have multiple role models, resources and support	
<b>B. Professional Staff</b> -Observe and hear a different perspective on clients -See/experience co-treatments and team work to get whole person perspective -Have others to share ideas and frustrations	
<b>C. OT Students</b> -Able to compare observations & experience -Exchange ideas	
<b>FIELDWORK EDUCATOR</b>	
<b>I. ATTITUDE</b>	<b>Descriptions</b> (limited →just right challenge →excessive)
<b>A. Likes Teaching/Supervising Students</b> -Devote time, invests in students -Enjoy mental workout, student enthusiasm	

<b>B. Available/Accessible</b> -Take time	
<b>FIELDWORK EDUCATOR (continued)</b>	
<b>C. Supportive</b> -Patient -Positive and caring -Encourage questions -Encourages development of individual style	
<b>D. Open</b> -Accepting -Alternative methods -To student requests -Communication	
<b>E. Mutual Respect</b>	
<b>II. TEACHING STRATEGIES</b>	<b>Descriptions</b> (limited →just right challenge →excessive)
<b>A. Structure</b> -Organize information (set learning objectives, regular meetings) -Introduce treatment (dialogue, observation, treatment, dialogue) -Base structure on student need -Identify strategies for adjusting to treatment environment	
<b>B. Graded Learning</b> -Expose to practice (observe, model) -Challenge student gradually (reduce direction, probing questions, independence) -Base approach on student learning style -Individualize based on student's needs -Promote independence (trial & error)	
<b>C. Feedback/Processing</b> -Timely, confirming -Positive & constructive (balance) -Guide thinking -Promote clinical reasoning	
<b>D. Teaching</b> -Share resources and knowledge	
<b>E. Team Skills</b> -Include student as part of team	
<b>III. PROFESSIONAL ATTRIBUTES</b>	<b>Descriptions</b> (limited →just right challenge →excessive)
<b>A. Role Model</b> -Set good example -Enthusiasm -Real person -Life long learning	

<b>B. Teacher</b> -Able to share resources and knowledge	
<b>FIELDWORK STUDENT</b>	
<b>I. ATTITUDE</b>	<b>Descriptions</b> (limited →just right challenge →excessive)
<b>A. Responsible for Learning</b> -Active learner (ask questions, consult) -Prepare (review, read and research materials) -Self-direct (show initiative, is assertive) -Learns from mistakes (self-correct and grow)	
<b>B. Open/Flexible</b> -Sensitive to diversity (non-judgmental) -Responsive to client/consumer needs -Flexible in thinking (make adjustments, try alternative approaches)	
<b>C. Confident</b> -Comfort in knowledge and abilities -Comfort with making and learning from mistakes (take risks, branch out) -Comfort with independent practice (take responsibility) -Comfort in receiving feedback	
<b>D. Responsive to Supervision</b> -Receptive to feedback (open-minded, accept criticism) -Open communication (two-way)	
<b>II. LEARNING BEHAVIORS</b>	<b>Descriptions</b> (limited →just right challenge →excessive)
<b>A. Independent</b> -Have and use knowledge and skills -Assume responsibility of OT without needing direction -Incorporate feedback into behavioral changes -Use “down time” productively -Become part of team	
<b>B. Reflection</b> -Self (processes feeling, actions and feedback) -With others (supervisor, peers, others)	
<b>C. Active in Supervision</b> -Communicate needs with supervisor (seek supervision for guidance and processing; express needs) -Ask questions	



B. Discussion Section: Questions to Facilitate Dialogue and Problem Solving

1. A positive fieldwork experience includes a balance between the environment, fieldwork educator and student components. Collaboratively reflect upon the descriptions outlined by the student and fieldwork educator and identify perceptions below.

Common perspectives between student and fieldwork educator	Different perspective between student and fieldwork educator
Environment  Fieldwork Educator  Student	

2. What patterns are emerging across the three key components?

3. What strategies or changes can be implemented to promote a successful fieldwork experience? Describe below:

Components of a Successful Fieldwork	Environment, Fieldwork Educator and/or Student Strategies and Changes to Promote Successful Fieldwork Experience at this Setting
<b>Environment</b> Experiences  Resources	
<b>Fieldwork Educator</b> Attitudes  Behaviors  Professional attributes	
<b>Student</b> Attitudes  Behaviors	

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This Fieldwork Assessment Tool (FEAT) was developed by The Fieldwork Research Team: Karen Adler, Karmen Brown, Lou Ann Griswold, Wendy Krupnick, Luz Muniz de Melendez and Patricia Stutz-Tanenbaum; project funded by The American Occupational Therapy Foundation; Reprinted by permission of the publisher.

# INFORMATIONAL AND REQUIREMENTS COMPARISON

## FIELD OF OCCUPATIONAL THERAPY

	COTA	OTR
Educational, Exam and Licensure	<ul style="list-style-type: none"> <li>Has graduated from onoccupational therapy assistant program accredited by ACOTE. Typically a two-year program.</li> </ul>	<ul style="list-style-type: none"> <li>Has graduated from an occupational therapy program accredited by ACOTE. Currently a six-year program.</li> </ul>
Professional Standing and Responsibility	<ul style="list-style-type: none"> <li>An occupational therapy assistant is responsible for providing safe and effective occupational therapy services under the supervision of and in partnership with the occupational therapist and in accordance with laws or regulations and AOTA documents (AOTA, 2009).</li> </ul>	<ul style="list-style-type: none"> <li>An occupational therapist is responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process (AOTA, 2009)</li> </ul>
Screening, Evaluation and Re-evaluation	<ul style="list-style-type: none"> <li>An occupational therapy assistant contributes to the screening, evaluation, and re-evaluation process by implementing delegated assessments and by providing verbal and written reports of observations and client capacities to the occupational therapist in accordance with federal and state laws, other regulatory and payer requirements, and AOTA documents.</li> <li>An occupational therapy assistant contributes to the documentation of evaluation results.</li> </ul>	<ul style="list-style-type: none"> <li>An occupational therapist is responsible for all aspects of the screening, evaluation, and re-evaluation process.</li> <li>An occupational therapist, in collaboration with the client, evaluates the client's ability to participate in daily life by considering the client's history, goals, capacities, and needs; the activities and occupations the client wants and needs to perform; and the environments and context in which these activities and occupations occur.</li> <li>An occupational therapist initiates and directs the screening, evaluation, and re-evaluation process and analyzes and interprets the data in accordance with federal and state law, other regulatory and payer requirements, and AOTA documents.</li> <li>An occupational therapist completes and documents occupational therapy evaluation results.</li> </ul>

<p style="text-align: center;">Intervention</p>	<ul style="list-style-type: none"> <li>• An occupational therapy assistant selects, implements, and makes modifications to therapeutic interventions that are consistent with the occupational therapy assistant’s demonstrated competency and delegated responsibilities, the intervention plane, and requirements of the practice setting</li> <li>• An occupational therapy assistant contributes to the modification of the intervention plan by exchanging information with the providing documentation to the occupational therapist about the client’s responses to and communications throughout the intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• An occupational therapist has overall responsibility for the development, documentation, and implementation of the occupational therapy intervention based on the evaluation, client goals, best available evidence, and professional and fieldwork reasoning.</li> <li>• An occupational therapist; ensures that the intervention plan is documented within the time frames, formats, and standards established by the practice settings, agencies, external accreditation programs, state and federal law, and other regulatory and payer requirements. An occupational therapist modifies the intervention plan throughout the intervention process and documents changes in the client’s needs, goals, and performance.</li> </ul>
<p style="text-align: center;">Outcomes</p>	<ul style="list-style-type: none"> <li>• An occupational therapy assistant contributes to the transition or discontinuation plan by providing information and documentation to the supervising occupational therapist related to the client’s needs, goals, performance, and appropriate follow-up resources.</li> <li>• An occupational therapy assistant contributes to evaluating the safety and effectiveness of the occupational therapy processes and interventions within the practice setting.</li> </ul>	<ul style="list-style-type: none"> <li>• An occupational therapist is responsible for selecting; measuring, documenting, and interpreting expected or achieved outcomes that are related to the client’s ability to engage in occupations.</li> <li>• An occupational therapist is responsible for documenting changes in the client’s performance and capacities and for transitioning the client to other types or intensity of service or discontinuing services when the client has achieved identified goals, reached maximum benefit, or does not desire to continue services.</li> <li>• An occupational therapist prepares and implements a transition or discontinuation plan based on the client’s needs, goals, performance, and appropriate follow-up resources.</li> <li>• An occupational therapist is responsible for evaluating the safety and effectiveness of the occupational therapy processes and interventions within the practice setting.</li> </ul>

## GLOSSARY OF TERMS

**Academic Fieldwork Coordinator (AFWC):** the NCCC OTA faculty who sets up fieldwork placements, coordinates with staff at fieldwork sites and organized academic/coursework expectations for OTA students.

**Activity:** A class of human behaviors that are goal directed.

**Activity Analysis:** “A way of thinking used to understand activities, the performance components to do them and the cultural meanings typically ascribed to them” (Neistadt and Crepeau, 1998; Willard and Spackman’s Occupational Therapy, 9<sup>th</sup> ed., p. 135).

**Assessment:** Specific tools or instruments that are used during the evaluation process.

**Client:** The entity that receives occupational therapy services. Clients may include (1) individuals and other persons relevant to the individual’s life, such as family, caregivers, teachers, employers, and others who also may help or be served indirectly; (2) organizations such as business, industry, or agencies; and (3) populations within a community (Moyer & Dale, 2007)

**Code of Ethics:** Refer to [www.aota.org/general/coe.asp](http://www.aota.org/general/coe.asp)

**Collaboration:** Cooperative arrangement in which two or more parties work jointly towards a common goal.

**Competency:** Adequate skill, knowledge, qualification, and/or capacity to practice as an entry-level professional.

**Ethics:** A body of moral principles or values.

**Evaluation:** The process of obtaining and interpreting data necessary for intervention. This includes planning for and documenting the evaluation process and results.

**Evidence-Based Practice:** Evidence-based practices adopt a process of lifelong learning that involves continually posing specific questions of direct practical importance to clients, searching objectively and efficiently for the current best evidence relative to each question, and taking appropriate action guided by evidence.

**Fieldwork Educator (FWE):** the fieldwork site clinical instructor and/or supervisors. OTA student directly reports to one or more FWE at their Level I or Level II fieldworksite.

**Intervention:** The process and skilled actions taken by occupational therapy profession in collaboration with the client to facilitate engagement in occupation related to health and participation. The intervention process includes the plan, implementation, and review.

**Occupation:** Groups of activities and tasks of everyday life, named, organized, and given value and meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p. 181).

**Outcomes:** What occupational therapy actually achieves for the client.  
Changes desired by the client that can focus on any area of the client's occupational performance.

**Re-evaluation:** The process of critical analysis of client response to intervention. This enables one to make necessary changes to improve results.

**Screening:** Obtaining and reviewing data relevant to a potential client to determine need for further evaluation and intervention.

**Transition:** Transition is "action coordinated to prepare for or facilitate a change, such as from one functional level to another, from one life [change] to another, from one program to another, or from one environment to another" (AOTA, 1998, p. 866)